BEST PRACTICES IN INSTRUCTIONAL LEADERSHIP OF
SECONDARY SCHOOL ADMINISTRATORS:
THE SAMAR ISLAND EXPERIENCE

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APPROVAL SHEET

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Dedication

This humble work is affectionately dedicated to:

My two daughters, Hannah Mae & Nathalie Babe

My husband, Edwin Irene

My brother & sisters

My friends, Genelima L. Arcales

Cres

ABSTRACT

This study investigated best practices in instructional leadership of the secondary school administrators in the Island of Samar that contributed to the school administrator's performance during school Year 2014-2015. Case study was applied to investigate the best practices in instructional leadership of secondary school administrators (principals) in the Island of Samar. Study revealed that there was no significant relationship between age; civil status; educational background; position; length of service; regional training; performance rating; and awards/recognition received by the teachers and 5 categories of best practices of the school administrators. The study revealed that the wider the school site was the school administrators tend to practice less on creating a healthy school environment. Likewise, with high retention rate, the school administrators tend to practice more on improving instruction. The study revealed that teachers who attended less In-service trainings and seminars at the local level tend to practice less on managing people, data and process; likewise, the less trainings attended by them at the national level, the tendency to practice less in improving instruction and managing people, data and process. It was also revealed that single administrators tend to practice more on managing people, data and process than married administrators; administrators with high educational attainment tend to practice more on creating a healthy school environment. School administrators who were experienced both as teachers and administrators and ad more local seminars and trainings tend to practice less on managing people, data and process.

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THE PROBLEM AND ITS SETTING

Introduction

Best practices have been used to describe "what works" in a particular situation or environment. When data support the success of a practice, it is referred to as a research-based practice or scientifically based practice. As good consumers of information, one must keep in mind that a particular practice that has worked for someone within a given set of variables may or may not yield the same results across educational environments.

According to Whitehurst (2012:1-2) evidence-based education is defined as the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction. Professional wisdom allows educators to adapt to specific circumstances or environments in an area in which research evidence may be absent or incomplete. But without at least some empirical evidence, education cannot resolve competing approaches, generate cumulative knowledge, and avoid fads and personal biases.

Furthermore, Whitehurst emphasized that there are nine standards of best practices and one of these, is strong leadership. This leadership is focused on enhancing the skills, knowledge, and motivation of the people in the organization and creating a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students.

Leadership fosters a collaborative atmosphere between the school and the community while establishing positive systems to improve leadership, teaching, and student performance. One of the key roles of the principals in the 21st century is to be instructional leaders who will focus on strengthening teaching and learning, professional development, data-driven, decision making and accountability.

Hallinger's (2003:12) most frequently used conceptualization of instructional leadership proposed three dimensions: defining the school's mission, managing the instructional program, and promoting a positive school-learning climate.

In another view, Dimmock (1995:89) asserts that instructional leadership is too prescriptive and relies on a top down process of management. This type of structure supports the notion that when principals execute essential tasks, teaching and learning improve. He suggests that schools are characterized by "loose coupling and autonomy" and a better strategy would be a bottom-up approach. The proposed "backward mapping" would begin with student outcomes and then progress up through the following: learning styles and processes; teaching strategies; school organization and structure; and leadership, management, resources and culture/climate. Dimmock suggests further that this framework and strategy would help schools and communities address the challenge of providing leadership and management for quality teaching and learning. Essentially, the student is the center of these quality schools and

principals and teachers must focus on improving student learning and performance. Leadership within this paradigm is based primarily on a strong technical knowledge of teaching and learning and secondly, on curriculum design, development and evaluation.

However, one of the data evidence shows that the divisions of Samar provinces are now performing in terms of National achievements test every year given by the National Educational Testing Research Center (NETRC).Based on the results of the National Achievement Test (NAT) in the last three years: (1) Samar Division, for school year 2013-2014,got the overall results of 68.07 MPS; for School Year 2012-2013, got 64.65 MPS, and for school year 2011-2012, got56.65 MPS; (2) Calbayog City Division, for school year 2013-2014, 64.61 MPS; 2012-2013, 64.45 MPS and for school year 2011-2012, Calbayog City got 60.22 MPS; (3) Eastern Samar Division, for school year 2013-2014, 60.77 MPS; 2012-2013, 52.51 MPS, and for the school year 2011-2012, 59.79 MPS; (4) Catbalogan City Division got the overall result for the school year 2013-2014, 53.28 MPS; 2012-2013, 47.71 MPS, and for the school year 2011-2012, 52.29 MPS, and (5) Catarman Division got the overall result for school year 2014-2013, 48.75 MPS; 2012-2013, 43.51 MPS and for the school year 2011-2012, 44.50 MPS. Based on the results of the National Achievement test it is the Samar Division and Calbayog division garnered the 60.00 percent above among the division in the Island of Samar. And the national MPS standard baseline requirement is 55.00 percent above and the National

standard passing percentage is 75.00 percent. The National achievement test is so important because this affect the school administrators' performance.

It is on the foregoing premises, therefore, that the researcher decided to undertake the present study which investigated the extent to which the standard of best practices helps in improving the school performance of the administrators.

Statement of the Problem

This study investigated best practices in instructional leadership of the secondary school administrators in the Island of Samar that contributed to the school administrator's performance during school Year 2014-2015.

Specifically this study sought to answer the following questions:

1.   What is the profile of the school administrator-respondents in terms of the following variates:

      1.1   age and sex;

      1.2   civil status;

      1.3   average family monthly income;

      1.4   educational back ground;

      1.5   length of service;

      1.6   number of years rendered as school administrators;

      1.7   relevant seminars/trainings attended;

      1.8   performance ratings for three years, and

1.9 recognitions and awards received?

2. **What is the profile of the teacher-respondents in terms of the** following variates:

2.1 age and sex;

2.2 civil status;

2.3 educational background;

2.4 performance ratings for three years;

2.5 academic achievements;

2.6 length of service;

2.7 **relevant seminars/trainings attended, and**

2.8 present position?

3. **What is the profile of the respondent-schools in terms of the** following variates:

3.1 location;

3.2 type;

3.3 site;

3.4 budget allocation;

3.5 performance;

3.6 achievement test results, and

3.7 facilities and equipment?

4. **What are the best practices of secondary school administrators in** the Island of Samar along following categories of instructional leadership:

4.1   clarifying a vision;

4.2   creating a healthy school environment;

4.3   cultivating leadership in others;

4.4   improving instruction;

4.5   managing people, data and process?

5.   **Is there a significant relationship between the best practices of the**
secondary school administrators and the following:

5.1   respondent-schools' profile;

5.2   administrators' profile; and

5.3   teachers' profile?

6.   **What implications maybe derived from the findings of the study?**

Hypotheses

1.   **There is no significant relationship between the best practices of the**
secondary school administrators along the identified categories and the
following:

1.1   respondent-school' profile;

1.2   administrators' profile, and

1.3   teachers' profile.

Theoretical Framework

This study is basically anchored on Covey's "Universal Vision Theory"
with five basic virtues namely: (1) ecological balance stated that by constantly

attending to the transforming principles, all stakeholders will enjoy synergistic benefits; (2) short and long Term perspective stated that if you try to take short-term approach, you will over the long term compromise or kill goose that lays the golden eggs; (3) professional challenge stated that embody enough challenge for leaders throughout their entire professional careers; (4) management context stated that you can better set policies and procedures, strategy, structure, and systems, and (5) personal sense of stewardship stated that a sense of stewardship with respect to people and other resources.

In support to Covey's Universal Vision Theory, Leithwood, et al., (1999:12) identified six dimensions of transformational leadership: building school vision and goals, intellectual stimulation, individualized support, symbolizing professional practices and values; demonstrating high performance expectations, and developing structures to foster participation in school decisions.

Furthermore, Popham (1975:8-9) on theory of Evaluation stated that educational evaluation consisted of a formal assessment of the work of education phenomena. The educational phenomena that were to be evaluated included outcomes of an instructional endeavor, the instructional program that procedure these outcomes, educational products used in educational efforts and the goals in which educational efforts were addressed. One of the educational evaluation models cited by Popham was the goal attainment model. This model conceived

evaluation as the determination of the degree to which an instruction programs goal were achieved. The necessity of goal attainment conception of educational evaluator was also stressed by Tyler (cited in Popham 1975:22-23) saying that the conclusion of an instructional program, measures of students were taken in order to see the degree to which the previously established goals were achieved. Unattained goals reflected inadequacies, in the instructional program while attained goals reflected a successful instructional program.

With the assumption of all above theories, the school administrators as instructional leaders had a great influence on students, teachers and the school performance. As an overview, the school performance lay on the leadership of the school administrators.

Integrating the theories, earlier presented on which the present study was anchored, the researcher developed a conceptual model which presented the schema of the study.

Conceptual Framework

Figure1 shows the schematic diagram of the study describing the research environment; the respondents of the study; the variables involved and their relationships, and the expected outcomes of study.

Improving instructional leadership of the School Administrators

Findings and Conclusion/Implications

F I E E I D I B I A I C I K (left side)

F I E E I D I B I A I C I K (right side)

School Administrator profile:
- age and sex;
- civil status;
- average family monthly income;
- educational background;
- length of service
- number of years as school administrators;
- relevant seminars/trainings attended;
- performance rating for three year;
- recognitions and awards received?
-

Respondent-School Profile
- location;
- type;
- site;
- budget allocation;
- performance;
- achievement test result,
- facilities and equipment?

Best Practices in Instructional Leadership standards:
- clarifying a vision;
- creating a healthy school environment;
- cultivating leadership in others;
- improving instruction;
- managing people, data and process?

Teacher-respondent Profile:
- age and sex;
- civil status;
- educational background;
- length of service
- performance ratings for three 3 yrs
- relevant seminars / trainings attended;
- Present position?

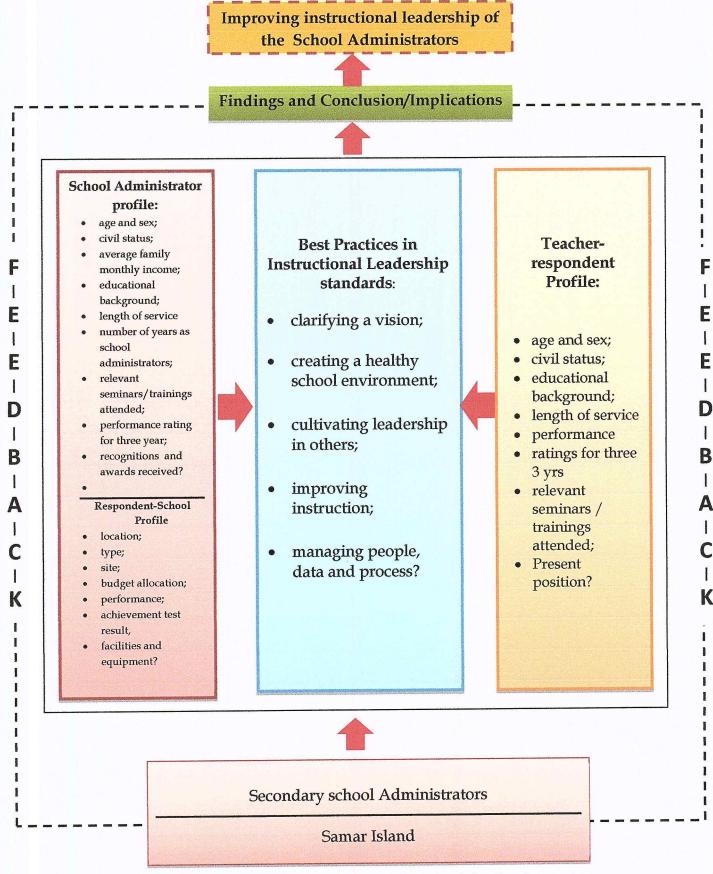**Secondary school Administrators**

Samar Island

Figure 1. Conceptual Framework of the Study

The base of the paradigm shows the research environment where the study was conducted. This refers to the Island of Samar which is divided into three provinces namely, Northern Samar, Eastern Samar and Samar Provinces, where the respondent school secondary administrators were taken as samples in this study.

The progress of the study was shown in the upper box enclosing the three boxes. One box placed at the left side, the second box placed at the center and the third box placed at the right side. The box placed at the left side is divided into two which contained the respondent-schools' profile with the corresponding variates such as, location, type, site, budget allocation, performance indicators, achievement test results (NAT) and facilities and equipment of the schools and the administrators' profile with their corresponding variates such as age, sex, civil status, average family monthly income, educational background, length of service, number of years as school administrators, relevant seminars/trainings attended, performance ratings for three years and recognition and awards received. The arrow pointing to the second box presumes that the best practices in instructional leadership had relationship to the school administrators' profile and the respondents' school. The second box placed at the center contained the standard best practices in instructional leadership of school administrators in the Samar Island. These best practices were classified into five categories:(1) clarifying a vision; (2) creating a healthy school environment; (3) cultivating leadership in others; (4) improving instruction, and (5) Managing people, data

and process presume that these have a significant relationship to the respondent's school, administrator's profile and the teachers' profile. The third box placed at the left side is the teacher-respondents profile which contained the age, sex, civil status; educational background; performance rating for the past three years; academic achievements; length of service; relevant seminar/trainings attended; and the present position. The arrow pointing to the center box presumes that there is a significant relationship with the best practices in instructional leadership of the school administrators to the teacher-respondents' profile.

Moving higher, the next box placed above the three enclosing boxes pointing upward arrow position contained the analysis and findings, recommendation and implication based on the results of the study from the data provided to school administrators' respondent and teacher respondents on the survey questionnaires, structured interviews and observations done by researcher.

Finally, the box placed at the top most part was presented on a broken line contained the objectives or purpose of the study.

Significance of the Study

The result of studies would be a great help to the following:

School administrators. This study is beneficial to the school administrators such as principals and school head teachers; this study would

serve as their bases for implementing their own best practices in order to improve their school performance and to be one of the high performing schools in the region and even in the national level.

Secondary school teachers . This study is of great help to the classroom teacher who is known to be a full-fledged manager, he/she manages the learning process of learners, he/she exerts efforts to attain the objectives of the organization, through the actualization of the potential of every student or through human resource development. Through this study, the teacher would adopt best practices and initiate varied activities at her/his classroom order to improve the academic performance of the learner.

Students. This study would be beneficial to the students because the learners are said to be the center of educative process, without them the school would not exist. This study would also give a hint to the students on how to get highest academic performance at school.

DepEd personnel. This study would be utilized by the DepEd personnel, as their guide in identifying a high performing school within the division. Likewise, this can be used to give recognitions and awards to the top performing school and high performing school administrators in the division.

Curriculum planners. This study would motivate them to make the best and suited curriculum that would focus on the learner's academic performance andfor the school offerings especially in offering tech-voc program.
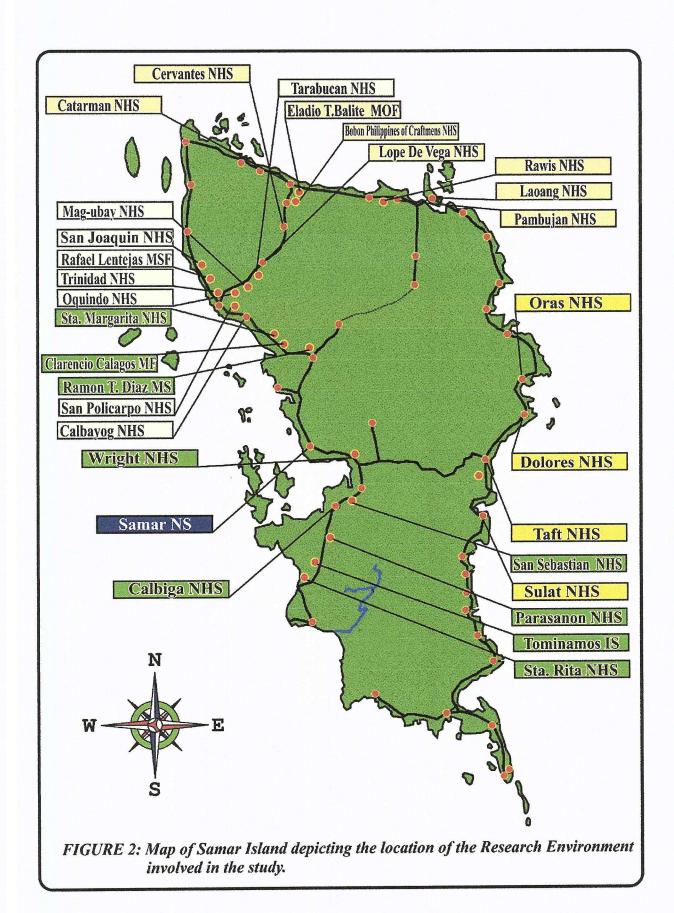
Parents. This study would help parents in order to know the academic performance of their children. They would somehow give or pay attention to the development of their children's academic skill by providing them more educational materials at home.

Stakeholders. This study would be a great help to the stakeholders of the school either internal or external stakeholders so that they would know the programs, projects and activities in school, likewise it will give them an insight for a continuous support of the school.

Future researchers. This study would encourage future researchers to discover more information regarding the school's best practices in secondary schools and be able to create their own theory based on their findings.

Scope and Delimitation

This study investigated the best practices in instructional leadership of the secondary school administrators in the Island of Samar that contributed to the school administrator's performance. This study involved 30 respondent's schools coming from three provinces of Samar which are Northern Samar, Eastern Samar and Western Samar. In Catarman Northern Samar, there were eight respondent schools namely, Laoang NHS, Rawis NHS, Pambujan NHS, Catarman NHS, Eladio T. Balite MOF, Bobon Philippines School of Craftmen, Cervantes NHS and Lope de Vega NHS. In Eastern Samar Division, there were

FIGURE 2: *Map of Samar Island depicting the location of the Research Environment involved in the study.*

four respondent schools namely, Sulat NHS, Taft NHS, and Dolores NHS and Oras NHS. In Calbayog City division there were eight respondent schools namely, San Joaquin NHS, Rafael Lentejas MSF, Trinidad NHS, San Policarpo NHS, Calbayog NHS, Oquendo NHS, Mag-Ubay NHS, and Tarabucan NHS. In Samar Division there were nine respondent schools namely, Tominamos Integrated School, Sta. Rita NHS, Parasanon NHS, Calbiga NHS, San Sebastian NHS, Wright NHS, Ramon T. Diaz MS, Clarencio Calagos MSF, and STA. Margarita NHS. And finally, Catbalogan City Division, the respondent school was Samar National School. This study was conducted during school year 2014-2015.

Definition of Terms

In order to provide a ready reference for the readers, the following terms are herein defined or applied in the study.

Average monthly income. This refers to the mean salary rate of the family income every month (http://uaniach.educ-sauu/salary/mean). In this study, it refers to average monthly income salary of both husband and wife every month.

Best practices. This refers to the method or technique that has consistently shown result superior to those achieved with other means and that is used as benchmarks (http://SERC'S Website, 2012:1). In this study, this refers to the method used of the school administrators in improving school performance.

Cohort survival rate or Cohort retention rate. This study, it refers to the proportion of enrollees at the beginning grade or those who reach the final grade at the end of the required of years of study (Verola, 2006:3). This refers to the proportion of enrollees of the secondary students in the Island of Samar who enrolled the Grade 7 and survived until Grade 10.

Completion rate. This refers to the percentage of first year entrants in a cycle of education surviving to the end of the cycle (Virola, 2006:3). In this study, this refers to the percentage of the students who enrolled in the Grade 7 and completely reached until Grade 10.

Drop-out rate. This refers to the proportion of students who leave school during the year as well as those who complete the grade level but fail to enroll in the next grade level the following school year to the total number of students enrolled during the previous school year (Verola, 2006:7). This refers to the proportion of secondary students who left school.

Length of service. This refers to the number of years a person has been employed by this current employer (Leavitt, 1996:1). In this study, this refers to the number of years rendered by the public secondary school teacher-respondents who have been in the position or office, or designation.

Enrolment. This refers to the process of initiating attendance to a school. The total number of students properly registered and/or attending class at a school (Verola, 2006:11). In this study, this refers to the number of students who enrolled in the public secondary school.

Graduation rate. This refers to the proportion of students who finished fourth year in the present year to the number of students who enrolled in fourth year in the present year (Verola, 2006:11). In this study, this refers to the fourth year students who graduated in a given school year.

Instructional leadership. This refers to strengthening teaching and learning, professional development, data-driven decision-making and accountability (http://wikipedia). In this study, this refers to the type of leadership practices by the school administrators in managing and leading the school that focus on strengthening teaching in order to improve the school performance.

National achievement test. This refers to virtually all the test batteries that measure knowledge of English, Mathematics, Science, Social Studies, and other subjects (free Journal Research www.globethics.net). In this study, this refers to the yearly achievement test given to the 4th year high school students by the NETRC.

Performance indicators. This refer to the several key indicators that can be computed and utilized for evaluating the educational system's performance at various levels, using the data available education statistics data bank. These indicators constitute an important component of a management information system (Mayer, 1999:47). In this study, these refer to the clarity and specificity about the skills, beliefs, and knowledge a principal needs to demonstrate

effective leadership in improving student's achievement as well as teachers' performance.

Performance rating. This refers to the performance of teachers described in numerical factor with the corresponding descriptive rating such as 8.60-10.0 outstanding, 6.60-8.50 very satisfactory, 4.60-6.50 satisfactory, 2.60-4.50 unsatisfactory, 2.50 & below poor (Mayer, 1999:13). In this study, this refers to a yearly performance of teachers and school head. This is a form of evaluation instrument in order to evaluate whether the teacher or school head perform well.

Physical facilities and equipment. These refer to the facilities and equipment that include classrooms, workshops, science Laboratories, libraries, teachers' room, furniture and toilets, and instructional equipment in Science and Technology and Home Economics (Mayer, 1999:14). In this study, these refer to the facilities and equipment used by the school respondents as their tools in improving their academic performance.

Repetition rate/repeaters rate. This refers to the proportion of students who enroll in the same year more than once to the number of students enrolled in that year during the previous year (Verola, 2006:8). In this study, this refers to the proportion of students who enrolled repeatedly the same year level as the previous year in the respondent school.

Retention rate. This refers to a measure of the rate at which students persist in their educational program at an institution expressed as a percentage. For four-year institution, this is the percentage of first-time bases (or equivalent).

(Verola, 2006:9)In this study, this refers to the percentage of student's enrolment in any school year that continues to be in school the following year.

Samar island. This refers to eastern portion of the Philippines. It lies southeast of Luzon and occupies the northernmost section of Eastern Visayas. It separated from Luzon on the North by San Bernardino Strait and from Leyte on the Southwest by the narrow San Juanico Strait. It is bounded on the east by the pacific Ocean, on the south by Leyte Gulf and on the west by the Samar sea (http://webster Dictionary). In this study, this refers to the Island of Samar which is divided into three provinces: Samar province (mainland of Samar), Northern Samar province and Eastern Samar province which are the respondent schools in the study.

School administrators. These refer to the educational leaders who promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school (Mayer, 1999:2). In this study, these refer to the school administrators in the Samar Island who promote the success of all the students through monitoring and supervision in the learning outcomes of the students.

School budget allocation. This refers to the financial program which is anticipated expenditure and anticipated revenues including receipts from borrowings (Leveriza, 1990:151). In this study, this refers to the financial program appropriation of the local school board submitted to the local government units as the basis of financial allocation for the whole year.

School location. This refers to the community in which the school is located, such as a village, hamlet or rural area, a small town, a town, a city, close to the center of a city with over 1, 000, 000 people or elsewhere in a city with over 1,000,000people (http\\:stats.oed.org./glossary/detail.asp?ID=5423). In this study, this refers to the location of the respondents-school in the Samar Island.

School profile. This refers to the historical background of the school, name, curriculum, personnel, special features, physical features/facilities, special programs, extra-curricular activities, alliances and linkages, status and benefits (Mayer, 1999:48). In this study, this refers to the respondent school's profile.

School site. This refers to the area or exact plot of land or ground on which anything or a structure or group of structures is, has been or is to be located. School site is just the piece of land or plot of ground on which a school plant is built or is to be built. It is on the site that school buildings are erected. It is on the site that foot paths and walk ways, car parks, and play grounds and all other structures that make up a school are constructed (http://wikipedia, 2014). In this study this refers to total land area of the secondary public school respondents.

Teachers' profile. This refers to variables, such as age, sex, educational qualification, teaching experience, relevant In-service trainings and three years past experience, performance rating for teachers and the present position (http://wikipedia, 2014). In this study, this refers to the teacher's respondent profile in the study.

Textbook-student ratio. This refers to the average number of usable textbooks to student in secondary level in a given subject in a given school year (Verola, 2006:11) In this study, this refers to the numbers of books that being distributed to students by teachers whether the ratio is 1:1 or not.

Teacher-student ratio. This refers to the ratio between the enrolments in the age range to the total population of that age range (Verola, 2006:11). In this study, this refers to the ratio of teacher's respondent and students per class

Top performing school. This refers to the schools who submit their performance indicators for the last three years which included their National Achievement Test (NAT) results, dropout rate, cohort-survival rate likewise the awards they have won within the calendar year. Financial management, personnel development, school environment, partnerships, and strategic plans round up the criteria for the best performing school (Palao-ay, 2015:1). In this study, this refers to the secondary schools of the Samar Island which are categorized by the divisions as top performing schools in terms of National achievements test results, dropout rate, cohort-survival rate likewise the awards they won within the calendar year.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discussed some information relevant to the conduct of the research endeavor. A number of published articles and research literature are included which are valuable in the conduct of this research.

Related Literature

The following are the case studies and related literatures that serve as anchor of the present study.

Bennis & Nanus (1997:23) stated clearly that leadership only works with a strong vision. They define leadership as "the pivotal force behind successful organizations and that to create vital and viable organizations, leadership is necessary to help organizations develop a new vision of what they can be, then mobilize the organization to change toward the new vision. This quote clearly connects the leadership to the vision in that the leadership is basically responsible for helping the organization to fulfill the vision. Furthermore, the leadership needs to be able to create a vision that the organization should work towards. "Leadership is what gives an organization its vision and its ability to translate that vision into reality without this translation, a transaction between leaders and followers, there is no organizational heartbeat" (Bennis and Nanus,

1997: 19). This quote also refers to translating the vision into reality which means to be able to relate the vision to today and act accordingly towards the vision.

In connection of Coveys (1991:296-297) universal mission statement on Economic well-being and Quality of life, he stated that on economic well-being employment is the way people derive their livelihoods. It does not take the place of families or churches or fraternal organizations. Jobs are to produce wealth, to produce things that people can use and consume in their daily lives and, ideally, enough money to pay taxes, tuition, and everything else, while on quality of life he stated that individuals and organizations sometimes feel that they cannot deal with quality-of-life issues unless they are relatively affluent. Furthermore, economic well-being and quality of life of stakeholders are most important in an organization.

In relation with the study of Aidlai and Vadi (2006), they explored how the attitude of school administrators towards school performance criteria were related to pupil national examination results in Estonian schools. The National Examinations have been conducted for the past ten years but there were no studies whether schools with higher results obtained by pupils were identified as successful schools. One important use of the national examination results is that it is a criterion for entrance into the universities. The school administrator (principals, head teachers) is responsible for the school performance. The school leadership utilized both the business and education leadership approaches supported by the Harvard schools. The attitudes held by administrators are

important as they quoted Di Paola, et al. (2004) that the principals' attitudes, values, beliefs and personal characteristics inspired people to accomplish organization goals and if pupil achievement improves over time it is in large measure because key stakeholders share the leaders' vision about these goals."

The study focused on school leadership centered in four criteria: creating the school environment, maintaining stakeholder's relationship and satisfaction, creating opportunities for non-academic development of pupil, and recruitment and training of teachers. School safety is the concern of the administration because without safety teacher cannot teach and pupil cannot learn effectively. Similarly, schools with many social problems (e.g. violence, disorder, lack of discipline etc.) have lower levels of academic achievement (Steward, 2008). Empirical research confirmed that schools that performed well have a strong and effective organizational culture, whereas poorly performing schools have a negative organizational culture climate (Westhuizen, et al., 2005). The result of the study indicated that administrators (principals) need to admit the substantial role they play in school performance and adopt an attitude that embraces leadership and school environmental issues as the key to a more successful school.

Furthermore, Tedla (2012) revealed that the principal as an instructional leader does not provide an adequate conducive climate for teaching and learning process, but he recognizes the importance of collaboration and sharing instructional leadership. The climate of collaboration and sharing instructional

leadership boost teachers' spirit. This in turn provides the students with the condition of effective learning and high achievement. However, the role of principal as an instructional leader remained only as a role rather than a function, and it was also discovered that the principal had not been trained as a principal, but as a teacher only. This negatively affects the concept of teacher leadership, and parent and community participation as a way of school effectiveness and improvement. Furthermore, it was discovered that the principal consumes most of his time dealing with managerial issues, meetings, paperwork, planning, budgeting, student discipline, and office tasks that the principal does not have adequate time to deal with instructional processes. In the meantime, it was also revealed that empirical research is important for the role of principal as an instructional leader in order to promote and embrace visionary school leadership in Eritrean context. Ideally, the role of the principle would foster participative, collaborative and shared instructional leadership among teachers. These concepts are crucial for the teaching and learning processes, teacher satisfaction, and for high student achievement. In the case study, it was discovered that there is lack of teacher readiness, inaccessibility of adequate resources, limited participation, and lack of teachers' in-service training. This implies that there was no-conducive environment for the teaching-learning process to be effectively involvement. A principal as a pivotal figure has a powerful impact over the whole school culture to utilize both human and material resources wisely or effectively.

Harris (2006) supported that there is no doubt that quality administrator preparation is critical because research has documented that successful school leaders have strong influence on the student achievement as they set direction, support effective teachers, and as they implement effective organizational processes. Yet, it seems that every day the media reports about America's failing public schools. Despite this widespread notion of school failure, as a professor in an educational leadership preparation program, the author hears stories every day of school administrators successfully influencing their K-12 campus for student's success. At the same time, every year when public school report cards are issued, exemplary schools are recognized, and many are awarded No Child Left Behind (NCLB) Blue Ribbon status or recognized by local, state, and national organizations, such as the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP), for outstanding leadership. While not denying that K-12 public schools may indeed have room for improvement, obviously many schools are flourishing under effective principal leadership. The author began to wonder about best practices used by recognized principals. Therefore, this article is presented in two parts. The first section reports on a recent study which identified "best practices for leadership" as reported by Award Winning K-12 school principals. The second part reviews the transfer of learning theory and considers the implication that the findings from " Best Practice study might have for university preparation programs.

In addition to Bossert, Steven T., et al. (2006) he concluded that the administrative behavior of principals is important to school effectiveness. Similar on the cites that "no single style of management appears appropriate for all schools." Rather the findings reported in the research literature and affirm the usefulness of contingency approach to organizational effectiveness and leadership. In other words, effectiveness depends on the appropriate matching of situational variables for example, shape of administrative hierarchy, organization of the curricular program, type of classroom instructional procedures and school climate, and the leadership style of the principal.

Likewise a case study of Willner, et al. (2007) stated that principals who received more professional development were more actively involved in the professional development of their teachers. Teachers who got more professional development taught lesson that were of higher instructional quality and schools where instructional quality was higher also had students with higher academic achievements. Because the data were collected during same time period, however the time sequence of these phenomena cannot be established and the absence of a counter factual evidence makes, it impossible to conclude that one event caused another while the results of this study are promising, a more rigorous evaluator is needed to establish with greater certainty that instruction-related professional development for principals makes a difference for teachers and students at their schools.

Pacha and Curry (2006) revealed important attributes of effective school and district leadership, including (a) establishing an atmosphere of genuine caring and support for both students and adults; (b) creating a pervasive ethos of trust, accountability and shared leadership; and (c) sparking a self-sustaining energy that fuels extraordinary effort on the part of both staff and students.

In connection with the survey results on the "High School Best Practices" (2012:5) revealed that there is a need for the strong leadership, teacher input, rigor and relevance of the course, need for technology to be continually updated and updated trainings of teachers, need for differentiation of instruction and 21st century teaching method, and need for inclusion teachers to work collaboratively and professionally with base teachers. Another, is the principal has the latitude for decision-making to impact student achievement, including staffing, hiring and firing and budget. And held accountable for the school's performance, likewise students who are below grade level expectation for literacy are scheduled in classes for extensive reading and writing interventions, and the student academic progress is measured frequently through a variety of formative and summative assessment measures and results are used to improved individual student performance and the instructional program. However, an advertisement program is used to enhance students career interest, social development, test taking and organizational skills communication skills, and as a time for special recognition and celebration. And also creative student incentives are used to improve attendance and achievements and the principal and

leadership team leverage the sources available in the community through involvement of parents, community members, and business partners.

Daft (20015:17) cited on his book that the school effectiveness that contributed to effective schools can be divided into two categories: those having to do with the school's social organization and those having to do with school's instructional and curriculum pattern. The social organization include clear academic and social behavior goals, order and discipline, high expectations, teacher efficacy, pervasive caring, public rewards and incentives, administrative leadership, community support, and the other attribute instruction and curriculum. High academic learning time, frequent and monitored homework, frequent and monitoring of student progress, coherently organized curriculum, variety of teaching strategies and opportunities for student responsibility.,

Similarly, Clark, David L., et al. (2006) stated that effective school focus on academic achievements of students, maintain high expectation forstudent achievement, allocate and use academic learning time effectively and efficiently maintain in order a supportive school climate, provide learning opportunities for teachers and students, and employ regular program evaluation and feedback to students.

Finally, Guzman (2005:218) presented the question on what framework to adopt in evaluation. The faculty from research point of view, she aims to present an evaluation of faculty effectiveness model useful evaluation and also a procedural alternative for testing the given model. She said, that evaluation of

effective teaching level depend on where point of view is being in defining an effective teacher, the faculty, themselves, the students, the peers on the academic heads.

As the whole, the foregoing literature presented provided this researcher with insights into the possible variables that have relationship with instructional leadership and best practices of the school administrators. In addition, these concepts gave this researcher the headway to formulate and investigate to what extent of the best practices in standard that had practiced by the school administrators that contributed to the school success.

Related Studies

The foregoing studies showed resemblance to the present work. The different studies that had been conducted by researchers are beneficial to the present study.

Lineburg (2010) conducted a study entitled "The Influence of the Instructional Leadership of Principals on Change in Teachers' Instructional Practices". He found out that (1) collegial interactions among teachers, personal beliefs, graduate work, and students were the most common influences mentioned by participants. (2) collegial interactions among teachers, teacher experience, and students had the largest influence on teachers, and (3) collegial interactions among teachers was a component of peer influence, and teacher experience, personal beliefs, and students were components of self, family, and

student influence. Moreover, this study used qualitative and quantitative descriptive data.

This study of Linburg and the present study were almost similar because both focused on instructional leadership of the principals and instruments used were the same such as qualitative and quantitative research. They differed only on the purpose of research because the present research focused on the best practices of the school administrators while the latter was on the influence of the school principal on the teachers in improving school performance. Moreover, it differed on the research environment. The present study was conducted in the Samar Island, Philippines, while the latter conducted in Virginia.

Likewise, Sindhvad (2009) conducted a study entitled "School Principals as Instructional Leaders: An Investigation of School Leadership Capacity in the Philippines" Decentralization and school-based management present many challenges for school managers, especially school principals. Understanding the factors that promoted principals' sense of self-efficacy and outcome expectancy for providing teacher incentives that motivated improved classroom instruction was the key to the formulation of school-based management policies and development of interventions supporting the school principal in this new role and organizational environment.

This study was related to the present study in terms of school improvements through the instructional leadership of principal. This study

differed on instrument used, since the present study used qualitative and quantitative method of research, while the latter used descriptive research.

Schwind (2010) on her study entitled "Instructional Leadership Responsibilities of Assistant Principal in Large Texas High School." She found out that (a) assistant principals perceived themselves to exhibit instructional leadership behaviors at a high frequency, (b) principals perceive their assistant principals to exhibit instructional leadership behaviors at a high frequency, (c) the perceptions of the principals and assistant principals were similar, and (d) principals and assistant principals reported more engagement in instructional leadership responsibilities and felt more pressured over the last five years under the new accountability and rating requirements of No Child Left Behind and the state assessments.

This study was related to the present study since the focus was all about the role of effective principals on student's academic performance in school. This study differed on the method used in gathering data, the present study used triangulation instruments while the latter used on line survey questionnaire.

Peariso (2011) conducted a study of Principals' instructional leadership Behaviors and Beliefs of Good Pedagogical Practice Among Effective California High school Serving Socio-Economically Disadvantaged and English Learners." He found out that : (a) effective high school principals were actively and frequently engaged in all facets of instructional leadership; (b) in several cases, experienced principals fostered specific aspects of instructional leadership more

than those principals with less experience; (c) effective high school principals were varied in their pedagogical beliefs and did not believe one particular way or philosophy with consistency; (d) effective high school principals were united in the belief of what was taught was more important than how it was taught; and (e) effective high school principals were united in the belief of producing student achievement and accountability.

This studywas related to the present study, because it was concerned about high school principals who were actively and frequently engaged in all facets of instructional leadership, likewise, the present study was all about the instructional leadership of school principals and their best practices. Both studies were focused on school success. This study differed on the research design used, where the present study used qualitative and quantitative research while the latter used casual-comparative study.

Another study of Ahmad (2006) entitled "Relation of Leadership, Teachers, Commitment, Teachers Competing, Best Effectives". He concluded that teacher commitment, teacher, competency and leadership that utilized the information and data analysis appropriate as significant factors influencing school effectiveness, still could be refine and needed to be specified in a useful to the practice.

This study was related to the present study in terms of leadership relationship, commitment and teacher's competency which was also talked in the

present research work. They differed in terms of research environment, and instruments' used in the study.

A study made by Ortiz (2007) focused on the innovation and innovative practices along technological, behavior, organization, and social areas of school administrators in public school and how these practices correlated with students' academic performance. The findings showed that technological innovations were perceived to be innovative by her respondents. But for limited Science and computer laboratory hinder the effective performance of the program, other innovations were considered principal initiated- innovations, teacher-initiate, both instructional and administrative and the rest were Department Education initiated. The study revealed that there was a negatively weak correlation between the age and teaching experience of teachers and their perception on innovation practices. As to the relationship between educational attainment and innovative practices there was a positive relationship between the educational attainment of teachers and their perception on innovative practices. This meant that educational attainment of teachers had some bearing on the positive response to innovations. Interviews and observation from school under the study revealed that most teachers who resisted change or innovations were those who did not update professional competence.

The study was related to the present work, both studies adopted practices on teaching and learning improvements for the increase of the student academic performance and the also used similar instrument in conduct of the study. They

differed on the research environment, the present study was conducted in Samar Island while the latter conducted in Luzon.

Canivel (2010) conducted a study entitled "Principal, Adversity Quotient: Styles, Performance and Practices". She concluded based from the findings of the study. First, the adversity quotient profile could measure the principals AQ to improve oneself in dealing with difficulties encountered in school. Second, the four dimensions of AQ measured exactly the AQ of an individual. The more control one had, the more one had to take positive action. Origin and ownership stood for blame and accountability. Reach evaluate how far hardship affects one's life and life and endurance took action on how adversity lasted. Third, the AQ of principals in Rizal was not generally far behind the standards provided by Stolts in 2009. Fourth, the principal respondents preferred participating leadership styles followed by telling and delegating as against telling styles. Fifth, if one wanted to succeed as leader, one must not stick only leadership style but make use of other styles that may fit the situation. Sixth, the AQ was very important for a principal to succeed in their performance and practices in school. Seventh, the principal were mostly at age 50 years old, female, married with continuing studies, served as faculty for 21 years and held the principalship for less than 5 years. Eighth, though principals' AQ resulted in very weak or no relationship with leadership style still the researcher believed that AQ had something to do with leading. Lastly, as the researcher held her school visitations to gather and interview her respondents she had noted the exemplary

characteristics of principals. Furthermore this study used qualitative type of research.

This study was related to the present work both used qualitative type of research and the styles, performance and practice which were part of the best practices in instructional leadership of school principal. They differed only on the location of study.

Dalisay (2007) on her administrative practices were examined from the perspective Science teacher and administrators, effective practices were noted from the study on students development, promoted teamwork and collaboration among teachers, politeness and thoughtfulness on community, use of Science and computer laboratory students development, promoted teamwork and collaboration among teachers, politeness and thoughtfulness on community, use of Science laboratory and facilities, and the criteria for promotion.

This study was related to the present work, since the focus of the research work was all about the administrative practices which was also the part of present study under the best practices in instructional leadership of school administrators. They differed on the research environment and the coverage of the study.

McLeod, II (2008) conducted a study entitled "Exploring the Relationship Between School Leadership and Middle School Mathematics Achievements: An Examination of Leadership Practice of Principals", he concluded based on the qualitative and quantitative results study. The parental and community

involvement in school had been shown to be important factors in school success. Second, the principal had a higher opinion of their ability to collaborate and share leadership than the principal to collaborate and leadership responsibilities leadership with other could be a difficult task. Third, Mathematics resource teachers from the school not meeting state standards were made influence by the state assessment than by the school's vision and educational professional were trying to win community support, but it could not be a one school effort by that members of the community must also share initiative to become involved with the schools. It was recommended that a risk school had a parent and community parent liaison to support great engagement because a good principal could provide a climate that could foster excellence in teaching and learning.

The study was related to the present study, since both studies concerned in parental and community involvement in school as one of the important factors in student's academic performance. And both studies used qualitative and quantitative type of research. They differed only in the research environment, present study was conducted in Samar Island, Philippines while the latter was conducted in the foreign country.

Another interesting study was conducted by Lahoz (2005) on her "Portrait of the Filipino an Outstanding School Administrators". She identified the qualities of an outstanding Filipino school administrators and the contributory factors to their leadership style. Her respondents were purposively selected from Delphi Response Group, Private School Members of Coordinating Council

of Private Educational Associations (COCOPEA), government agencies and legislative bodies, and professional associations. The findings revealed 22 qualities of outstanding administrators and 23 factors contributory to outstanding leadership. She expressed the resulting synthesis of her studies as the Educational Leadership Octagon consisting finally of : gift of self-wholeness, principals-commitment humility, empowerment trust in people, manager-attention to details, leader-movement towards vision, bigger causes outside school-industry leader, differences made in lives and total development of others, and excellent school realization of targets.

This study was related to the present study in terms of leadership styles and qualities of being effective principals that contributed to school sucess. Likewise, the present study aimed also for school effectiveness through the results of achievement test. This study differed in terms of instrument used and the location of the study, the present study was conducted in public school while the latter conducted in public school. And in terms of coverage the present study covered all aspects of instructional leadership.

Another of study of Aquilando (2012) in his study entitled " Performance Awareness on the Legal Issues and Concern in Educational Management of Public Secondary School Principal of Department of Education", determined the personal characteristics of the school secondary principal in terms of gender; educational attainment; region, length of service, length of administrative experience and number of relevant in service trainings attended and level of

awareness of respondent in the legal issues and concern of educational management on students' right and obligation, teachers' right and obligation of administrators; school's obligation and accountability and religion issues. It also determined the level of administrative performance of the secondary public school principal and the relationship between the levels of administrative performance. And it was recommended that administrators need to expose relevant trainings as required.

This study was related to the present study in terms of administrator's profile and performance awareness on legal issues and concern of educational management. This aspect was under on the best practices in instructional leadership of principals. They differed on the research environment and instrument used in the study.

Lanzarote (2008) added on her study entitled "Factors Affecting the Academic Performance of Education Students in State Universities in Samar Island". She concluded that teachers and students had different perceptions on academic skill, while students perceived "note taking" as their skill learned. Teachers used complex study skill which was usually used in the classroom when teaching their students instead of using traditional and simple skill. Both teachers and students perceived teaching learning as good and classroom management as effectives. The teachers pedagogies is considered as highly competent and facilities and equipment "fairly adequate". Furthermore, there was no significant difference between the teachers and students perception on

the teacher-related factors and facilities and equipment and there was no significant relationship between students profile characteristics and their academic performance except as to variable on occupation of parents and educational materials at home.

This study was related to the present study, because both study focused on the academic performance of the students. It differed on the instrument used and research environment.

Cabutin (2012) conducted a study entitled "Correlates of Grade III Pupils' performance in the National Achievement Test (NAT) in the Division of Samar: Bases for an Intervention Scheme". Based on her study, she concluded the following: (1) among the pupil respondents, there were more female; pupils belonged to average family size; birth order were eldest and second, the nutritional status was normal; family income was below poverty line; parents' educational attainment were elementary and high school levels, occupation of father respondents were mostly farming and fishing while mother were more on non-gainful chores such as housekeeping and helped husbands in farming and fishing and pupils were supported by parents. Second, in terms of teachers' profile, respondent's age was moderately experienced in teaching; respondents were all female and teaching Grade III class. They lived above poverty line; majority had master's degree units, and attended in service trainings and seminars. Third, as regard to school profile, all schools had free access to the road and all were carline, there was a high pupil participation based on enrollment,

there were female teachers than male. Only few were non-teaching personnel; school facilities and equipment were less adequate. Fourth, pupil had shown improvement in NAT performance for the last three years; their MPS in Mathematics, Science and English were above the prescribed MPS while in Filipino their performance was below the passing MPS. Fifth, pupils' gender, family income and family type had significant influence on their NAT performance in Filipino. While teachers' age and teaching experience had positive correlation with Filipino, teaching experience also affected pupil performance in Mathematics and attitude towards teaching influenced their performance in Science. All other variables did not yield significant results. And the last, she proposed intervention scheme to improve pupils' performance in NAT based on the findings of the study. The study used descriptive-correctional method of research.

This study was related to the present research work in terms of National Achievement Test (NAT) results. Likewise, the present study was focused also on the NAT result of the secondary schools as one of the criteria in selecting the performing school. This study differed in the instrument used, the present study used quantitative and qualitative type of research, while the latter used descriptive-correlational research. But in general, both studies focused on how the school performance improved through the leadership, styles and practices of the principals.

Palines (2005) conducted a study entitled "Correlates of Students Performance in Engineering Science and Education Program (ESEP) Classes in Eastern Visayas: Basis for a Proposed Intervention Program. She found out in her study that the administrators sex, average family income education background, administrative experience and performance rating correlated with the students achievements and performance in Science and Technology and the faculty-related variates such as sex, age, civil status, average family income, education background teaching experience, relevant in service trainings, performance rating and attitude towards Science and Technology significantly correlated with the student's performance and the school-related variates correlated with the student's performance and also the school-related variates correlated with students-respondent achievements in research: no. of teachers and personnel, average class size, laboratories and equipment.

The study of Palines was related to the present study in terms of students achievement test results, likewise the present study was also focused on the academic achievements of the students through the school best practices that were being implemented by the school administrators in order to achieve high performance in NAT. This study differed in terms of instruments used and the research environment.

Finally, Padilla (2006) in his study entitled "Student's achievement in Science and Technology in the Secondary Education Developed Program (ESEDP)". Based from his findings, he concluded that the Third Year High

School students Performance in S & T was better than the performance of Fourth year High School Students. Meanwhile, the performance of other paired year levels were more or less the same. The teacher's sex, civil status, educational background relevant trainings/seminars/conferences attended as well as average family monthly income were related the students' MPS in S & T. Students under female teachers more likely had higher performance in S & T than those under male teachers; those married teachers were more likely to perform better than those under single teachers; those under teachers who had higher educational attainment whose major field of specialization were related to S & T performed better than those under single teachers; those under teachers who had higher educational attainment than whose major field of specialization were related to S & T performed better than those under teachers who had lower educational attainment and who were non-S & T major; those teachers who had attended more trainings more likely performed better than those under teacher who had less number of hours of trainings; and those under teachers who had lower average family monthly income performed better than those under teachers who had high average family monthly income. And lastly, the utilization of facilities was related to the students MPS in S & T. In school where the level of utilization of S & T facilities was high, student's performance was also high.

This study was related to the present study because both focused on the achievement test results of the students through the utilization of facilities,

trainings attended by the teachers, and educational attainment of teachers. These variates contributed to the increase of the academic achievements of the students. Likewise, the present study focused also on the increase of the school performance, through the use of highly equipped instruction believed to have high retention rate. However, Padilla's study differed from present study on the following aspects: instruments used and the research environment.

As a whole, all the related studies presented in this chapter laid down the basic foundation for the present study, since they dealt on how the school administrators performed in school through their initiated practices that contributed to the success of school performance. These findings provided further insights to the researcher to conduct this study.

Chapter 3

METHODOLOGY

This chapter described the research methodology utilized in this study. It included the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedures and statistical treatment of data.

Research Design

Case study was applied to investigate the best practices in instructional leadership of secondary school administrators (principals) in the Island of Samar. This study had two parts: Part I was the qualitative study and Part II was the quantitative study, In the qualitative study the researcher prepared structured interview for principals which consisted of 25 questions which were divided into five categories of best practices in instructional leadership standards of principals. The analysis of the interview data was analyzed and interpreted using on line Nvivo 10 software with the cluster analysis, word clouds, and query with coding comparison tools. In the quantitative study, the researcher prepared a survey questionnaires checklist for teachers and observation checklist for principals. Both survey questionnaires had two parts: the first part consisted of personal profile of teachers and school administrators and the second part was the best practices in instructional leadership standards of principals. Both questionnaires consisted of 25 questions, the content of questions were also the

same as the structured interview. These questionnaires used the 5-point Likert scale in rating best practices in instructional leadership standards by the school administrators. The gathered data were analyzed and interpreted using statistical tools such as Fisher's t-test, frequency counts and percentage, Pearson Product-Moment Correlation Coefficient (Pearson r).

Instrumentation

In this study, the researcher utilized the survey questionnaire-checklist, observation-checklist and structured interview aided with voice recorder and hand written notes as its main instrument in gathering the data. This study used triangulation method in determining the extent of best practices in instructional leadership standard of school administrators in the Samar Island and their related variates.

Questionnaire . A survey questionnaire-checklist was used in this study. This survey questionnaire-checklist generated information from the teacher-respondents to identify the extent of best practices in instructional leadership of the school administrators, this questionnaires had two parts: Part I contained the teacher-respondents profile and part II was designed to determine the extent of best practices in instructional leadership standard of school administrators along the five categories, such as clarifying a vision, creating a healthy school environment, cultivating leadership in others, improving instruction, and managing people, data and process. The 5 point likert's scale rating was used to

determine the extent of best practices in instructional leadership of the school administrators in the island of Samar.

Interview schedule. This study used the structured interview schedule in gathering more data to support the study. The latest brand of voice recoder was used in gathering information and data from the 30 secondary school administrators in the Island of Samar. The researcher prepared 25 main questions and each main question contained five sub questions along the five key practices in instructional leadership of effective principals. The questions were patterned after the Albama, Denver instructional leadership of principal and superintendent interview questions.

Observation sheet. This study used observation-checklist in order to cross-examine the extent of best practices of the school administrators in the Samar Island, to quantitatively measure the levels of best practices of the school administrators along the five categories. The 5 point likert scale rating was used such as, 5- always practiced, 4- often practiced, 3-sometimes practice, 2-rarely practiced, and 1-Never practiced.

Documentary analysis. This study used documentary analysis in order to examine the records and documents of the respondents (Sevilla, et al., 1992-115). All the data of every school was examined and scrutinized by the researcher especially on the performance indicators, NAT results and certificates and awards/rewards received by school and the school principals in the Samar Island. Through documentary analysis, the researcher scanned all the documents

pertaining to the school performance as evidences for being considered a performing school in the division.

Validation of Instrument

The researcher went to the DepEd of Tacloban City to seek permission to Superintendent Gorgonio Diaz, to conduct a dry-run in order to validate the questionnaires. One of the top performing schools that were recommended by the DepEd of Tacloban City Division was Sagkahan National High. The researcher conducted expert validation for the three instruments in Sagkahan National High School, Tacloban City. There were 65 teachers and one principal involved in the dry run. The researcher distributed the 65 questionnaires to the teacher-respondents for pre-test. In the second day, the researcher conducted an interview with the use of voice recorder among the principal of Sagkahan National High School. It took 15 minutes and all the questions were honestly answered by the principal. After the interview with the principal, the researcher conducted an observation on the principal's practices in his school for three days and after the school observation, the researcher collected the survey questionnaires for teacher-respondents. And after one week, the researcher went back to give test-retest to the teacher-respondents. The reliability test result of the teacher's questionnaires was calculated at 0 .77 denoting rather low, adequate for group measurements based on the table of reliability suggested by Ebel

(1965:242). The results of the reliability test was accepted and ready for field distribution.

Sampling Procedure

As mentioned beforehand, the study involved two groups of respondents, the teacher-respondents and the school principals in the Samar Island. The 30 schools considered were top performing schools in the Samar Island. To determine the samples of teacher-respondents, total enumeration was used. The actual population of teacher respondents were 933 or 100.00 percent, taken from different divisions of Samar Island, namely Northern Samar, Eastern Samar, and Western Samar.

Data Gathering Procedure

The researcher secured the permission of the management of the selected research setting or venue for the use of their facilities and premises for purposes of gathering data. The researcher prepared a letter of referral signed by the Dean of Graduate studies. The letter of referral was used by the researcher in communicating with the proper authorities. The researcher went first to the Samar Division to seek permission for conducting the research study. There were nine schools that were chosen by the researcher being performing schools in the Division of Samar. The second Division that the researcher went to was the Eastern Samar Division with four performing schools; the third Division was Northern Samar with eight performing schools chosen by researcher; the fourth

division was Calbayog City with 8 performing schools chosen by the researcher and the last was Catbalogan City Division with only one performing school chosen by the researcher, Upon the approval of the letter of referral by the superintendent/assistant superintendent in every division, the   researcher began right away in the collection of data in all respondent schools. There were three instruments used by the researcher in collecting data, such as survey questionnaire for teachers-respondents, interview schedule for school principals and observation checklist with a rating scale of school principals' on her/his instructional leadership's best practices. It took several months in the data collection, together with the retrieval of the instruments.

Statistical Treatment of Data

At this point, after the data were gathered, they were tallied, tabulated and analyzed and interpreted by the researcher with the aid of the statistician. The researcher utilized the frequency counts percentage, Fisher's t-test, Pearson Product-Moment Correlation Coefficient (Pearson r) and on line Nvivo 10 software for qualitative data analysis.

NVivo is software that supports qualitative and mixed methods research. This workshop starts with an in-depth introduction to capabilities of the software including navigating the overall interface; running visualizations and queries, and incorporating categorical data. Following this demonstration, workshop participants were guided through the steps for creating a project, importing

sources, and coding. Attendees were encouraged to bring their own data to get guidance on how to construct their database and explore their research questions (http://en.wikipedia.org/wiki/Qualitative_research).

The researcher or analyst can test theories, identify trends and cross-examine information in a multitude of ways using its search engine and query functions. They can make observations in the software and build a body of evidence to support their case or project.

Fisher's t-test. This was used in determining the significance of coefficient of correlation between a set of paired variables, the Fishers's t-test (Walpole, 1982:23 and Freud and Simoun, 1992:469).

Frequency and percentage. The answer of the respondent was determined by the computed frequency.

Percentage. This was a useful indicator for determining which items in a group were favored most and which items in a group were favored least by respondents of a research study.

Pearson Product-Moment Correlation Coefficient (Pearson r). this was used to determine whether there was a relationship between the two variables X and Y.

To test the reliability of the instruments, computed r was compared with table of Realiability Coefficient the table of reliability coefficient according to Ebel (1965:24).

Table 1

Ebels' Interpretation Guide for Reliability

Reliability	Degree of Reliability
0.95-0.99	Very High
0.90-0.94	High
0.80-0.89	Moderately High
0.70-0.79	Fair
Below 0.70	Low

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of study with emphasis on the presentation, analysis and interpretation of data gathered from the instrument used by the researcher fielded to the school administrators and teachers' respondents in the Island of Samar.

The analysis and interpretation of the data started from the profile of teachers' respondents and its variates and relationship between the best practices of the school administrators; second part presents relationship between the school profile to the best practices in instructional leadership standard by school administrators; the third relationship between the school administrators' profile and the best practices in instructional leadership. And the last, was the implication derived based on the findings of the study to improve the instructional leadership of the school administrator's performance.

Profile of the Administrator-Respondents

Tables 2-10 present the profile of the administrators-respondents of the Island of Samar in terms of age and sex, civil status, average family monthly income, educational background, length of service, number of years as school administrators, relevant seminars/trainings attended, performance ratings for the last three years, and recognition and awards received.

Age and sex. Table 2 shows the age and sex of the 30 administrator-respondents in the Island of Samar. It can be gleaned from the table that there was greater number of male administrators than female administrators. The oldest age of school administrators was between 63-65 years old and the youngest age was between 36-38 years. Further, the data posted a mean average age 52.53 years with the SD of 8.26 years.

Table 2

Age and Sex Distribution of the Administrator-Respondents

Age (in years)	Sex				Total	Percent
	Male		Female			
	F	Percent	F	Percent		
63-65	1	5.88	2	15.38	3	10.00
60-62	2	11.76	2	15.38	4	13.33
57-59	4	23.53	2	15.38	6	20.00
54-56	0	0.00	1	7.69	1	3.33
51-53	2	11.76	1	7.69	3	10.00
48-50	2	11.76	2	15.38	4	13.33
45-47	2	11.76	1	7.69	3	10.00
42-44	1	5.88	2	15.38	3	10.00
38-41	1	5.88	0	0.00	1	3.33
36-38	2	11.76	0	0.00	2	6.67
Total	17	100.00	13	100.00	30	100.00
Percent	56.67	-	43.33	-	100.00	-
Mean	51.35 years	-	54.08 years	-	52.53 years	-
SD	8.64 years	-	7.80 years	-	8.26 years	-

The analysis of the data further reveals that the age of school administrator-respondents were in the middle fifties. And the data showed that male administrators were dominant among the school administrators in the Samar Island. This is expected considering that many male educators want to become school administrators rather than female educators.

Civil status. Table 3 presents the civil status of the administrator-respondents. It can be gleaned from the table that out of 30 respondents, two or 6.67 percent were widow/er, 20 or 66.67 percent were married and eight or 26.67 percent were single.

The analysis of the data further revealed that most of the administrator-respondents were married. This implies that married school administrators had more experience in managing the school rather than single administrators.

Table 3

Civil Status of the Administrator-Respondents

Civil Status	F	Percent
Widow/er	2	6.67
Married	20	66.67
Single	8	26.67
Total	30	100.00

Average family monthly income. Table 4 presents the average monthly income of the administrator-respondents. It can be gleaned from the table that the highest average family monthly income received by the school administrators.

Table 4

Average Family Monthly Income of the Administrator-Respondents

Ave. Family Monthly Income (in Php)	F	Percent
59,000	1	3.33
50,000	3	10.00
45,000	2	6.67
42,642	1	3.33
40,000	4	13.33
36,527	2	6.67
34,000	1	3.33
33,859	1	3.33
33,000	1	3.33
31,000	1	3.33
30,000	1	3.33
25,000	1	3.33
21,000	1	3.33
20,000	3	10.00
18,000	2	6.67
Not Specified	5	16.67
Total	30	100.00
Mean	Php35,130.00	-
SD	Php11,563.46	-

were Php59,000.00 and lowest average family monthly income received was Php18,000.00 and the mean average family monthly income of the administrator-respondents was Php35,130 with SD of Php11,563.

The analysis of the data further revealed that the average family income of the school administrators were above poverty threshold based on the poverty threshold released by the National Economic Development Authority (NEDA) for year 2009-2014, which was Php16,841. This implied that the school administrators had good economic status or way of living.

Educational background. Table 5 presents educational background of the administrator-respondents. It can be gleaned that from the table that the highest educational background of school administrators were Doctorate Degree and lowest educational background of the school administrators was Bachelor's Degree with MA Units.

Table 5

Educational Background of the Administrator-Respondents

Educational Background	f	Percent
Doctorate Degree	4	13.33
MA Degree with Doctoral Units	5	16.67
MA Degree	11	36.67
Bachelor's Degree with MA Units	10	33.33
Total	**30**	**100.00**

The analysis of the data further reveals that a greater number of school administrators had MA units rather than Doctorate degree. This implies that still some of school administrators are continuing their graduate studies for better future.

Length of service. Table 6 presents the length of service of the administrator-respondents. It can be gleaned from the table that the highest

Table 6

Length of Service of the Administrator-Respondents

Length of Service (in years)	F	Percent
37-39	3	10.00
34-36	1	3.33
31-33	1	3.33
28-30	3	10.00
25-27	3	10.00
22-24	2	6.67
19-21	7	23.33
16-18	2	6.67
13-15	1	3.33
10-12	6	20.00
below 10	1	3.33
Total	30	100.00
Mean	21.70 years	-
SD	9.03 years	-

length of service of the school administrators was between 37-39 years and the lowest length of service of the school administrators was below 10 years. The mean average of length of service rendered by school administrators was 21.70 years with SD of 9.03 years.

The analysis of the data further reveals that school administrator-respondents had more experienced in terms of managing the schools. This implies that school administrators are knowledgeable enough on paperworks, managing people and the school.

Number of years as administrator. Table 7 presents the number of years as administrators. It can be gleaned from the table that the highest number of years rendered as school administrators was 32 years and lowest number of years rendered as school administrators was three years. Their average mean was 10.07 with SD=7.34 years.

The analysis of the data further reveals that the school administrators are still young in the service as school administrators. This implied that young administrators nowadays are more active, energetic and innovative one and updated, considering that they are now called "instructional leaders".

Table 7

Number of Years as Administrator by the
Administrator-Respondents

No. of Years as School Administrators	F	Percent
32	1	3.33
24	1	3.33
21	1	3.33
19	1	3.33
18	1	3.33
17	1	3.33
16	1	3.33
14	2	6.67
13	2	6.67
11	1	3.33
7	2	6.67
6	5	16.67
5	6	20.00
4	1	3.33
3	4	13.33
Total	30	100.00
Mean	10.07 years	-
SD	7.34 years	-

In-service trainings attended by the administrator-respondents. Table 8 presents the in-service training attended by the Administrator-respondents in the local, regional and national level.

Local level. It can be gleaned from the table that out of 30 or 3.22 percent administrator-respondents attended the local trainings where one or 0.11 percent of the

administrator-respondent attended 11 trainings in the local level, two or 0.21 percent of the administrator-respondent attended four trainings in the local level, four or 0.43 percent of the administrator-respondents attended three trainings in the local level, three or0.32

Table 8

In-Service Trainings Attended by the Administrator-Respondents

Level/No. of In-Service Trainings Attended	F	Percent
Local		
11	1	0.11
4	2	0.21
3	4	0.43
1	3	0.32
Not Specified	20	2.14
Total	30	3.22
Mean	3 trainings	-
Regional		
5	1	0.11
2	6	0.64
1	7	0.75
Not Specified	16	1.71
Total	30	3.22
Mean	2 trainings	-
National level		
5	2	0.21
4	1	0.11
3	3	0.32
2	6	0.64
1	1	0.11
Not Specified	17	1.82
Total	30	3.22
Mean	3 trainings	-

percent of the administrator-respondent attended one training in the local level and the administrator-respondents trainings' attended mean average was 3 trainings in the local. Based on observation, only few administrators attended the local trainings or INSETS.

Regional level. It can be gleaned from the table that out of 30 or 3.22 percent administrator-respondents attended the regional trainings where one or 0.11 percent of the administrator-respondent attended five trainings in the regional level, six or 0.64 percent of the administrator-respondent attended two trainings in the regional level, seven or 0.71 percent of the administrator-respondents attended one regional training in the regional level and the other administrator-respondents were not specified their trainings; attended and the administrator-respondents trainings' attended mean average was two trainings. Based on observation, only few administrators attended the regional trainings.

National level. It can be gleaned from the table that out of 30 or 3.22 percent administrator-respondents had been attended in the national trainings where two or 0.21 percent of the administrative-respondents attended five trainings in the national level, one or 0.11 percent administrator-respondent had attended four trainings in the national level, three or 0.31 percent of the administrative-respondents had attended three trainings in the national level, one or 0.11 percent of the administrator-respondent had attended one training in the national level

and 17 or 1.83 percent administrator-respondents did not specify their trainings attended. The administrator-respondents trainings attended mean average was three trainings. Based on observation, only few administrators attended the national trainings.

The analysis of the data further reveals that the school administrators had insufficient trainings in local, regional and national. This implies that if the school administrators lack of trainings they are not aware of the latest information regarding the school management.

Performance rating. Table 9 presents the performance rating of the administrator-respondents. It can be gleaned from the table that the highest performance ratings received by school administrators from 2011-2014 was 8.6-

Table 9

**Performance Rating by the Administrator-Respondents
for the Past Three Years**

Performance Rating	Description	Year 1		Year 2		Year 3	
		F	%	F	%	f	%
8.6 - 10.0	Outstanding	9	30.00	8	26.67	9	30.00
6.60 - 8.59	Very Satisfactory	19	63.33	19	63.33	18	60.00
NS	-	2	6.67	3	10.00	3	10.00
Total		30	100.00	30	100.00	30	100.00
Mean		8.55 (VS)	-	8.54 (VS)	-	8.54 (VS)	-
SD		0.26	-	0.32	-	0.30	-

10.0 "Outstanding" but only few of them received the outstanding ratings and majority of the school administrators received 6.60-8.59 "very satisfactory rating" from 2011-2014 and the rest of the administrators did not give their performance ratings. Moreover, for the last three years they received the mean average rating of 8.54 which was "very satisfactory" with SD of 0.30.

The analysis of the data further reveals that school administrators were performing very well in their respective schools. This means that they were performing school administrators.

Recognition/awards received. Table 10 presents the recognition/awards received by the administrator-respondents. It can be gleaned from the table that

Table 10

Recognition/Awards Received by the Administrator-Respondents

No. of Recognitions/Awards Received	F	Percent
9	1	3.33
7	1	3.33
6	1	3.33
5	3	10.00
4	2	6.67
3	3	10.00
2	1	3.33
1	1	3.33
Not Specified	17	56.67
Total	30	100.00
Mean	3 recognitions/awards	-
SD	2 recognitions/awards	-

highest no. of recognition/awards received by the school administrators was nine and the lowest was one and majority of the school administrators did not specify their recognitions/awards. Moreover, their mean average was three awards with SD of two awards/recognitions.

The analysis of the data further reveals that majority of the school administrators received three recognitions/awards every year. This implied that school administrators were performing well in their respective schools.

Profile of the Teacher-Respondents

Table 11-18 present the profile of the teacher-respondents in the Island of Samar in terms of age and sex, civil status, educational background, performance ratings for three years, academic achievements; length of service, relevant seminars/trainings attended, and present position.

Age and sex. Table 11 presents the age and sex distribution of the teacher-respondents. It can be gleaned from the table that, the overall total respondents was 933 respondents. The mean age was 38.12 years, with SD= 9.06 yrs.

The analysis of the data further reveals that majority of teacher-respondents age were in their late thirties. The most dominant teacher-respondent female. This implied that many female teachers were destined to be field of teaching rather than male teachers.

Table 11

Age and Sex Distribution of the Teacher-Respondents

Age (in years)	Male		Female		Total	Percent
	F	Percent	F	Percent		
61-65	0	0.00	9	1.59	9	0.96
56-60	8	2.19	32	5.64	40	4.29
51-55	19	5.19	28	4.94	47	5.04
46-50	19	5.19	45	7.94	64	6.86
41-45	52	14.21	72	12.70	124	13.29
36-40	108	29.51	135	23.81	243	26.05
31-35	71	19.40	77	13.58	148	15.86
25-30	61	16.67	79	13.93	140	15.01
21-24	9	2.46	36	6.35	45	4.82
Not Specified	19	5.19	54	9.52	73	7.82
Total	366	100.00	567	100.00	933	100.00
Percent	39.23	-	60.77	-	100.00	-
Mean	37.12 yrs	-	38.79 yrs	-	38.12 yrs	-
SD	7.68 yrs	-	9.84 yrs	-	9.06yrs	-

Civil status of the teacher-respondents. Table 12 presents the civil status of the teacher –respondents. It can be gleaned from the table that out of 933 teacher-respondents, five or 0.54 percent of the respondents were separated, 21 or 2.25 percent were widow/er, 647 or 69.35 percent were married, 209 or 22.40 percent were single, 51 or 5.47 percent did not specified.

The analysis of the data further revealed that majority of the teachers-respondents were married. This implied that married teachers were dominant in secondary public high school.

Table 12

Civil Status of the Teacher-Respondents

Civil Status	F	Percent
Separated	5	0.54
Widow/er	21	2.25
Married	647	69.35
Single	209	22.40
Not Specified	51	5.47
Total	933	100.00

Educational background. Table 13 presents the educational background of teacher-respondents. It can be gleaned from the table that out of 933 teacher-respondents, five or 0.54 percent were doctorate degree holder; 54 or 5.79 percent were MA degree holders with doctoral units, 177 or 18.97 percent had MA degree, 390 or 41.80 percent Bachelor's degree with MA units, 234 or 25.08 percent were Bachelors' degree holders; 73 or 7.82 percent did not specify their educational background.

The analysis of the data further revealed that the highest educational attainment obtained by teacher-respondents was Doctorate Degree and the lowest educational attainment of the teacher-respondents was Bachelor's Degree. The data showed that majority of the teacher-respondents earned Bachelor's

Degree with MA units. This implied that the teacher- respondents had enough knowledge in teaching.

Table 13

Educational Background of the Teacher-Respondents

Educational Background	f	Percent
Doctorate Degree	5	0.54
MA Degree with Doctoral Units	54	5.79
MA Degree	177	18.97
Bachelor's Degree with MA Units	390	41.80
Bachelor's Degree	234	25.08
Not Specified	73	7.82
Total	933	100.00

Performance rating. Table 14 presents the performance rating of the teacher-respondents for the last three years. It can be gleaned from the table that for the last three years, the performance rating mean average was 8.38 described as "very satisfactory" with SD of 0.27 for school year 2011-2012; for the school year 2012-2013 teacher-respondents mean performance was 8.45 described as "very satisfactory" with SD of 0.24, for the school year 2013-2014, teacher-respondents mean was 8.49 described as "very satisfactory" with SD of 0.22.

The analysis of the data further revealed that the highest performance obtained by the teacher-respondents was "outstanding" performance rating and

the lowest performance rating obtained by the teacher-respondents was "unsatisfactory" for the school year 2012-2014. Majority of their performance was "very satisfactory". This implied that the teacher-respondents were performing well in their teaching professions.

Table 14

Performance Rating of the Teacher-Respondents for the Past Three Years

Performance Rating	Description	Year 1		Year 2		Year 3	
		F	%	F	%	f	%
8.6 - 10.0	Outstanding	133	14.26	188	20.15	253	27.12
6.60 - 8.59	Very satisfactory	799	85.64	700	75.03	596	63.88
4.60 - 6.59	Satisfactory	1	0.11	1	0.11	0	0.00
2.59 & below	Unsatisfactory	0	0.00	44	4.72	84	9.00
Total		933	100.00	933	100.00	933	100.00
Mean		8.38	-	8.45	-	8.49	-
SD		0.27	-	0.24	-	0.22	-

<u>Academic achievements/recognitions/awards received.</u>   Table 15 presents the academic awards/recognitions received by the teacher-respondents. It can be gleaned from the table that two or 0.21 percent of the teacher-respondents received six awards/recognition, one or 0.11 percent of the teacher-respondents received five awards/recognition, six or 0.64 percent of the teacher-respondents received four academic awards/recognitions, five or 0.54 percent of

the teacher-respondents received three awards/recognition, 12 or 1.29 percent of the teacher-respondents received two awards/recognitions, 38 or 4.07 percent received one award/recognition, 869 or 93.14 percent teacher-respondent did not specify their awards/recognition received. The total teacher-respondents were 933, its mean was two awards received and SD was one award received.

The analysis of the data further revealed that majority of the teacher-respondents received only two awards per year. This implied that teacher-respondents should join academic competitions to boost high morale.

Table 15

Academic Awards/Recognitions' Received by the
Teacher-Respondents

No. of Academic Awards/Recognition	F	Percent
6	2	0.21
5	1	0.11
4	6	0.64
3	5	0.54
2	12	1.29
1	38	4.07
Not Specified	869	93.14
Total	933	100.00
Mean	2 awards	-
SD	1 award	-

Length of service. Table 16 presents the length of service by the teacher-respondents. It can be gleaned from the table that highest length of service of the

teacher-respondents was more than 41 years, which meant that the teacher – respondents were quite old teacher in the service and the shortest length of service of the teacher-respondents was more than one year, which meant that these teacher-respondents were young at the time of the study. The mean was 9.73 years, with SD=8.32 years.

Table 16

Length of Service by the Teacher-Respondents

Length of Service (in years)	F	Percent
41-44	1	0.11
37-40	6	0.64
33-36	18	1.93
29-32	16	1.71
25-28	25	2.68
21-24	29	3.11
17-20	69	7.40
13-16	84	9.00
9-12	107	11.47
5-8	237	25.40
1-4	284	30.44
Not Specified	57	6.11
Total	**933**	**100.00**
Mean	**9.73 years**	-
SD	**8.32 years**	-

The data showed that majority of the teacher-respondents were experienced having more than nine years which meant that they had rendered

service a little bit longer. This implied that teacher-respondents had enough teaching experience.

In-Service Trainings attended. Table 17 presents in-service trainings attended by the teacher-respondents.

Local level. It can be gleaned from the table that two or 0.21 percent of the teacher-respondents attended five in-service training, four or 0.43 percent attended four In-service trainings, eight or 0.86 percent attended three in-service trainings, 44 or 4.72 percent attended two in-service trainings, 133 or 14.26 percent attended one in-service trainings, 742 or 79.53 percent of the teacher-respondents did not specify the In-service trainings they had attended on the local level. Based on observation, only few of the teacher-respondents attended the INSETS.

Regional level. It can be gleaned from the table that one or 0.11 percent of the teacher-respondents attended five In-service trainings, eight or 0.86 percent attended four in-service training, 13 or 1.39 percent attended three in-service trainings, 46 or 4.93 percent attended two in-service training, 228 or 24.44 percent attended one in-service trainings, 637 or 68.27 percent did not specify the in-service trainings they had attended. Based on observation, only few of the teacher-respondents attended regional trainings.

Table 17

In-Service Trainings Attended by the Teacher-Respondents

No. of In-Service Trainings Attended	F	Percent
Local		
5	2	0.21
4	4	0.43
3	8	0.86
2	44	4.72
1	133	14.26
Not Specified	742	79.53
Total	**933**	**100.00**
Mean	**1 training**	-
Regional		
5	1	0.11
4	8	0.86
3	13	1.39
2	46	4.93
1	228	24.44
NS	637	68.27
Total	**933**	**100.00**
Mean	**1 training**	-
National		
5	1	0.11
4	3	0.32
3	1	0.11
2	7	0.75
1	58	6.22
Not Specified	863	92.50
Total	**933**	**100.00**
Mean	**1 training**	-

National level. It can be gleaned from the table that one or 0.11 percent attended five in-service trainings, three or o.32 percent attended four in-service trainings, one or 0.11 percent attended three in-service trainings, seven or 0.75 percent attended two in-service training, 58 or 6.22 percent attended one in service training, 863 or 92.50 percent did not specify the attended trainings they had attended. Based on observation, only few of the teacher-respondents attended national trainings.

The analysis of the data further revealed that majority of the trainings and seminars attended by teachers in the local, regional and national was only one. This implied that there was a need for teacher-respondents to attend seminars and trainings in order to be updated in the latest trend of teaching instructions.

Present position. Table 18 presents the position by the teacher-respondents. It can be gleaned from the table that out of 933 teacher-respondents, 64 Or 39.01 percent of the teacher-respondents were Teacher III, 318 or 34.08 percent were Teacher I, 153 or 16.40 percent were teacher II, 45 or 4.82 percent were Master Teacher I, 21 or 2.25 percent were Master teacher II, 14 or 1.50 percent were Head Teacher III, 12 or 1.29 percent were Head Teacher VI, six or 0.65 percent were Head Teacher IV.

The analysis of the data further revealed that the highest present position of the teacher-respondents was Head Teacher VI but majority were Teachers III. This implied that promotional staff management practice was good.

Table 18

Present Position by the Teacher-Respondents

Present Position	F	Percent
Teacher – III	364	39.01
Teacher – I	318	34.08
Teacher – II	153	16.40
Master Teacher – I	45	4.82
Master Teacher – II	21	2.25
Head Teacher – III	14	1.50
Head Teacher – VI	12	1.29
Head Teacher – IV	6	0.65
Total	933	100.00

Profile of the Respondent-Schools

Tables 19-32 show the profile of the respondent-schools in the Island of Samar in terms of type, site, budget allocation, performance, achievement test results, and facilities and equipment.

Type. Table 19 presents the respondent-schools type. It can be gleaned from the table that out of 30 respondent-schools, 28 or 93.33 percent were General public of schools and two or 6.67 percent were Technology and Vocational schools.

Table 19

Respondents' Type of School

Type	f	Percent
Public/General	28	93.33
Technology & Vocational	2	6.67
Total	**30**	**100.00**

The analysis of the data further revealed that majority of the respondent-schools were general public. This implied that most of the secondary schools in the Island of Samar was of general public type.

Site. Table 20 presents the respondent- school site. It can be gleaned from the table that one or 3.33 percent of the schools had a school site of 250,000 square meter, two or 6.67 percent of the respondent-schools had 80,000 square meter, one or 3.33 percent of the schools had 33,000 square meter, one or 3.33 percent of the respondent had a site of 30,000 square meter, two or 6.67 percent of the respondents' school had 25,000 square meters, one or 3.33 percent of the respondent-school had 20,000 square meters, three or 10.00 percent of the respondent-schools had 15,000 square meters, two or 6.67 percent of the respondents-schools had 13,000square meters, one or 3.33 percent of the respondents-schools had 12,800 square meters, one or 3.33 percent of the respondents-schools had 10,725 square meters, 15 or 50.00 percent of the

respondent-schools had lesser than 10,000 square meters, The mean area of the respondents-schools site was 25,085.75 square meter with SD= 46,395.84 square meters.

Table 20

Respondents' School Site

Site (in sq.m)	F	Percent
250,000	1	3.33
80,000	2	6.67
33,000	1	3.33
30,000	1	3.33
25,000	2	6.67
20,000	1	3.33
15,000	3	10.00
13,000	2	6.67
12,800	1	3.33
10,725	1	3.33
≤ 10,000	15	50.00
Total	**30**	**100.00**
Mean	**25,085.78 sq. m**	-
SD	**46,395.84 sq. m.**	-

The analysis of the data further revealed that the widest area occupied by one respondents-school was 250,000 square meters and the least area occupied by respondents-school was less than 10,000 square meters. The data showed that majority of respondents-schools had an area of 25,085.78 square meters. This implied that the secondary schools in the Island of Samar had big school campuses.

Budget allocation. Table 21 presents the respondents-school budget allocation. It can be gleaned from the table that six or 20.00 percent of the respondents-schools had a budget allocation of Php115,000 & above, one or 3.33 percent had a budget allocation of Php 115,000-124,999, two or 6.67 percent had a budget of Php105,000-114,999, four or 13.33 percent had a budget allocation of Php95,000-104,999, one or 3.33 percent of 85,000-94,999, three or 10.00 percent

Table 21

Respondents' School Budget Allocation

Budget Allocation (in Php)	F	Percent
125,000 & above	6	20.00
115,000-124,999	1	3.33
105,000-114,999	2	6.67
95,000-104,999	4	13.33
85,000-94,999	1	3.33
75,000-84,999	3	10.00
65,000-74,999	1	3.33
55,000-64,999	3	10.00
45,000-54,999	5	16.67
35,000-44,999	2	6.67
below 35,000	2	6.67
Total	30	100.00
Mean	Php1,228,567	-
SD	Php4,095,638	-

had a budget allocation of Php75,000-84,999, one or 3.33 percent had a budget allocation Php65,000-74,999, three or 10.00 percent had a budget allocation of

Php55,000-64,999, five or 16.67 percent had a budget allocation of Php45,000-54,999, two or 6.67 percent had a budget allocation of Php35,000-44,999, two or 6.67 percent of budget allocation of below Php35,000. The mean budget allocation was Php1,228,56, SD=Php4,095,638 .

The analysis of the data further revealed that the biggest respondent-school budget allocation was Php125,000 & above per month and lowest respondent-schools budget allocation was below Php35,000 per month. The data showed that majority of the respondent-schools had a budget allocation of Php1,228, 567 per month. This implied that schools had enough budget allocation to purchase instructional equipment or materials for school use.

Three-year enrolment data. Table 22 presents the respondent-school's three-year enrolment data. It can be gleaned from the table that 12 secondary schools or 40 percent had an enrolment in SY 2012-2013 of 790-1,289. However, in the following SY 2012-2013 Only 10 secondary schools maintained this enrolment since two schools increased their enrolment. During the SY 2013-2014, nine secondary schools maintained this enrolment because one school increased its enrolment. Along this enrolment bracket, enrolment was noticeably fluctuating as some schools increased this enrolment in the two school years.

Also, it can be noted that 10 secondary schools or 33.33 percent had enrolment along the 290-789 range in SY 2011-2012 and those schools maintained their enrolment in the next two school years under study.

Noticeably was one secondary school having an enrolment of 3,289 in SY 2011-2012 and above and this was maintained in the following two school years under study.

Table 22

Respondents' School Three-Year Enrolment Data

Enrolment	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
	F	Percent	f	Percent	f	Percent
3,289 above	1	3.33	1	3.33	1	3.33
2,790-3,289	0	0.00	1	3.33	1	3.33
2,290-2,789	2	6.67	1	3.33	2	6.67
1,790-2,289	3	10.00	2	6.67	1	3.33
1,290-1,789	3	10.00	5	16.67	6	20.00
790-1,289	12	40.00	10	33.33	9	30.00
290-789	10	33.33	10	33.33	10	33.33
Total	30	100.00	30	100.00	30	100.00
Mean	1187	-	1283	-	1320	-
SD	898	-	923	-	963	-

It can also be noted that those secondary schools or 10.00 percent had enrolment that fell between the enrolment range of 1,290-1789 in SY 2011-2012 in SY 2012-2013, two more secondary schools increased their enrolment and rendered this bracket. The following SY 2013-2014, another secondary school increased its enrolment that fell within this bracket.

There were secondary schools whose enrolment fell between 1,790-2, 289, but one school fell out of this bracket in SY 2012-2013, subsequently in SY 2013-2014, two schools fell out of this enrolment range of this two schools, one increased it enrolment and joined the 2,290-2,789 range, while the other one decreased its enrolment and fell to the 1,290-1789 range.

The average enrolment of the respondent-schools was 1,187 with SD=898, in SY 2011-2012, 1,283 with SD=928 in SY 2012-2013 and 1,320 with SD=963 in SY 2013-2014.

It can be observed that schools were increasing its enrolment in these school years under study. It may be said that schools continually attracted children of the school age to pursue high schools; campaign effects was evident; parents might have realized the importance of education; establishment of secondary schools in all municipalities and big barangay might have caused this increase; SBM might have made the difference; and the like.

Cohort-survival rate. Table 23 presents the cohort-survival rate of the respondent-schools for the past three years. It can be gleaned from the table that 19 respondent-schools obtained CSR lesser than 75 equivalent to "poor" for SY 2011-2012; 17 or 56.67 percent in 2012-2013; and 13 or 43.33 percent in 2013-2014. As the number of schools decrease, the CSR also decreased. However, two schools or 6.67 percent had a CSR of 96-100 considered as "excellent" for SY 2011-2012, none in the succeeding school year but one school regained and improved its CSR; SY 2013-2014.

The analysis of the data further revealed that the cohort-Survival rate for the past three years fell in the bracket 76-80, which needed improvement. It implied that there was a need to increase the CSR. Based on the DepEd Order No. 33, 2014 Guidelines on the Granting of Performance-Based Bonus for the Department of Education Employees and Officials for the Fiscal Year 2013 required that each school should achieved at least 90 percent of each of the Performance targets for delivery of Major Final Output (MFO), Support Operation (STO) and General Administrative Support Services (GASS) in order to qualify.

Table 23

Respondents' School Three-Year Cohort Survival Rate

MPS	Description	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
		F	Percent	F	Percent	F	Percent
96-100	Excellent	2	6.67	0	0.00	1	3.33
91-95	Very Good	1	3.33	3	10.00	5	16.67
86-90	Good	2	6.67	5	16.67	4	13.33
81-85	Fair	2	6.67	2	6.67	2	6.67
76-80	Needs Improvement	4	13.33	3	10.00	5	16.67
≤75	Poor	19	63.33	17	56.67	13	43.33
Total		30	100.00	30	100.00	30	100.00
Mean		73 (P)	-	72 (P)	-	76 (NI)	-
SD		13	-	15	-	13.97	-

Retention years. Table 24 presents the retention rate of the respondent-schools for the given school three years. It can be gleaned from the table that the mean retention rates of the three school years was considered "good" as evident by the increasing notes in 2011-2012 of 86.31, SD=6.76 obtained by nine or 30.00 percent of the respondent-schools; 86.44, SD=7.25 for SY 2012-2013 obtained by nine schools or 30.00 percent; and 87.70, SD=6.52 for SY 2013-2014 obtained by five schools or 16.67 percent.

Table 24

Respondents' School Three-Year Retention Rate

MPS	Description	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
		F	%	F	%	f	%
96-100	Excellent	1	3.33	2	6.67	1	3.33
91-95	Very Good	8	26.67	7	23.33	13	43.33
86-90	Good	9	30.00	9	30.00	5	16.67
81-85	Fair	8	26.67	8	26.67	4	13.33
76-80	Needs Improvement	2	6.67	0	0.00	5	16.67
≤ 75	Poor	2	6.67	4	13.33	1	3.33
Not Specified		0	0.00	0	0.00	1	3.33
Total		30	100.00	30	100.00	30	100.00
Mean		86.31 (G)	-	86.44 (G)	-	87.70 (G)	-
SD		6.76	-	7.25	-	6.53	-

The analysis of the data further revealed that the schools had "good" retention rates for the given three school years but still there was a need to increase it because of the requirement of DepEd Order No. 33, 2014 Guidelines

on the Granting of Performance –Based Bonus for the department of education employees and official which was 90 percent in order to avail of that bonus.

Completion rate. Table 25 presents the completion rate of the respondent-schools. It can be gleaned from the table that the average completion rate of the respondent-schools for school year 2011-2012 was 75.20 (Poor) with SD of 12.87; for school year 2012-2013, it was decreased of 71.21(Poor) with SD of 15.46 and for the school year 2013-2014, it was 74.62 (Poor). Perhaps some students did not continue their studies for some reasons.

Table 25

Respondents' School Three-Year Completion Rate

MPS	Description	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
		F	%	F	%	F	%
96-100	Excellent	2	6.67	1	3.33	2	6.67
91-95	Very Good	1	3.33	3	10.00	3	10.00
86-90	Good	3	10.00	2	6.67	3	10.00
81-85	Fair	5	16.67	6	20.00	2	6.67
76-80	Needs Improvement	4	13.33	3	10.00	2	6.67
≤75	Poor	15	50.00	15	50.00	18	60.00
Total		30	100.00	30	100.00	30	100.00
Mean		75.20 (P)	-	71.21 (P)	-	74.62 (P)	-
SD		12.87	-	15.46	-	6.53	-

The analysis of the data further revealed that Completion rate of the respondent-schools for the three consecutive years was "poor". It implied that there was a need to improve the completion rate of the secondary schools in order to qualify for this benefits.

Dropout rate. Table 26 presents the dropout rate of the respondent-schools for the given three school years. It can be gleaned from the table that for the school year 2011-2012 the respondent-school mean DR was 3.67 with SD of 2.14, for school year 2012-2013 the mean was 3.61 with SD=2.16, and for the school year 2013-2014 the mean was 3.51, with SD of 2.71, all assessed as "fair"

Table 26

Respondents' School Three-Year Dropout Rate

MPS	Description	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
		F	Percent	F	Percent	F	Percent
0.00 - 0.99	Excellent	3	10.00	2	6.67	5	16.67
1.00 - 1.99	Very Good	4	13.33	8	26.67	7	23.33
2.00 - 2.99	Good	7	23.33	3	10.00	2	6.67
3.00 - 3.99	Fair	2	6.67	3	10.00	5	16.67
4.00 - 4.99	Needs Improvement	5	16.67	7	23.33	3	10.00
≥ 5.00	Poor	9	30.00	7	23.33	8	26.67
Total		30	100.00	30	100.00	30	100.00
Mean		3.67 (F)	-	3.61 (F)	-	3.51 (F)	-
SD		2.14	-	2.16	-	2.72	-

The analysis of the data further revealed that the respondent-schools dropout rate was "Fair" there was a need to zero out the dropout rate as

specified in DepEd Order No. 33, 2014 Guidelines on the Granting of Performance Based Bonus for the Department of Education employees and official for the fiscal 2013 for schools to qualify to receive this benefits.

Repetition rate. Table 27 presents of the repetition rate of the respondent-schools. It can be gleaned from the table that for the school year 2011-2012, mean repetition rate was 3.63 or "Fair" with SD= 2.47. For the school year 2012-2013, respondent-schools mean repetition rate was 2.97 or "good" and SD=2.30. For the school year 2013-2014, respondent-schools repetition rate mean was 2.42 or "good" with SD 1.76.

Table 27

Respondents' School Three-Year Repetition Rate

MPS	Description	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
		F	Percent	F	Percent	F	Percent
0.00 - 0.99	Excellent	4	13.33	6	20.00	5	16.67
1.00 - 1.99	Very Good	4	13.33	4	13.33	7	23.33
2.00 - 2.99	Good	6	20.00	4	13.33	8	26.67
3.00 - 3.99	Fair	3	10.00	8	26.67	4	13.33
4.00 - 4.99	Needs Improvement	2	6.67	3	10.00	0	0.00
≥ 5.00	Poor	9	30.00	3	10.00	5	16.67
Total		30	100.00	30	100.00	30	100.00
Mean		3.63 (F)	-	2.97 (G)	-	2.42 (G)	-
SD		2.47	-	2.30	-	1.76	-

The analysis of the data further revealed that the respondent—schools re-petition rate generally "good", due to its observed decreasing trend. But there was still a need to zero out repetition rate, as DepEd Order No. 33, 2014, Guidelines on the Granting of Performance Based Bonus for the Department of Education employees and official for the fiscal required it for the school to qualify to receive this benefit.

Graduation rate. Table 28 presents the graduation rate of the respondent-schools for the given three school years. It can be gleaned that for school year 2011-2012, schools average graduation rate was 95.48 equivalent to "very good" with SD=4.29, for the school year 2012-2013, the schools average graduation rate increase to 95.78 percent or "very good" with SD=4.07. For the 2013-2014, schools average graduation rate also increased to 96.33 or "Excellent" with SD of 3.31.

The analysis of the data further revealed that there was an increasing of graduation rate every year in the respondent-schools. This was a good indicator of a school performance. Based on DepEd Order No. 33, 2014 Guidelines on the granting of Performance Based Bonus for the Department of Education employees and official for the fiscal 2013 each school should achieve at least 90 percent of each of the performance targets for delivery of major final output (MFO), Support operation (STO) and General Administrative Support Services (GASS).

Table 28

Graduation Rate of the Respondents' School for the Past Three Years

MPS	Description	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
		F	%	F	%	F	%
96-100	Excellent	18	6.67	18	0.00	19	3.33
91-95	Very Good	8	3.33	9	10.00	10	16.67
86-90	Good	3	6.67	2	16.67	0	13.33
81-85	Fair	1	6.67	1	6.67	1	6.67
76-80	Needs Improvement	0	13.33	0	10.00	0	16.67
≤75	Poor	0	63.33	0	56.67		43.33
Total		30	100.00	30	100.00	30	100.00
Mean		95.48 (VG)	-	95.78 (VG)	-	96.33 (E)	-
SD		4.29	-	4.07	-	3.31	-

Textbook-ratio. Table 29 presents the respondents school three-year textbook-ratio. It can be gleaned from the table that the ratio of the books to students was 1:1 or (Excellent), for the school year 2011-2012, 1:1 or (excellent) and for the school year 2013-2014, the ratio of textbooks was 1:2 or (very good).

The analysis of the data further revealed that majority of the respondent-schools had 1:1 textbooks for the students. This implied that students had adequate learning materials like books for their studies which may redound to increase achievements rates.

Table 29

Respondents' School Three-Year Textbook Ratio

MPS	Description	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
		f	%	f	%	F	%
1:1	Excellent	25	83.33	17	56.67	7	23.33
1:2	Very Good	1	3.33	9	30.00	12	40.00
1:3	Good	1	3.33	3	10.00	8	26.67
1:4	Fair	1	3.33	0	0.00	2	6.67
1:5	Needs Improvement	1	3.33	0	0.00	0	0.00
Not Specified		1	3.33	1	3.33	1	3.33
Total		30	100.00	30	100.00	30	100.00

Teacher-students ratio. Table 30 presents the respondent-school three-year teacher-students ratio. It can be gleaned from the table that for school year 2011-2012, teacher students-ratio was 1:45 or "excellent", for the school year 2012-2013, students-ratio was 1:45 or "excellent", and for the school year 2013-2014, teacher-students-ration was 1:45 or "excellent".

The analysis of the data further revealed that majority of the respondent-schools had "excellent" Teacher-Students-Ratio as evident by the obtained TSR of 1:45 which was considered as for a conducive classroom seating arrangement.

Table 30

Respondents' School Three-Year Teacher-Student Ratio

Teacher-Student Ratio	Description	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
		F	Percent	F	Percent	f	Percent
≤ 1:45	Excellent	18	60.00	15	50.00	18	60.00
1:46 - 1:50	Very Good	4	13.33	10	33.33	7	23.33
1:51 - 1:55	Good	3	10.00	3	10.00	3	10.00
1:56 - 1:60	Fair	4	13.33	2	6.67	1	3.33
1:61 - 1:65	Needs Improvement	1	3.33	0	0.00	1	3.33
Total		30	100.00	30	100.00	30	100.00

Facilities and equipment. Table 31 presents the facilities and equipment of the respondent-schools. It can be gleaned from the table that 24 or 80 percent of the respondent-schools had computer laboratory, 23 or 76.67 percent had computer units, five or 16.67 percent had Laptop, five or 16.67 percent had projector, eight or 26.67 percent had printer, seven or 23.33 percent had typewriter, eight or 26.67 percent had sound system, two or 6.67 percent had electric fan, two or 6.67 percent had sports equipment, 12 or 40.00 percent had Library facilities, five or 16.67 percent had clinics office, two or 6.67 percent had refrigerators, one or 3.3 percent had canteen, two or 6.67 percent had drum and bugle, two or 6.67 percent had TV sets, 12 or 40.00 percent had Science laboratory, 17 or 56.67 percent have Industrial Arts laboratory, two or 6.67

percent had guidance offices, one or 3.33 percent had Speech laboratory, one or 3.33 percent had motorized banca, eight or 26.67 percent had risograph machines, two or 6.67 percent had fax machines, and one or 3.33 percent of the respondents school had generator.

Table 31

Physical Facilities and Equipment of the Respondents' School

Facilities and Equipment	f	Percent
Computer Laboratory	24	80.00
Computer Units	23	76.67
Industrial laboratory	17	56.67
Library Facilities	12	40.00
Science Laboratory	12	40.00
Printer	8	26.67
Sound system	8	26.67
Risograph Machine	8	26.67
Typewriter	7	23.33
Clinic	5	16.67
Laptop	5	16.67
Projector	5	16.67
Drum & Bugle set	2	6.67
TV set	2	6.67
Refrigerator	2	6.67
Sports Equipment	2	6.67
Guidance Office	2	6.67
Fax Machine	2	6.67
Speech Laboratory	1	3.33
Motorized Banca	1	3.33
Generator	1	3.33
School canteen	1	3.33
Motorized Banca	1	3.33

The analysis of the data further revealed that majority of the respondent-school had computer laboratory and computer units, Science laboratory, Industrial laboratory, library facilities, risograph machine, printer, typewriter, and sound system. This implied that secondary schools in the Island of Samar were equipped of facilities and equipment for teaching instruction.

Achievement test results. Table 32 presents the achievement test results for the given three school years. It can be gleaned from the table that for school year 2011-2012, the mean NAT MPS was 66.83 with SD of 10.80, for school year

Table 32

Achievement Test Result by the Respondents' School for the
Past Three Years

MPS	Year 1 (SY 2011-2012)		Year 2 (SY 2012-2013)		Year 3 (SY 2013-2014)	
	F	Percent	F	Percent	F	Percent
90-94	1	3.33	0	0.00	0	0.00
85-89	0	0.00	0	0.00	0	0.00
80-84	2	6.67	2	6.67	3	10.00
75-79	6	20.00	4	13.33	5	16.67
70-74	10	33.33	5	16.67	4	13.33
65-69	0	0.00	3	10.00	4	13.33
60-64	3	10.00	1	3.33	5	16.67
55-59	2	6.67	6	20.00	3	10.00
50-54	4	13.33	2	6.67	2	6.67
45-49	0	0.00	2	6.67	1	3.33
40-44	2	6.67	2	6.67	2	6.67
35-39	0	0.00	3	10.00	1	3.33
Total	30	100.00	30	100.00	30	100.00
Mean	66.83	-	60.98	-	64.10	-
SD	10.80	-	13.78	-	13.04	-

2012-2013, the mean was 60.98 NAT MPS with SD of 13.78, and for school year

2013-2014, the mean was 64.10 NAT MPS with SD of 13.04.

The analysis of the data further revealed that the NAT results of the

respondent-schools for the given three school year was below 75.00 percent

which meant "below passing percentage". This implied that there was a need to

conduct RRE or comprehensive review classes in order to achieve a MPS of 75.00

Best Practices in Instructional Leadership of the Secondary School Administrators in the Island of Samar Along the Five categories

This portion discusses the best practices in instructional leadership of the

Secondary School Administrators in the Island of Samar along the five categories,

namely: clarifying a vision, creating a healthy school environment, cultivating

leadership in others, improving instruction, and managing people, data and

process. Each category had composed of five indicators with corresponding to

the practices of the school administrators in the Island of Samar.

Best practices of secondary school administrators along clarifying a vision. Table 33 presents the best practices of the secondary school administrator

along the clarifying a vision. It can be gleaned from the table that five indicators

of best practices along the clarifying a vision of the secondary school

administrators had an average mean was 4.82 which meant "always practiced".

Table 33

Best Practices of Secondary School Administrators Along Clarifying Vision

Indicators	Respondents' Category				Combined Mean/Interpretation	
	Administrator		Teacher			
	WM/Inter-pretation		WM/Inter-pretation			
1. The principal uses the DepEd mission, vision and goals as guide in aligning the programs and projects of the school.	4.93	AP	4.79	AP	4.86	AP
2. The principal disseminates and inspires the comprehension and memorization of the DepEd mission, vision, and goals among the students.	4.83	AP	4.71	AP	4.77	AP
3. The principal mandates the posting of the DepEd mission, vision, and goals inside the school offices and classrooms.	4.83	AP	4.79	AP	4.81	AP
4. The principal monitors the activities of the students to ensure and maintain school academic excellence.	4.90	AP	4.72	AP	4.81	AP
5. The principal encourages the parents to monitor the students learning progress and activities in school.	4.97	AP	4.73	AP	4.85	AP
Total	24.46	-	23.74	-	24.10	-
Mean	4.89	AP	4.748	AP	4.82	AP

Legend: 4.51 – 5.00 Always Practiced (AP)

3.51 – 4.50 Often Practiced (OP)

2.51 – 3.50 Sometimes Practiced (SP)

1.51 – 2.50 Rarely Practiced (RP)

1.00 – 1.50 Never Practiced (NP)

It was supported with the interviewed results gathered by the researcher with the use of Nvivo 10 Software, on cluster analysis, word clouds, query with the coding comparision tools. The dominant words that appeared on the word frequency query results were "activities", "students", "teachers", "meetings", "organization", "parents", "period", "values", "goals, "parents", and "DepEd".

These words appropriately described the practices of the school administrators on clarifying a vision; which meant that the school administrators were initiating different school activities such as conduct of RRE, NAT review, quarterly recognition of students; DepEd memorization and recitation of mission, vision, and core values, conduct of constant monitoring of students' academic performance every grading period; quarterly conduct of conference/meetings with the teachers and parents, and collaboration effort of teachers and members of the organization.

Best practices of secondary school administrators along creating a healthy school environment. Table 34 presents the five indicators of best practices of secondary school administrators along the creating a healthy school environment. It can be gleaned from the table that the average mean of both administrators and teachers was 4.82 which meant "always practiced" along the five indicators of creating a healthy school environment. It was supported with the interview results gathered by the researcher with the use of NVivo 10 software, on cluster analysis, word clouds, query with the coding comparision tools. The dominant words that appeared on the word frequency query results were "teachers", "activities", "materials", "students", "organized", "instructional", "attribute", "assigned", "educational", "school", which meant that school administrators: assigned security guards/ watchmen, and utility man; maintained good personality attribute; provided instructional needs of teachers such as lesson plan, chalks and other materials needed by the teachers,

invited LGU to participates in school activities; provided for physical facilities of students learning; and d teachers to enroll in the graduate studies.

Table 34

Best Practices of Secondary School Administrators Along
Creating Healthy School Environment

Indicators	Respondents' Category			Combined Mean/Interpretation
	Administrator		Teacher	
	WM/Inter-pretation		WM/Inter-pretation	
1. The principal directs everyone to maintain a continuous improvement in academic and school excellence.	4.97	AP	4.79 AP	4.88 AP
2. The principal mandates to create a school environment that is safe for all the students and everyone in school.	4.93	AP	4.76 AP	4.85 AP
3. The principal encourages everyone to create a harmonious relationship within the school community.	4.90	AP	4.75 AP	4.83 AP
4. The principal instructs everyone to identify priorities, facilities and resources for the students, teachers and staff.	4.90	AP	4.69 AP	4.80 AP
5. The principal determines and purchases materials needed for the improvement of instruction in school.	4.87	AP	4.56 AP	4.72 AP
Total	24.57	-	23.55 -	24.08 -
Mean	4.91	AP	4.71 AP	4.82 AP

Legend: 4.51 - 5.00 Always Practiced (AP)
3.51 - 4.50 Often Practiced (OP)
2.51 - 3.50 Sometimes Practiced (SP)
1.51 - 2.50 Rarely Practiced (RP)
1.00 - 1.50 Never Practiced (NP)

Best practices of secondary school administrators along cultivating leadership in others. Table 35 presents the five indicators along the cultivating leadership in others. It can be gleaned from the table that the combined mean was 4.66 which meant "always practiced". It was supported with the interview

Table 35

Best Practices of Secondary School Administrators Along
Cultivating Leadership in others

| Indicators | Respondents' Category | | | | Combined Mean/Interpretation | |
| | Administrator | | Teacher | | | |
	WM/Inter-pretation		WM/Inter-pretation			
1. The principal conducts benchmarking activities among top performing schools to imitate their best practices.	3.80	OP	4.39	OP	4.10	OP
2. The principal encourages the teachers and parents for doing their responsibilities in improving students' and school successes.	4.93	AP	4.71	AP	4.82	AP
3. The principal encourages the stakeholders to be transparent and accountable for their performances.	4.87	AP	4.68	AP	4.78	AP
4. The principal shares his/her best practices with his/her colleagues and subordinates.	4.93	AP	4.68	AP	4.81	AP
5. The principal puts his/her trust and confidence in his/her colleagues and subordinates.	4.90	AP	4.68	AP	4.79	AP
Total	23.43	-	23.14	-	23.30	-
Mean	4.69	AP	4.63	AP	4.66	AP

Legend: 4.51 - 5.00 Always Practiced (AP)
3.51 - 4.50 Often Practiced (OP)
2.51 - 3.50 Sometimes Practiced (SP)
1.51 - 2.50 Rarely Practiced (RP)
1.00 - 1.50 Never Practiced (NP)

results gathered by the researcher with the use of NVivo 10 software, on cluster analysis, word clouds, query with the coding comparison tools. The dominant words that appeared on the word frequency query results were "activities", "teachers", "yes", "parent", "students", "school", "education", "NAT", "benchmarking", "students", "learning". These words aptly described the practices of the school administrators in the Island of Samar. School administrators invited people to conduct trainings in school with regards to academic improvements of students and teaching instruction of teachers; encouraged stakeholders to exercise transparency and accountability for school performance; constantly monitored and evaluated teachers' performance; conducted NAT review sessions on Saturday/Wednesday or Friday class; delegated assignment to teachers; involved teachers and parents in planning and implementation of the school and conducted bench marking to other schools.

Best practices of secondary school administrators along improving instruction. Table 36 presents the five indicators along improving instruction. It can be gleaned from the table that the combined mean was 4.79 which meant "always practiced". It was supported with the interview results gathered by the researcher with the use of NVivo 10 software, on cluster analysis, word clouds, query with the coding comparison tools. The dominant word that appeared on the word frequency query results were "activities", "structuring", "awards", "process", "teachers", "studies", "results", "evaluation", "NAT" and "rewards".

Table 36

Best Practices of Secondary School Administrators Along
Improving Instruction

Indicators	Respondents' Category			Combined Mean/Interpretation		
	Administrator		Teacher			
	WM/Inter-pretation		WM/Inter-pretation			
1. The principal motivates everyone to constantly aim for excellence.	4.87	AP	4.72	AP	4.80	AP
2. The principal aids teachers in improving their performance especially on areas of difficulties, such as, lesson planning, instructional materials designing, collaborative task making.	4.87	AP	4.66	AP	4.77	AP
3. The principal conducts monthly supervisory reports and gives feedbacks to encourage continued growth and improvement in instruction.	4.93	AP	4.66	AP	4.80	AP
4. The principal monitors and evaluates all school performances to check their conformity with the standards	4.93	AP	4.70	AP	4.82	AP
5. The principal evaluates the teachers' performances to check their effectiveness and efficiency	4.87	AP	4.69	AP	4.78	AP
Total	24.47	-	23.43	-	23.97	-
Mean	4.89	AP	4.69	AP	4.79	AP

Legend: 4.51 - 5.00 Always Practiced (AP)
3.51 - 4.50 Often Practiced (OP)
2.51 - 3.50 Sometimes Practiced (SP)
1.51 - 2.50 Rarely Practiced (RP)
1.00 - 1.50 Never Practiced (NP)

These words aptly described the practices of the school administrators in the Island of Samar. It meant that school administrators gave rewards and awards to the teachers for the exemplary performance with regards to school academic achievements of students; school administrators emphasized to the teachers to improve the learning outcomes of students evident on National achievement results; frequently conducted classroom observation and peer evaluation to teachers to check the effectiveness in teaching-learning outcomes of students; mandated teachers to put structuring in their classroom for conducive learning; and encouraged teachers to pursue to the Graduate Studies.

Best practices of secondary administrators along managing people, data and process. Table 37 presents the five indicators along managing people, data and process. It can be gleaned from the table that the combined mean of both administrators and teachers was 4.81 which meant "always practiced". It was supported with the interview results gathered by the researcher with the use of NVivo 10 software, on cluster analysis, word clouds, query with the coding comparison tools. The dominant word that appeared on the word frequency query results were "establish", "indicators", "organization", activities", "teachers", "group", "community", "evaluation", "nat", and "achievements". It meant that school administrators established strong partnership & linkages in almost all of the school activities from planning stage up to evaluation process; monitored the results outcomes of school performance indicators annually as

Table 37

Best Practices of Secondary School Administrators Along
Managing People, Data and Process

Indicators	Respondents' Category				Combined Mean/Interpretation	
	Administrator		Teacher			
	WM/Inter-pretation		WM/Inter-pretation			
1. The principal uses trust-building activities in managing teams and teachers.	5.00	AP	4.616	AP	4.81	AP
2. The principal conducts regular monitoring and evaluation to ensure high quality instructional performances.	5.00	AP	4.65	AP	4.83	AP
3. The principal communicates mission, vision, and goals to check if teachers and stakeholders perform in conformity with the standards.	5.00	AP	4.67	AP	4.84	AP
4. The principal engages the people in the community in his/her pursuit for achieving academic excellence.	5.00	AP	4.67	AP	4.84	AP
5. The principal shares and reports data on school performances by posting them on bulletin boards.	4.77	AP	4.65	AP	4.71	AP
Total	24.77	-	23.26	-	24.03	-
Mean	4.95	AP	4.65	AP	4.81	AP

Legend: 4.51 - 5.00 Always Practiced (AP)
3.51 - 4.50 Often Practiced (OP)
2.51 - 3.50 Sometimes Practiced (SP)
1.51 - 2.50 Rarely Practiced (RP)
1.00 - 1.50 Never Practiced (NP)

well as the NAT results; disseminated information of the school performance to the community; school administrators received certificates of outstanding accomplishment & recognition of exemplary performance & meritorious achievements; organized teamwork and delegated teachers to manage school activities; set standards and aligned their activities to the school programs & projects; established departmentalized monitoring and evaluation anchored on results-based performance management system.

Relationship Between the Best Practices of the Secondary School Administrators and the Respondent School Profile

The study looked into the relationship between the best practices of the secondary school administrators and the respondent-school profile namely: school type, site, budget allocation, enrollment data, cohort-survival, retention rate, completion rate, dropout rate, repetition rate, graduation rate, textbook-student ratio, teacher-student ratio, NAT result and facilities and equipment. The results of the analysis are presented in Table 38.

Type of school. In relating the best practices of the secondary school administrators with the respondent school type (1) the computed correlation coefficient or Pearson r turned to be 0.147, the test of significance using at .05 significance level along or 2-tailed test posted at 0.437, N=30 not significant clarifying a vision, 2. Along creating a healthy school environment Pearson r

Table 38

Relationship Between the Best Practices of the Secondary School
Administrators and the Respondents' School Profile

School Profile		Categories of Best Practices				
		CV	CHSE	CL	II	MPDP
Type	Pearson r	0.147	0.12	-0.203	0.147	-0.128
	Sig. (2-tailed)	0.437	0.529	0.281	0.437	0.502
	N	30	30	30	30	30
Site	Pearson r	-0.393	-.492*	-0.283	-0.125	-0.367
	Sig. (2-tailed)	0.064	0.017	0.191	0.571	0.085
	N	23	23	23	23	23
Budget Allocation	Pearson r	0.068	0.139	0.137	0.008	0.082
	Sig. (2-tailed)	0.719	0.465	0.469	0.969	0.668
	N	30	30	30	30	30
Enrolment data	Pearson r	0.203	-0.236	-0.025	-0.188	-0.345
	Sig. (2-tailed)	0.281	0.209	0.894	0.32	0.062
	N	30	30	30	30	30
Cohort	Pearson r	0.101	0.107	0.215	0.105	0.039
	Sig. (2-tailed)	0.594	0.572	0.254	0.582	0.837
	N	30	30	30	30	30
Retention	Pearson r	-0.044	0.082	-0.096	.402*	0.011
	Sig. (2-tailed)	0.817	0.666	0.612	0.028	0.954
	N	30	30	30	30	30
Completion	Pearson r	0.005	0.045	-0.143	0.003	-0.179
	Sig. (2-tailed)	0.98	0.815	0.458	0.988	0.353
	N	29	29	29	29	29
Dropout	Pearson r	-0.107	-0.134	0.074	-0.024	0.172
	Sig. (2-tailed)	0.573	0.48	0.696	0.901	0.364
	N	30	30	30	30	30
Repetition	Pearson r	-0.074	-0.315	-0.004	-0.179	0.262
	Sig. (2-tailed)	0.704	0.096	0.982	0.353	0.169
	N	29	29	29	29	29

Table 38 continued

School Profile		Categories of Best Practices				
		CV	CHSE	CL	II	MPDP
Graduation	Pearson r	0.333	0.155	.406*	0.163	-0.155
	Sig. (2-tailed)	0.072	0.413	0.026	0.389	0.414
	N	30	30	30	30	30
Textbook-Student Ratio	Pearson r	-0.072	-0.177	-0.049	-0.194	0.038
	Sig. (2-tailed)	0.711	0.358	0.799	0.313	0.844
	N	29	29	29	29	29
Teacher-Student ratio	Pearson r	-0.167	0.076	0.205	-0.067	-0.05
	Sig. (2-tailed)	0.379	0.691	0.278	0.727	0.791
	N	30	30	30	30	30
NAT	Pearson r	-0.158	-0.039	-0.099	-0.233	-0.12
	Sig. (2-tailed)	0.403	0.838	0.604	0.216	0.528
	N	30	30	30	30	30
Physical Facilities and Equipment	Pearson r	-0.158	0.138	0.24	-0.066	0.216
	Sig. (2-tailed)	0.403	0.466	0.202	0.729	0.252
	N	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).
CV - Clarifying Vision
MPDP - Managing People, Data & Process
CHSE - Creating Healthy School Environment
CL - Cultivating Leadership in Others
II - Improving Instruction

was 0.12, the test using at .05 of significance in 2-tailed test=0.529, N= 30 not significant at level=.05 (3) along cultivating leadership in others, the Pearson r was -0.0203 and t-value in 2-tailed test=0.081, N=30 not significant at at 0.05 significance level, (4) along improving instruction, Pearson r was 0.147 and t-value=0.437 in a two-tailed test, N=30 not significant at 0.05 (5) Pearson r was -

0.128, t-value=0.052 (two-tailed), N=30 was not significant along managing, people, data and process.

Analysis of the data further revealed that best practices of the school administrators the along the five categories had no significant relationship with the school type where be was assigned. It meant that the school type did not affect the best practices of the secondary school administrators in the Island of Samar whether it was a general public or tech- voc schools.

School site. In relating the best practices of the secondary school administrators along the five categories with school site, (1) Pearson r was -0.393, t-value was 0.064 (two-tailed test), at N=23 was not significant at 0.05 level of significance under clarifying a vision.

The analysis of the data further revealed that there was no relationship with the school site and the best practices clarifying a vision. It meant that whether the school site was wide or least it did not affect the administrators' best practices along clarifying a vision. (2) Pearson r was -0.492, t-value in two-tailed test =0.017, N=23 was significant at 0.05 level along creating a healthy school environment. It meant, there was a relationship between school site and creating a healthy school environment. Thus, the wider was the site of the school, the lesser was the maintenance of the school healthy environment, (3) Pearson r was -0.283, t-value in (two-tailed test) was 0.191, N=23 was not significant at 0.05 level along cultivating leadership in others. There was no relationship between the site of the school and the cultivating leadership in others. It meant that the

school site did not affect the practices along cultivating leadership in other by administrators-respondents, (4) Pearson r was-0.125, t-value in two-tailed test=0.571, N=23 was not significant at, 0.05 level along improving instruction. (5). Pearson r =-0.367, t-value in two-tailed test=0.085, N=23, was not significant at 0.05 level along Managing, people, data, and process. It meant at the site of the school did not affect the management of people, data and process of secondary school administrators.

    Budget allocation. In relating the best practices of the secondary school administrators along the five categories along budget allocation results were, (1) Pearson r=0.068, t-value in two-tailed test=0.719, N=30 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.0139, t-value in two-tailed test=0.465, N=30 was not at 0.05 level along creating a healthy school environment, (3) Pearson r=0.0137, t-value in two-tailed test=0.469, N=30 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=0.008, t-value in two-tailed test=0.969, N=30 was not significant at 0.05 level along improving instruction, (5) Pearson r=0.082,t-value in two-tailed test =0.668, N=30 was not significant at 0.05 level along managing, people, data process. It meant that there was no relationship between the budget allocation and best practices of the secondary school administrators along the five categories.

    Enrollment data. In relating the best practices of the secondary school administrators along the five categories with the enrollment data results were, (1) Pearson r=0.203,t-value in two-tailed test =0.281, N=30 was not significant at

0.05 level along clarifying a vision, (2) Pearson r=0.236, t-value in two-tailed test=0.209, N=30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=-0.025, t-value in two-tailed test=0.894, N=30 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=-0.025, t-value two-tailed test=0.894, N=30 was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.345, t-value in two-tailed test=0.062, N=30 was not significant at 0.05 level along Managing, people, data, and process. It meant that there was no relationships between the enrollment data and the best practices of the secondary school administrators in the Island of Samar along the five categories.

Cohort-survival rate. In relating the best practices of the secondary school administrators along the five categories with cohort-survival rate, the results were, (1)Pearson r=0.101, t-value in (2-tailed test)=0.594, N=30 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.107, t-value in two-tailed test=0.572, N=30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=0.215,t-value in two-tailed test=0.572, N=30, was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=0.105, t-value in two-tailed test=0.582, N=30 was not significant at 0.05 level along improving instruction, (5) Pearson r=0.039, t-value in two-tailed test=0.837, N= 30 was not significant at 0.05 level along managing, people, data, and process. There was no relationship between the cohort-survival rates and the best practices of the secondary school administrators in the Island of Samar,

along the given five categories. Furthermore, the cohort-survival rate of the school did not affect the best practices of school administrators.

Retention rate. In relating the best practices of the secondary school administrators along the five categories with retention rate, the results were: (1) Pearson r=-0.044, t-value in two-tailed test=0.817, N=30 was not significant at 0.05 level along clarifying a vision, (2) Pearson r= 0.082, t-value in two-tailed test=0.666, N=30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=-0.096,4, t-value-tailed test=0.612, N=30 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=.402, t-value in two-tailed test=0.028, N=30 was significant at 0.05 level along improving instruction. It meant that there was a relationship between the retention rate and the improving instruction. Thus, the retention rate was high, correspondingly the best practices in improving instructions were also highly practiced, (5) Pearson r=0.011, t-value in two-tailed test=0.954, N=30 was not significant at 0.05 level along managing, people, data and process. It meant there was no relationship between the best practices along managing, people, data and process and to the retention rate of the school.

Completion rate. In relating the best practices of the secondary school administrators along the five categories with completion rate, the results were: (1) Pearson r=0.005, t-value in two-tailed test=0.98, N=29 was not significant at 0.05 level along clarifying a vision, (2) Pearson=0.045,t-value in two-tailed test=0.815, N=29 was not significant at 0.05 level along creating a healthy school

environment, (3) Pearson r=-0.143 at 0.05 level of significance at 2-tailed test=0.143, N=29 was not significant at 0.05 level along Cultivating leadership in others, (4) Pearson r=0.003, t-value in two-tailed test=0.988, N=29 was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.179, t-value in two-tailed test=0.353, N=29 was not significant at 0.05 level along Managing, people, data, and process. It meant that there was no relationship between the completion rate and the best practices of the secondary school administrators in the Island of Samar.

Dropout rate. In relating best practices of the secondary school administrators along the five categories with dropout rate results were:, 1)Pearson r=-0.107 at 0.05 level along t-value in two-tailed test=0.573, N=30 was not significant clarifying a vision , 2) Pearson r=-0.134, at 0.05 level of significance at 2-tailed test=0.48, N=30 was not significant at 0.056 level along creating a healthy school environment, 3) Pearson r=0.074 t-value in 2-tailed test=0.696, n=30 was not significant at 0.05 level along cultivating leadership in others, 4.Pearson r=-0.024 t-value in 2-tailed test=0.901, n=30 was not significant to improving instruction, 5) Pearson r=0.172, t-value in 2-tailed test at 0.05 level along managing people, data and process N=30. It meant there was no relationship between the best practices of the secondary school administrators along the five given categories and dropout rate.

Repetition rate. In relating best practices of the secondary school administrators along the five categories with repetition rate results were: (1)

Pearson r=-0.074 t-value in 2-tailed test=0.704, N=29 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=-0.315 t-value in 2-tailed test=0.096, n=29, was no significant at 0.05 level along Creating a healthy school environment, (3) Pearson r=-0.004 t-value in two-tailed test=0.982, N=29 was not significant along cultivating leadership in others, (4) Pearson r=-0.179 t-value in two-tailed test=0.353, N=29 was not significant at 0.05 level along improving instruction, (5) Pearson r=0.262 t-value in two-tailed test=0.169, N=29 was not significance at 0.05 level along managing people, data and process. It meant there was no relationship between the repetition rate and the best practices of the secondary school administrators.

Graduation rate. In relating the best practices of the secondary school administrators along the five categories with graduation rate results were: (1) Pearson r=0.333 t-value in two-tailed test =0.072, N=30 was not significant at 0.05 level along clarifying a vision, (2) Pearson r= 0.155 t-value in two-tailed test=0.413, N-30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=.406 t-value in two-tailed test=0.026, N=30 was significant at 0.05 level along cultivating leadership. It meant that there was a relationship between graduation rate and the best practices along cultivating leadership in others. Thus, with the graduation rate as high, the best practices along cultivating leadership of the secondary school administrators were also highly practiced. (4) Pearson r=0.163 t-value in 2-tailed test=0.389, N=30 was not significant at 0.05 level along improving instruction, 5) Pearson r=-0.155 t-value

in two-tailed test=0.414, N=30 was not significance at 0.05 level along managing people, data and process.

Textbook-student ratio. In relating best practices of the secondary school administrators along the five categories with textbook-student ratio results were: (1) Pearson r=-0.072 t-value in two-tailed test=-0.711, N=29, was not significant at 0.05 level along clarifying vision, (2) Pearson r=-0.177 t-value in 2-tailed test=0.358, N=29 was not significant at 0 .05 level along creating a healthy school environment, 3) Pearson r=-0.049 t-value in two-tailed test=0.799, N=29 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=-0.194 t-value in two-tailed test=0.313, N=29 was not significant at 0.05 level along improving instruction, 5) Pearson r=0.038 t-value in two-tailed test=0.844, N=29 was not significance at 0.05 level along managing people, data and process. It meant there that was no relationship between the textbook-students ratio and the best practices of the secondary school administrators along the given five categories.

Teacher-student ratio. In relating best practices of the secondary school administrators along the five categories with Teacher-Students Ratio results were: (1) Pearson r=-0.167 t-value in two-tailed test=0.379, N=30 not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.076 t-value in two-tailed test=0.691, N=30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=0.205 t-value in two-tailed test=0.278, N=30 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r= -

0.067 t-value in two-tailed= 0.727, N=30 was not significance at 0.05 level along improving instruction. (5) Pearson r=-0.05 t-value in 2-tailed test=0.79, N=30 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the teacher-student ratio and the best practices of the secondary school administrators along the given five categories.

NAT. In relating best practices of the secondary school administrators along the five categories with NAT, the results were: (1) Pearson r=-0.158 t-value in two-tailed test=0.403, N=30 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.039, 0.05 t-value in two-tailed=0.838, N=30 was not significant at 0.05 level along creating a healthy school environment, 3) Pearson r=-0.099 t-value in two-tailed=0.604, N=30 t-value in cultivating leadership in others, (4)Pearson r -0.233, t-value in two-tailed=0.216, N=30 was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.12, 0.05 t-value in 2-tailed=0.528, N=30 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between NAT results and best practices of secondary school administrators along the given five categories.

Physical facilities and equipment. In relating the best practices of the secondary school administrators along the five categories with physical facilities and equipment, the results were: (1) Pearson r=-0.158, t-value in two-tailed=0.403, N=30 was not significant at 0.05 level along clarifying a vision, 2) Pearson r=0.138, t-value in two-tailed test=0.4066, N=30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=0.24, t-

value in two-tailed=0.202, N=30, not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=-0.066, t-value in two-tailed=0.729, N=30 was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.216, t-value in two tailed test=0.252, N=30 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the best practices and the physical facilities and equipment. Furthermore, the physical facilities and equipment did not affect to the best practices of secondary school administrators in the island of Samar.

Relationship Between Best Practices of the
    Secondary School Administrators
    and their Profile

The study looked into the relationship between the best practices of the secondary school administrators and their profile namely : age, sex, civil status, average monthly income, educational background, length of service, no. of years as administrators, trainings and seminars attended, performance rating for the past three years, and awards/recognition received. The results of the analysis are presented in Table 39.

Age. In relating the best practices of the secondary school administrators along the five categories with their age the results were: (1) Pearson r=0.104, t-value in 2-tailed test =0.584, N=30, was not significant at 0.05 level along clarifying a vision, (2) Pearson r=-0.114, t-value in two-tailed test=0.549, N=30

Table 39
Relationship Between Best Practices of the Secondary School
Administrators and their Profile

Profile		Categories of Best Practices				
		CV	CHSE	CI	II	MPDP
age	Pearson r	0.104	-0.114	-0.076	0.211	-0.318
	Sig. (2-tailed)	0.584	0.549	0.692	0.263	0.087
	N	30	30	30	30	30
Sex	Pearson r	0.005	0.03	0.033	0.005	0.004
	Sig. (2-tailed)	0.978	0.875	0.864	0.978	0.983
	N	30	30	30	30	30
Civil Status	Pearson r	-0.058	-0.33	-0.102	-0.058	-.374*
	Sig. (2-tailed)	0.76	0.075	0.591	0.76	0.041
	N	30	30	30	30	30
Ave. Monthly Income	Pearson r	-0.021	-0.027	0.048	0.052	-0.302
	Sig. (2-tailed)	0.919	0.897	0.821	0.806	0.143
	N	25	25	25	25	25
Educational Background	Pearson r	-0.023	.398*	0.13	0.288	0.277
	Sig. (2-tailed)	0.902	0.029	0.494	0.122	0.138
	N	30	30	30	30	30
Length of Service	Pearson r	0.115	-0.126	0.228	0.07	-.512**
	Sig. (2-tailed)	0.547	0.507	0.225	0.713	0.004
	N	30	30	30	30	30
No. of Years as Admin	Pearson r	0.027	-0.219	0.031	0.136	-.451*
	Sig. (2-tailed)	0.888	0.245	0.87	0.473	0.012
	N	30	30	30	30	30
Training and Seminars Local	Pearson r	0.048	.a	0.174	0.048	-.651*
	Sig. (2-tailed)	0.895	0	0.631	0.895	0.041
	N	10	10	10	10	10
Regional	Pearson r	0.193	0.283	0.416	0.283	-0.428
	Sig. (2-tailed)	0.508	0.327	0.139	0.327	0.127
	N	14	14	14	14	14

Table 39 continued

Profile		Categories of Best Practices				
		CV	CHSE	CL	II	MPDP
National	Pearson r	0.276	0.187	0.113	0.276	-0.189
	Sig. (2-tailed)	0.361	0.54	0.714	0.361	0.536
	N	13	13	13	13	13
Performance Rating	Pearson r	0.107	0.086	0.242	0.107	0.081
	Sig. (2-tailed)	0.582	0.656	0.206	0.582	0.678
	N	29	29	29	29	29
Awards/Recognition	Pearson r	-0.094	-0.205	-0.098	-0.434	-0.093
	Sig. (2-tailed)	0.692	0.386	0.68	0.056	0.696
	N	20	20	20	20	20

*. Correlation is significant at the 0.05 level (2-tailed).
CV - Clarifying Vision
MPDP - Managing People, Data & Process
CHSE - Creating Healthy School Environment
CL - Cultivating Leadership in Others
II - Improving Instruction

was not significant at 0.05 level along creating healthy school environment, (3) Pearson r=-0.076, t-value in two-tailed test=0.692, N=30 was not significant at 0.05 level of along cultivating leadership in others, (4) Pearson r=0.211,t-value in 2-tailed test=0.263, N=30 was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.318, t-value in two-tailed test=0.087, N=30 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the best practices and age of the secondary school administrators. Thus, age of the school administrators did not affect the best practices they were practicing.

Sex. In relating best practices of the secondary school administrators along the five categories with their sex, the results were: (1) Pearson r=0.005, t-value in two-tailed test=0.978, N=30 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.03 at 0.05, t-value in two-tailed test =0.875, N=30 was not significant at 0.05 level creating a healthy school environment, 3)Pearson r= 0.033, t-value in two-tailed test=0.864, N=30 was not significant at 0.05 level along cultivating leadership in others, 4) Pearson r=0.005, t-value in two-tailed test=0.978, N=30 was not significant at 0.05 level along improving instruction, (5) Pearson r= 0.004, t-value in two-tailed test=0.983, N=30 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the best practices along the given five categories and sex of the secondary school administrators; thus whether the administrators were male or female, their sex did not affect the best practices that they were practicing/implementing.

Civil status. In relating best practices of the secondary school administrators along the five categories with their civil status, the results were: (1) Pearson r=-0.058, t-value in two-tailed test=0.76, N=30 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=-0.33, t-value in two-tailed test=0.075, N=30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=-0.102, t-value in two-tailed test=0.591, N=30 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=-0.058, t-value in two-tailed test=0.76, N=30 was not significant at 0.05 level along

improving instruction, (5) Pearson r=-374, t-value in two-tailed test=0.041, N=30 was significant at 0.05 level along managing people, data and process. It meant that there was a relationship between the civil status of the secondary school administrators and their best practices on managing people, data and process. It meant that there were married administrators had managing people, data and process was low, but there were less single administrators had managing people, data and process was high. Since the data showed that the single administrators were smaller in numbers than married administrators. Thus, single administrators were better than married administrators in terms of Managing people, data and process.

Average monthly income. In relating best practices of the secondary school administrators along the five categories with their average monthly income, the results were: (1) Pearson r =-0.021, t-value in two-tailed test=0.919, N=25 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=-0.02, t-value in two-tailed test=0.897, N=25 was not significant at 0.05 level along creating healthy school environment, (3) Pearson r=0.048, t-value in two-tailed test=0.821, N=25 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=0.052, t-value in two-tailed test=0.806, N=25 was not significant at 0.05 level along improving instruction, 5) Pearson r=-0.302, t-value in two-tailed test =0.143, N=25 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the best practices along the given five categories and their average monthly income.

Thus, whether the average monthly income of the secondary school administrators was high or low, it did not affect their best practices being implemented.

Educational background. In relating best practices of the secondary school administrators along the five categories with their educational background, (1) Pearson r=-0.023, t-value intwo-tailed test=0.902, N=30 was not significant at 0.05 level along Clarifying a Vision, 2) Pearson r=.398, t-value in two-tailed test=0.029, N=30 was significant at 0.05 level along creating a healthy school environment. It meant that there was relationship between the educational background of the secondary school administrators and their best practices along creating a healthy school environment. It meant that if the educational background of the school administrators was high, the creating healthy school environment was also high. Thus, if the secondary school administrators attained higher educational background, the more they can improve the healthy school environment through their capabilities and abilities in implementing the different activities, programs and projects with regards to school healthy environment; (3) Pearson r=0.13, t-value in two-tailed test=0.494, n=30 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=0.288, t-value in two-tailed test =0.122, N=30 was not significant at 0.05 level along managing people, data and process.

Length of service. In relating best practices of the secondary school administrators along the five categories with their length of service, the results

were: (1) Pearson r=0.115, t-value in two-tailed test=0.547, N=30 was not significant at 0.05 level along Clarifying a vision, (2) Pearson r=-0.126, t-value in two-tailed test=0.507, N=30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=0.228, t-value in two-tailed test=0.225, N=30 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=0.07, t-value in two-tailed test =0.713, N=30 was not significant at 0.05 level along improving instruction, (5) Pear r=-512, t-value in two-tailed test=0.004, N=30 was significant at 0.05 level along managing people, data and process. It meant that there was relationship between the length of service of the secondary school administrators and managing people, data and process with a negative results or the relationship was inversely proportional. It meant that if the length of service of school administrators was high, the managing people, data and process of school administrators was low. Thus, if the secondary school administrators had long stayed in the service, the lesser duties and responsibilities they had on managing people, data and process. It was supported by RA 9155, Rule VI Sec. 6.1 on delegation of authority, responsibility and create accountability to the teachers which state that "letting go your people to excel" which meant that the administrators would delegate their duties and responsibilities to the teachers who had exemplary performance to take charge of their task to lessen the overload work of administrators. But it does not mean that the administrators would not supervise and monitor the teachers in

charge of the task. Still the prime duty and function of the administrators was to conduct close monitoring and supervision of the whole system.

Number of years rendered as administrators. In relating best practices of the secondary school administrators along the five categories with their number of years rendered as administrators the results were: (1) Pearson $r=0.027$ t-value in two-tailed test=0.888, N=30 was not significant at 0.05 level along clarifying a vision, (2) Pearson $r=-0.219$, t-value in two-tailed test=0.245, N=30 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson $r=0.031$, t-value in two-tailed test=0.87, N=30 was significant at 0.05 level along cultivating leadership in others, (4) Pearson $r=0.136$, t-value in two-tailed test=0.473, N=30 was not significant at 0.05 level along improving instruction, (5) Pearson $r=-.451$, t-value in two-tailed test=0.012, N=30 was significant at 0.05 level along managing people, data and process. It meant that there was relationship between the number of years rendered as administrators by the secondary school administrators and managing people, data and process. Thus, longer was the administrative exposure of the school administrators, lesser managing people, data and process was practiced by them as evidenced by a negative or the relationship was inversely proportional. It was supported by RA 9155, Rule VI Sec. 6.1 on delegation of authority to teacher is the commonly called "Teacher empowerment, which delegates responsibility, grants authority and create accountability to teachers. The principle, "letting go your people to excel" meant that the administrators would delegate their duties and

responsibilities to the teachers who had exemplary performance to take charge of task to lessen the overload work of administrators. But it does not mean that the administrators would not supervise and monitor the teachers in charge of the task. Still the prime duty and function of the administrators was to conduct close monitoring and supervision of the whole system.

Training and seminars attended. in relating the best practices of the secondary school administrators along the five categories with their trainings and seminars attended on local, regional and national, the following were the results.

Local. In associating best practices of the school administrators and local trainings attended, the findings were: (1) Pearson r=0.048, at 0.05 level of significance in 2-tailed test=0.895, N=10 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=.a, t-value in two-tailed test=0, N=10 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=0.174, t-value in two-tailed test=0.631, N=10 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=0.048, t-value in two-tailed test=0.895, N=10 was not significant at 0.05 level along improving instruction, (5) Pearson r=-.651, t-value in two-tailed test=0.041, N=10 was significant at 0.05 level along managing people, data and process. It meant that there was relationship between the local trainings/seminars and their managing people, data and process practices. Thus, the higher trainings and seminars (IN-SETS)

attended by the school administrators in the local level, their practices in managing people, data and process were less/low as supported by a negative correlation coefficient. It meant that administrators were very busy on planning, making trainings design and managing the conduct of INSET for teachers.

Regional. In associating best practices of the school administrators and the regional level trainings, the findings were: (1) Pearson r=0.0193, t-value in two-tailed test=0.508, N=14 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.283, t-value in two-tailed test=0.3427, N=14 was not significant at 0.05 level along clarifying a vision, 3) Pearson r=0.416, t-value in two-tailed test=0.139, N=14 was not significant at 0.05 level along creating a healthy school environment, (4) Pearson r=0.0283, t-value in two-tailed test=0.327 was not significant at 0.05 level along improving instruction, 5) -0.428, t-value in two-tailed test=0.127, N=14 was not significant at 0.05 level along managing people, data and process. It meant that there was no significant relationship between the best practices along the five categories and regional level training and seminars attended by the secondary school administrators. Thus, even though the administrators did not attend the regional trainings and seminars, it did not affect their implementation of best practices.

National level. In associating best practices of the school administrators and the national level trainings, the findings were: (1) Pearson r=0.276, t-value in two-tailed test=0.361, N=13 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=187, t-value in two-tailed test=0.05, N=13 was not significant at 0.05 level along creating a healthy school environment, 3) Pearson r=.0113, t-value in two-tailed test=0.714, N=13 was not significant at 0.05 level cultivating leadership in others 4) Pearson r=0.276, t-value in 2-tailed=0.361, N=13 not significant at 0.05 level along improving instruction, (5) Pearson r=-0.189, t-value in two-tailed test=0.536, N=13 was not significant at 0.05 level along managing people, data and process. It meant that there were no relationship between the best practices along the five categories and their National level trainings and seminars attended. Thus, even though the administrators did not attend the national trainings and seminars, it did not affect their implementation of best practices.

Performance rating. In associating best practices of the secondary school administrators and their performance rating, the findings were: (1) Pearson r=0.107, t-value in two-tailed test=0.582, N=29 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.086, t-value in two-tailed test=0.656, N=29 not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=0.242, t-value in two-tailed test=0.206, N=29 was not significance at 0.05 level along cultivating leadership in

others, (4) Pearson r=0.107, t-value in two-tailed test=0.582, N=29 was not significant at 0.05 level along improving instruction, (5) Pearson r=0.081, t-value in two-tailed test=0.678, N=29 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the best practices along the five categories and their performance ratings. Thus, whether the performance rating of the secondary school administrators were "very satisfactory' or "outstanding" performance, it did not affect to the best practices of the administrators.

Awards/recognition received. In associating best practices of the secondary school administrators along the five categories and the awards/recognition they received, the findings were: (1) Pearson r=-0.094 , t-value in two-tailed test=0.692, N=20 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=-0.205, t-value in two-tailed test=0.386, N=20 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=-0.098 at 0.05 level of significance in 2-tailed test=0.68, N=20 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=-0.434 at 0.05, t-value in two-tailed test=0.056, N=20, was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.093, t-value in two-tailed test=0.696, N=20 was not significance at 0.05 level along managing people, data and process. It meant that there was no relationship between the best practices along the five categories and awards/recognition received by the administrators.

Thus, the administrator's awards/recognition received did not affect the best practices to they employed.

Relationship Between Best Practices of the Secondary School Administrators and the Teachers' Profile

The study looked into the relationship between the best practices of the secondary school administrators and the teachers' profile namely: age, sex, civil status, educational background, position, length of service, no. of years rendered as administrators, trainings and seminars attended, performance rating for the past three years, and awards/recognition received. The results of the analyses are presented in Table 40.

Age. In relating best practices of the secondary school administrators and their age profile, the findings were: (1) Pearson r=0.024, t-value in two-tailed test=0.469, N=927 was not significant at 0.05 level along clarifying a vision, 2) Pearson r= -0.004, t-value in two-tailed test=0.907, N=926 was not significant at 0.05 level along creating a healthy school environment, 3.) Pearson r=0.024, t-value in two-tailed test=0.46, N=926 was not significant at 0.05 level along cultivating leadership in others, 4) Pearson r=0.009, t-value in two-tailed test=0.779, N=926 was not significant at 0.05 level along improving instruction, (5) Pearson r=0.055, t-value in two-tailed =0.097, N=925 was not significant at 0.05 level along managing people, data and process. It meant that there was no

Table 40

Relationship Between Best Practices of Secondary School
Administrators and the Teachers' Profile

Profile		Categories of Best Practices				
		CV	CHSE	CL	II	MPDP
Age	Pearson r	0.024	-0.004	0.024	0.009	0.055
	Sig. (2-tailed)	0.469	0.907	0.46	0.779	0.097
	N	927	926	926	926	925
Sex	Pearson r	-0.032	-.082*	-.110**	-.095**	-.068*
	Sig. (2-tailed)	0.333	0.013	0.001	0.004	0.039
	N	927	926	926	926	925
Civil Status	Pearson r	-0.006	0.016	0.012	0.008	0.056
	Sig. (2-tailed)	0.848	0.631	0.707	0.805	0.089
	N	928	927	927	927	926
Educational Background	Pearson r	0.01	0.055	0.037	0.045	0.052
	Sig. (2-tailed)	0.768	0.092	0.266	0.175	0.114
	N	928	927	927	927	926
Position	Pearson r	0.045	-0.013	-0.02	-0.015	0.008
	Sig. (2-tailed)	0.172	0.691	0.548	0.641	0.81
	N	926	925	925	925	924
Length of Service	Pearson r	-0.003	-0.061	-0.037	-0.037	-0.016
	Sig. (2-tailed)	0.917	0.063	0.258	0.266	0.636
	N	928	927	927	927	926
In-Service Training						
Local	Pearson r	0.039	0.055	0.047	0.07	.094*
	Sig. (2-tailed)	0.399	0.236	0.307	0.131	0.041
	N	470	470	470	470	470
Regional	Pearson r	-0.017	-0.045	-0.023	-0.027	-0.02
	Sig. (2-tailed)	0.697	0.295	0.588	0.526	0.638
	N	539	539	539	539	539

Table 40 continued

Profile		Categories of Best Practices				
		CV	CHSE	CL	II	MPDP
National	Pearson r	0.072	0.076	0.114	.121*	.188**
	Sig. (2-tailed)	0.225	0.203	0.056	0.042	0.001
	N	283	283	283	283	283
Performance Rating	Pearson r	-0.022	-0.017	-0.008	-0.016	-0.007
	Sig. (2-tailed)	0.507	0.598	0.806	0.619	0.826
	N	928	927	927	927	926
Recognition/Awards	Pearson r	-0.056	-0.069	-0.039	-0.075	-0.108
	Sig. (2-tailed)	0.662	0.587	0.759	0.556	0.395
	N	64	64	64	64	64

relationship between best practices of the secondary school administrators along the five categories and the age of the teachers. Thus, age of the teachers did not affect the best practices of the school administrators.

Sex. In relating the best practices of the secondary school administrators and their teacher's sex profile, the findings were: (1) Pearson r=-0.032, t-value in two-tailed test=0.333, N=927 not significant at 0.05 level along clarifying a vision, (2) Pearson r=-.082, t-value in two-tailed test=0.013, N=926 was significant at 0.05 level along creating a healthy school environment. It meant that there was relationship between the sex of the teachers-respondents on creating a healthy school environment. Thus, the male administrators were better than the female administrators in terms of creating a healthy school environment. (3) Pearson r-

.110, t-value in two-tailed test=0.001, N=926 was significant at 0.05 level along cultivating leadership in others. It meant that there was relationship between the sex of the teachers and the administrators' practices along cultivating leadership in others. Thus, male administrators were better than the female administrators in terms of cultivating leadership in others. (4) Pearson r=-.095, t-value in two-tailed test=0.004, N=926 was significant to improving instruction. It meant that there was relationship between the sex of the teachers and the improving instruction. Thus, male administrators were better than the female administrators in terms of improving instruction. 5) Pearson r=-0.68, t-value in two-tailed test=0.039, N=925 was significant at 0.05 level along managing people, data and process. It meant that there was a relationship between the sex of the teachers and the administrators' practices along managing people, data and process. Thus, male administrators were better than the female administrators in terms of managing people, data and process.

Civil status. In relating best practices of the secondary school administrators and the teachers' civil status profile, the findings were: (1) Pearson r=0.01, t-value in two-tailed test=0.768, N=928 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.055, t-value in two-tailed test=0.092, N=927 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=0.037, t-value in two-tailed=0.266, N=927 was not significance at 0.05 level along cultivating leadership in others, 4) Pearson r=0.045, t-value in two-tailed test=0.175, N=927 was not significant at 0.05 level

along improving instruction, (5) Pearson r=0.052, t-value in two-tailed test=0.114, N=926 was not significant at 0.05 level along managing people, data and process . It meant that there was no relationship between the best practices along the five categories of the secondary school administrators and the teachers' civil status. Thus, whether the civil status of the teachers was single, married, separated or widow/er, it did not affect the best practices of the administrators.

Educational background. In relating the best practices of the secondary school administrators and teachers' educational background profile, the findings were: (1) Pearson r=0.0,t-value in two-tailed test=0.768, N=928 was no significant at 0.05 level along clarifying a vision, (2) Pearson r=0.055, t-value in two-tailed test=0.092, N=927 was not significant at 0.05 level along creating a healthy school environment, 3) Pearson r=0.037, t-value in two-tailed test=0.266, N=927 not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=0.045, t-value in 2-tailed test=0.175, n=927 was not significant at 0.05 level along improving instruction, (5) Pearson r=0.052, t-value in two-tailed test=0.114, N=926 was not significant along managing people, data and process. It meant that there was no relationships between the educational background of teachers and the best practices of the school administrators along the five categories.

Position. In relating best practices of the secondary school administrators and the teachers' position profile, the findings were: (1)Pearson r=0.045,t-value in two-tailed test=0.172, N=926 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=-0.013, t-value in two-tailed test=0.691,

N=925 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=-0.02, t-value in two-tailed test=0.548, N=925 was not significant at 0.05 level along improving instruction, (4) Pearson r=-0.015, t-value in 2-tailed test=0.641, N=925, was not significant at 0.05 level along improving instruction II, (5) Pearson r=0.008, t-value in two-tailed test=0.81, N=924 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the position of the teachers and the five categories of best practices of the school administrators.

Length of service. In relating to best practices of the secondary school administrators and the teachers' length of service, the finding were: (1) Pearson r=-0.003, t-value in 2-taailed test=0.917, N=928 was not significant at 0.05 along clarifying a vision, (2) Pearson r =-0.06, t-value in two-tailed test=0.063, N=927 not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=-0.037, t-value in two-tailed test=0.258, N=927 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=-0.037, t-value in two-tailed test=0.266, N=927 was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.016, t-value in two-tailed test=0.636, N=926 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the length of service of the teachers and the best practices of the school administrators along the five categories.

Trainings and seminars. This section presents the trainings and seminars attended by the teacher-respondent in terms of: local, regional, national and international levels.

Local level. In relating to the best practices of the secondary school administrators and the teachers' local trainings and seminars (INSETS), the findings were: (1) Pearson r=0.039, t-value in two-tailed test=0.399, N=470 was not significant at 0.05 level along clarifying a vision, (2) Pearson r=0.055, t-value in two-tailed test=0.236, N=470 was not significant at 0.05 level along creating a healthy school environment, 3.) Pearson r=0.047, t-value in two-tailed test=0.307, N=470 was not significant 0.05 level along clarifying a vision, (4) Pearson r=0.07, t-value in two-tailed test=0.131, N=470 was not significant at 0.05 level along improving instruction, 5. Pearson r=.094, t-value in 2-tailed test=0.041, N=470 was significant at 0.05 level along managing people, data and process. It meant that there was relationship between the training and seminars of the teachers in local level. Thus, the lesser trainings and seminars (IN-SETS)attended by the teachers in local level, the little knowledge they would acquire along managing people, data and process.

Regional. In relating to the best practices of the secondary school administrators and the teachers' regional trainings and seminars, the findings were: (1) Pearson r=-0.017, t-value in two-tailed test=0.697, N=539 was not significant at 0.05 level along clarifying a vision, (2)

Pearson r=-0.045 t-value in two-tailed test=0.295, N=539 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=-0.023, t-value in two-tailed test=0.588, N=539 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=-0.027, t-value in two-tailed test=0.526, N=539 was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.02, t-value in two-tailed test=0.638, N=539 was not significant at 0.5 level along managing people, data and process. It meant that there was no relationship between the regional trainings and seminars of the teachers and the best practices of the school administrators along the five categories. Thus, whether the number of the regional trainings and seminars was many or few it did not affect the best practices of the secondary school administrators.

National. In relating to the best practices of the secondary school administrators and the teachers' national trainings and seminars attended, the findings were: (1)Pearson r=0.072, t-value in two-tailed test=0.225, N=283 was not significant at 0.05 level along clarifying a vision, (2)Pearson r=0.076, t-value in two-tailed test=0.203, N=283 was not significant at 0.05 level along creating a healthy school environment, 3.) Pearson r=0.114, t-value in two-tailed test=0.056, N=283 was not significant at 0.05 level along cultivating leadership in others, (4) Pearson r=.121, t-value in two-tailed test=0.042, n=283 was significant at 0.05 level along improving instruction. It meant that there was a relationship

between the national trainings/seminars attended by teachers and the best practices of the secondary school administrators along improving instruction. Thus, the lesser trainings/seminars attended by the teachers in the national level, the little knowledge they would learn in improving instruction. 5) Pearson r=.88, t-value in 2-tailed test=0.001, N=283 was significant at 0.05 level along managing people, data and process. It meant that there was a relationship between the national training/seminars attended by the teachers and the best practices of the administrators along managing people, data and process. Thus, the lesser trainings attended by the teachers in the national level, the little knowledge they would learn in managing the people, data and process.

Performance rating. In relating to the best practices of the secondary school administrators and the teachers' performance rating, the findings were:.1) Pearson r=-0.022, t-value in two-tailed test=0.507, N=928 was not significant at 0.05 level along clarifying a vision, (2)Pearson r=-0.017, t-value in two-tailed test=0.598, N=927 was not significant at 0.05 level along creating a healthy school environment, (3) Pearson r=-0.008, t-value in two-tailed test=0.806, N=927 was not significant at 0.05 level along cultivating leadership in others. (4) Pearson r=-0.016, t-value in two-tailed test=0.619, N=927 was not significant at 0.05 level along improving instruction, (5) Pearson r=-0.007, t-value in two-tailed test=0.826, N=926 was not significant at 0.05 level along managing people, data and process.

It meant that there was no relationship between the performance rating of teachers and the best practices of the secondary school administrators along the five categories. Thus, the performance rating of the teachers did not affect to the best practices of the school administrators.

Recognition/awards received by the teachers. In relating to the best practices of the secondary school administrators and the recognition/awards received by the teachers, the findings were: (1) Pearson $r=-0.056$, t-value in two-tailed test=0.662, N=64 was not significant at 0.05 level along clarifying a vision, (2) Pearson $r=-0.069$, t-value in two-tailed test=0.587, N=64 was not significant at 0.05 level along creating a healthy school environment, 3) Pearson $r=-0.039$, t-value in 2-tailed test=0.759, N=64 was not significant at 0.05 level along cultivating leadership in others, 4) Pearson $r=-0.075$, t-value in two-tailed test=0.556, N=64 was not significant at 0.05 level along improving instruction, (5) Pearson $r=-0.108$, t-value in two-tailed test=0.395, N=64 was not significant at 0.05 level along managing people, data and process. It meant that there was no relationship between the recognition/awards received by the teachers and of best practices of the school administrators along five categories. Thus, whether the recognition /awards received by teachers were many or few in number, it did not affect the best practices of administrators.

Implications Derived Based on the Findings of the Study to Improve The School Performance of Administrators In the Island of Samar

Based on the findings of the study, the researcher derived the following implications to improve the school performance of the school administrators in the island of Samar, to wit:

1.   Considering that school site had significantly affected on creating healthy school environment, to the school administrators that had a bigger school site, they should provide additional securities, watchmen and coordinate with the police feasibility to safeguard students, and fence the perimeter area to avoid intruders to enter the school premises .

2.   This study revealed that high retention rate, the extent of practice on improving instruction was also high, School administrators always Prioritize the teaching\learning materials; facilities and equipment in order to maintain the high retention rate of the school.

3.   The study revealed that high Graduation rate, the extent of practice on cultivating leadership in others was also high, school administrators as instructional leaders always provide opportunities to the students who are less fortunate but deserving students and adapt a child program policy to save students from dropping out in order to maintain the high graduation rate.

4.   Considering that civil status was significantly affected to the extent of practice on managing people, data and process, this implied that single school

administrators tend to practice more on managerial works and dealing with people because thay had lesser task at home unlike the married administrators that had more tasks at home such as taking care of children, doing household management and other matters that involved married life. That is why single administrators had ample time in monitoring of students' academic achievements, analyzing the students' data, evaluating students' progress, frequent observation to the teachers, supervising the non-teaching personnel, communicating stakeholders and establishing strong partnership with the stakeholders.

5. This study revealed that educational background of the school administrators had significantly affected on the extent of practice on creating a healthy school environment, the school administrators that had higher educational attainment had more initiatives to plan for school improvements on maintaining a healthy school environment such as to create processes that engage students, families and communities to facilitate academic achievements of the students; promote the use of effective classroom management and teaching method to foster a positive learning environment and create trusting and caring relationship that promote open communication among students and teachers, families and communities to improve academic achievements.

6. Considering that school administrators rendered several service in the teaching profession; and had a number of years rendered as school administrators; more In-service Trainings attended by school administrators tend

to practice less on managing people, data and process because of the delegation of Authority or called "teacher empowerment" it was supported by RA 9155, Sec.6.1 stated that "school head, who may be assisted by an assistant school head, shall be both an instructional leader and administrative manager. The school head shall form a team with the teachers/learning facilitators for delivery of quality educational programs, projects and services.

7.   Considering also that less trainings attended by the teacher in National level they tends to practice less in improving instruction because they had only limited knowledge on improving instruction especially under k to 12 Basic Education Curriculum, therefore teachers should send national trainings relative to improving instruction to improve school performance.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings of the study with the corresponding conclusion based on the findings of the study and recommendations based on the conclusion drawn from the findings of the study.

Summary of Findings

The following are the salient findings of the study:

Part I: Quantitative results

1.   Total average age of both male and female administrator-respondents was 52.53 years with SD= 8.26 years. This study revealed that male administrators were dominant than female administrators in the Island of Samar. Most of them were married.

2.   For the family monthly income of the administrator-respondents. The mean average was Php35, 130.00 with SD 11,563.46. This implied that the average monthly income of the administrator-respondents was above the poverty threshold of Php16, 841.

3.   Majority of the school administrator-respondents earned MA Degree.

4.   Along the length of service of the administrator-respondents, mean average was 21.70 years with SD=9.03 years; for the number of years rendered by

the school administrator-respondents as school administrator, the mean average was 10.07 years with SD= 7.34 years.

5.   For trainings attended by the administrator-respondents, the mean average was three in the local level, two at the regional level, and three at the national level.

6.   For the performance rating obtained by the administrator-respondents mean average was 8.55 or "very satisfactory" for SY 2011-2012 with SD= 0.26; for SY 2012-2013, mean average was 8.54 or "very satisfactory" with SD= 0.32; for SY 2013-2014 mean average was 8.54 or "very satisfactory" with SD= 0.30.

7.   For the recognitions and awards received by the administrator-respondents mean average was three with standard deviation of two awards.

8.   For teacher-respondents, mean average age was 38.12 years with SD= 9.06 years. Majority of them were married and most of them earned MA units.

9.   The average performance ratings obtained by the teacher-respondents was 8.38 or "very satisfactory" with SD= .027 for SY 2011-2012; 8.45 or "very satisfactory" with SD=0.24 for SY 2012-2013; and 8.49 or "very satisfactory" with SD= 0.22 for school year 2013-2014.

10.   The average number of academic awards/recognitions received by the teacher-respondents was two with SD of one award/recognition.

11.   For the length of service of teacher-respondents mean average was 9.73 years with SD of 8.32 years.

12.   With regard to the In-Service trainings attended by the teacher-respondents, mean average in the local level was one; one in the regional and one in the national level.

13.   Majority of the teacher-respondents were Teacher III.

14.   Majority of the secondary schools were general public high school.

15.   The average size of the school site was 25,085.78 sq. with SD= 46,395.84

16.   For the budget allocation of the public secondary school mean average was Php1, 228, 567 per month, with SD= Php 4, 095,638.

17.   The average enrollment of the secondary schools was 1,187 with SD= 898 for school year 2011-2012; 1283 with SD= 923 for school year 2012-2013; and 1320 with SD of 963 for school year 2013-2014. This implied that enrollment was increasing.

18.   The average cohort survival rate of secondary schools was 73 percent with SD=13 for School Year 2011-2012; 72 percent with SD= 15 for school year 2012-2013; and 76 percent with SD= 13.97 for School year 2013-2014.

19.   The average retention rate of secondary school was 86.31 percent or "good" with SD= 6.76 for school year 2011-2012; 86.44percent or "good" with SD= 7.25 for school year 2012-2013; and 87.70 percent or "good" with SD= 6.53 for school year 2013-2014. This implies that the retention rate was increasing.

20.   For the completion rate mean average was 75.20 percent or "poor" with SD 12.87 for school year 2011-2012; 71.21 "Poor" with SD= 12.87 for school year 2012-2013; 71.21 percent or "poor" with SD= 15.46 for the school year 2012-2013; and 74.62 percent or "poor" with SD= 6.53. This implies that there is a need to improve the completion rate of the school as part of the performance indicator.

21.   The average dropout rate of secondary schools was 3.67 percent or "fair" with SD=2.14 for the school year 2011-2012; 3.61 percent or "fair" with SD=2.16 for school year 2012-2013; and 3.51 percent or "fair" with SD=2.16 for school year 2012-2013; and 3.51percent or "fair" with SD=2.72 for the school year 2013-2014. This implied that there is a need to zero out the dropout of the school.

22.   The average repetition rate of the secondary schools was 3.63 percent or "fair" with SD= 2.47 for the school year 2011-2012; 2.97 percent or "good" with SD=2.30 for school year 2012-2013; 2.42 percent or "good" with SD=1.76 for school year 2013-2014. This implied that there is a decreasing trend of repetition rate.

23.   The average graduation rate of the secondary schools was 95.48 percent or "very good" with SD=4.29 for school year 2011-2012; 95.78 percent or "very good" with SD=4.07 for school year 2012- 2013; 96.33 percent or "Excellent" with SD=3.31 for school year 2013-2014. This implied that graduation rate was increasing.

24.   The textbook-students ratio was 1:1 for the last three years. This implied that school respondents had sufficient supply of textbooks for students.

25.   The teacher-students ratio was 1:45 for the last three years.

26.   The school respondents had common facilities and equipment such as computer laboratory and computer units; Science laboratory; industrial laboratory; library facilities; typewriter; risograph machine; sound system; laptop and projector.

27.   For the NAT results of the respondent schools, mean average was 66.83 percent with SD=10.80 for school year 2011-2012; 60.98 percent with SD=13.78 for school year 2012-2013; and 64.10 percent with SD=13.04 for school year 2013-2014. This implied that there was a need to conduct more remedial reinforcement/enhancement to the students to achieve 75.00 percent in the national achievement test.

28.   On best practices along the clarifying a vision, the combined mean of administrators and teachers was 4.82 percent or "always practiced". This implied that the school administrators tend to practice more on clarifying a vision.

29.   Along creating a healthy school environment, the mean average was 4.82 percent or "always practiced".

30.   Along cultivating leadership in others, the combined mean was 4.66 percent or "always practiced".

31.   Along improving instruction, the combined mean was 4.79 percent or "always practiced". This implied that school administrators tend to practice more on improving instructions.

32.   Along managing people, data and process, the combined mean was 4.81 percent or "always practiced". This implied that the school administrators tend to practice more on managing people, data and process.

33.   The study revealed that there was no significant relationship between school type, budget allocation, enrolment data, cohort-survival, completion rate, dropout rate, repetition rate, physical facilities and equipment, textbook-student ratio, teacher-student ratio, and NAT and the five categories of best practices.

34.   The study revealed that there was a significant relationship between school site and creating a healthy school environment. This implied that creating a healthy school environment depends on the size of the school site, the wide the school site, the more difficult it is to maintain a healthy school environment.

35.   Study revealed that there was a significant relationship between retention rate and improving instruction which meant that when instruction is highly improved, the higher is the retention rate of the school. Students are motivated to study and eventually stay and finish the school year.

36.   Study revealed that there was a significant relationship between the graduation rate and the best practice of cultivating leadership in others by the school administrators. This implied that school administrators who practiced cultivating leadership in others tend to improve the school's graduate rate.

37.   Study revealed that there was no significant relationship between school administrator's age; sex; average monthly income; performance rating; awards/recognition received and regional and national trainings and the five categories of best practices.

38.   Study revealed that there was a significant relationship between the civil status of the school administrators and managing people, data and process which meant that a single administrator better than married school administrators. They have more time to do this than the married ones who are preoccupied with family matters.

39.   Study revealed that there was a significant relationship between the educational background of the school administrators and creating a healthy school environment which meant that school administrators with higher educational attainment created more a healthy school environment than those with low educational attainment. The knowledge, skills and attitude they acquired in studying helped them in designing a conducive and healthy environment.

40.   Study revealed that there was a significant relationship between length of service and managing people, data and process which meant that school administrators who stayed long in the service tends to practiced less on managing people, data and process.

41.   Study revealed that there was a significant relationship between the number of years as school administrators and managing people, data and

process which meant that school administrators tend to practiced less on managing people, data and process.

42.   Study revealed that there was a significant relationship between training and seminars of the school administrators and managing people, data and process which meant that the more local seminars and trainings attended by school administrators, the tendency to practice less on managing people, data and process.

43.   Study revealed that there was no significant relationship between age; civil status; educational background; position; length of service; regional training; performance rating; and awards/recognition received by the teachers and 5 categories of best practices of the school administrators.

44.   Study revealed that there was a significant relationship between sex and creating healthy school environment; cultivating leadership in others; improving instruction; and managing people, data and process which meant that male teachers tend to practice more on creating a healthy school environment; cultivating leadership in others; improving instruction; and managing people, data and process than female teachers.

45.   Study revealed that there was a significant relationship between local In –service trainings and seminars attended by the teachers and managing people, data and process which meant that less trainings and seminars attended by the teachers the lesser they practice managing people, data and process.

46.   Study revealed that there was a significant relationship between national trainings and improving instruction and managing people, data and process which meant that less training attended by the teachers in national level the lesser was the tendency for them to practice improving instruction and managing people, data and process.

Part II: Qualitative results

The following were best practices in instructional leadership of school administrators in in standard of the Samar Island based on the analysis interview data.

Category 1: Clarifying a Vision.

1.   School administrators were initiated different school activities such as conduct of RRE, NAT review, quarterly recognition of students; DepEd memorization and recitation of mission, vision, and core values , conduct of constant monitoring of students' academic performance every grading period; quarterly conduct of conference/meetings with the teachers and parents, and collaboration effort of teachers and members of the organization.

Category 2: Creating a Healthy school Environment.

2.   School administrators: assigned security guards/ watchmen, and utility man; maintained good personality attribute; provided for instructional needs of teachers such as lesson plan, chalks and other materials needed by the teachers, invited LGU to participate in school activities; provided physical

facilities for students learning; and encouraged teachers to enroll in the graduate studies.

Category 3: Cultivating leadership in others.

3.   School administrators invited people to conduct trainings in school with regards to academic improvements of students and teaching competencies of teachers; encouraged stakeholders to exercise transparency and accountability for school performance;   conducted constant monitoring and evaluation of teachers' performance; conducted NAT review sessions on Saturday/Wednesday or Friday class; delegated some responsibilities to teachers; involved teachers and parents in planning and implementation of the school projects.

Category 4: Improving Instruction.

4.   School administrators gave rewards and awards to the teachers for the exemplary performance with regards to school academic achievements of students; emphasized to the teachers to improve the learning outcomes of students evident on National achievement results; school conducted classroom observation and peer evaluation to teachers to check the effectiveness in teaching-learning outcomes of students; school administrators mandated teachers to put structuring to their classroom for conducive learning; and school administrators encouraged teachers to pursue Graduate Studies.

Category 5: Managing People, Data and Process.

5.   School administrators established strong partnership & linkages with stakeholders in almost all of the school activities from planning stage up to evaluation process; monitored the outcomes of school performance indicators annually as well as the NAT results; disseminated information about school performance to the community; received certificates of outstanding accomplishment & recognition of exemplary performance & meritorious achievements; organized teamwork and delegated teachers to manage school activities; set standards and aligned their activities to the school programs & projects; established departmentalized monitoring and evaluation anchored on results-based performance management system.

Conclusions

Based on the findings of the Case Study, the following conclusions were drawn:

1.   Both male and female secondary school administrators respondent were in their middle fifties; considerably mature for their present position; dominated by male administrators; predominantly were married; earned average family income which was above the poverty line; most of them attained higher education commensurate for their present position; likewise, they had already rendered adequate years of service, and experienced as school administrators. Moreover, they had few seminars and trainings attended in local, regional and

national level; received very satisfactory performance rating for the last three years; and received enough recognition and awards in a year.

2.   In terms of teacher-respondents both male and female teachers were in their middle thirties considerably mature for their teaching position; dominated by male teachers; most of them were married; received an average monthly income which was above the poverty line sufficient for their economics needs; most of them earned Bachelor's degree with MA units; received very satisfactory ratings for the last three years; most of them received enough awards/recognitions in a year; most of them rendered many years in their teaching positions; mostly occupying teacher III; however,, they had only few In-service trainings attended in local, regional and national in a year.

3.   In terms of school profile, most of the respondent school were general public high school; most of them had wide school site; had enough budget allocation per month to purchase materials and equipment for school improvement.

4.   In terms of performance indicators for the last three years, most of secondary schools had more than one thousand enrollees; the cohort-survival rate needed improvement; they had good retention rate; the completion rate was poor; dropout rate was "fair"; repetition rate was "good"; but it had an excellent graduation rate; most of the students in the secondary schools received textbooks; teachers-student ratio was an excellent; and the NAT results were below the required passing rate in the national level which meant that there was

a need to conduct a rigid remediation reinforcement enhancement in order to achieve 75 percent passing rate .

5. In terms of facilities and equipment, majority of the respondent-schools had computer laboratory and computer units, science laboratory, industrial laboratory, library facilities, risograph machine, printer and typewriter, and sound system; electric fan; sports equipment; clinic; refrigerator; and school canteen.

6. In term of best practices in instructional leadership majority of the school administrators in Samar island belonged to the top performing schools and tend to practice always clarifying a vision; creating a healthy school environment; cultivating leadership in other; improving instruction and managing people, data and process.

7. The study revealed that the wider the school site was the school administrators tend to practice less on creating a healthy school environment. Likewise, with high retention rate, the school administrators tend to practice more on improving instruction.

8. It was also revealed that single administrators tend to practice more on managing people, data and process than married administrators; administrators with high educational attainment tend to practice more on creating a healthy school environment. School administrators who were experienced both as teachers and administrators and had more local seminars and trainings tend to practice less on managing people, data and process.

9.   The study revealed that teachers who attended less In-service trainings and seminars at the local level tend to practice less on managing people, data and process; likewise, the less trainings attended by them at the national level, the tendency to practice less in improving instruction and managing people, data and process.

<u>Recommendations</u>

From the conclusions drawn based on the results of the findings of the case study, the researcher strongly recommends the following:

1.   The school administrators as instructional leaders should hire more security guards, watchmen, and utility men for their schools to maintain a safe, secure and healthy school environment.

2.   The school administrators as instructional leaders should send teachers to seminar and trainings at the local and national level to improve their instructional competence and leadership skills in needed in their line of works.

3.   The school administrators should check the competency and mastery of their teachers to increase the school performance.

4.   Conduct quarterly school orientation with parents, teachers and other external stakeholders for support along academic performance of the students.

5.   Conduct students counseling to lessen dropout rates.

6.   A sequel study may be conducted to verify and validate the findings of the study.

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APPENDICES

APPENDIX A

Republic of the Philippines
Samar State University
Catbalogan City

October 18, 2012

The Dean of College Graduate Studies
Samar State University
Catbalogan City

Madam:

In my desire to start writing my Dissertation proposal, I have the honor to submit for your approval one of the following research problem, preferably problem no. 1.

1. Best Practices in Instructional Leadership of Secondary School Administrators: The Samar Island Experience:

2. The Filipino Leadership Style of the School Administrators in the Division of Samar: Input for Total Quality Management.

3. The Attitude of the School Secondary Administrators towards their subordinates in the Division of Samar: Its Effect to their Job Performance.

I hope for your early and favorable action on this request.

Very truly yours,

(SGD) MARICRES O. IRENE
Reseacher

APPROVED:

(SGD) DR. MARILYN D. CARDOSO
Dean, College Graduates Studies

APPENDIX B

SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers(055)-543-8394 / (055)-251-2139
Website:www.ssu.edu.ph

ASSIGNMENT OF ADVISER

November 24, 2012

Dr. Letecia R. Guerra
Education Supervisor I
DepEd, Samar Division
Catbalogan, Samar

Madam:

Please be informed that you have been designated as adviser of Ms. MARICRES O. IRENE candidate for the degree Doctor of Philosophy Major in educational management who proposes to write a dissertation entitled " BEST PRACTICES IN INSTRUCTIONAL LEADERSHIP OF THE SECONDARY SCHOOL ADMINISTRATORS:THE SAMAR ISLAND EXPERIENCE"

Thank you for your cooperation.

Very truly yours,

(SGD)MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate studies

CONFORME:

(SGD)LETECIA R. GUERRA, Ph.D.
Adviser

APPENDIX C

Republic of the Philippines
Samar State University
Catbalogan City

June 20,2014

Gorgonio Diaz
Schools Division Superintendent
Division of Leyte
Tacloban City

Sir:

In my fervent desire to obtain reliable data, allow me to have the honor to request from your good office the permission to validate my instruments such as questionnaire for the teachers and interview schedule for the school principal and teacher in one of the top performing secondary school in your division. This study entitled **"Best Practices in Instructional Leadership of Secondary School Administrators: The Samar Island Experience."**

Your generous assistance and accommodation of the request will be highly appreciated.

Very truly yours,

(SGD) MARICRES O. IRENE
Researcher

Recommending Approval:

(SGD) MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies/
 Vice President for Academic Affair

APPROVED:

(SGD.) GORGONIO DIAZ
Schools Division Superintendent

APPENDIX D

Republic of the Philippines
Samar State University
Catbalogan City

October 7, 2014

BERNARDINOADENA
Schools Division Superintendent
Division of Eastern Samar
Eastern, Samar

Sir:

Greeting!

The undersigned researcher is currently conducting a dissertation entitled
**"Best Practices in Instructional Leadership of Secondary School
Administrators: The Samar Island Experience"** As a part of the requirements
for the Degree Doctor of Philosophy Major in Educational Management. Your

In this regard, the research would like to seek permission from your good
office to allow her to venture, into the gathering of data needed in the study,
which will involve the school principals and teachers among top performing
secondary schools in your division.

Your generous assistance and accommodation of the request will be
highly appreciated.

Very truly yours,

(SGD)MARICRES O. IRENE
Researcher

Recommending Approval:

(SGD)MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies/
 Vice President for Academic Affair

APPROVED:
(SGD) ELENA S.DE LUNA
Asst. Schools Division Superintendent

APPENDIX E

Republic of the Philippines
Samar State University
Catbalogan City

September 3, 2014

ATTY.FEIL ALMENDRA, CESO IV
Schools Division Superintendent
Division of Calbayog
Calbayog City

Sir:

Greeting!

The undersigned researcher is currently conducting a dissertation entitled **"Best Practices in Instructional Leadership of Secondary School Administrators: The Samar Island Experience"** As a part of the requirements for the Degree Doctor of Philosophy Major in Educational Management.

In this regard, the research would like to seek permission from your good office to allow her to venture, into the gathering of data needed in the study, which will involve the school principals and teachers among top performing secondary schools in your division.

Your generous assistance and accommodation of the request will be highly appreciated.

Very truly yours,

(SGD)MARICRES O. IRENE
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
 Dean, College of Graduate Studies/
 Vice President for Academic Affairs

APPROVED:
(SGD.) <u>RAUL D. AGBAN, Ed.D</u>
Asst. Schools Division Superintendent

APPENDIX F

Republic of the Philippines
Samar State University
Catbalogan City

September 18, 2014

CRISTITO A. ECO
Schools Division Superintendent
Division of Northern Samar
Catarman, Northern Samar

Sir:

Greeting!

The undersigned researcher is currently conducting a dissertation entitled "Best Practices in Instructional Leadership of Secondary School Administrators: The Samar Island Experience" As a part of the requirements for the Degree Doctor of Philosophy Major in Educational Management.

In this regard, the research would like to seek permission from your good office to allow her to venture, into the gathering of data needed in the study, which will involve the school principals and teachers among top performing secondary schools in your division.

Your generous assistance and accommodation of the request will be highly appreciated.

Very truly yours,

(SGD)MARICRES O.
IRENE
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies/
Vice President for Academic Affairs

APPROVED:
(SGD.)MANUEL LIPATA, ESI-English
Schools Division Superintendent

APPENDIX G

Republic of the Philippines
Samar State University
Catbalogan City

October 24, 2014

Edita S. De Veyra, Ph.D
Schools Division Superintendent
Division of Catbalogan
Catbalogan City, Samar

Madam:

Greeting!

The undersigned researcher is currently conducting a dissertation entitled "Best Practices in Instructional Leadership of Secondary School Administrators: The Samar Island Experience" As a part of the requirements for the Degree Doctor of Philosophy Major in Educational Management.

In this regard, the research would like to seek permission from your good office to allow her to venture, into the gathering of data needed in the study, which will involve the school principals and teachers among top performing secondary schools in your division.

Your generous assistance and accommodation of the request will be highly appreciated.

Very truly yours,

MARICRES O. IRENE
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies/
Vice President for Academic Affairs

APPROVED:
(SGD.) EDITA S. DE VEYRA
Schools Division Superintendent

APPENDIX H

Republic of the Philippines
Samar State University
Catbalogan City

September 3, 2014

THELMA CABADSAN-QUITALIG, Ph. D.CESO V
Schools Division Superintendent
Division of Samar
Catbalogan City

Madam:

Greeting!

The undersigned researcher is currently conducting a dissertation entitled "**Best Practices in Instructional Leadership of Secondary School Administrators: The Samar Island Experience**" As a part of the requirements for the Degree Doctor of Philosophy Major in Educational Management.

In this regard, the research would like to seek permission from your good office to allow her to venture, into the gathering of data needed in the study, which will involve the school principals and teachers among top performing secondary schools in your division.

Your generous assistance and accommodation of the request will be highly appreciated.

Very truly yours,

MARICRES O. IRENE
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies/
Vice President for Academic Affairs

APPROVED:
(SGD.)THELMA CABADSAN-QUITALIG, Ph.D CESO V
Schools Division Superintendent

APPENDIX I

Republic of the Philippines
Samar State University
Catbalogan City

September 3, 2014

Dear Respondent,

Greeting!

The undersigned researcher is currently conducting a dissertation entitled **"Best Practices in Instructional Leadership of Secondary School Administrators: The Samar Island Experience"** As a part of the requirements for the Degree Doctor of Philosophy Major in Educational Management. Your school is one of the selected top performing secondary school in the division of Samar Island.

The researcher would like to seek your cooperation in answering the questionnaire honestly.Please feel assured that your anonymity and the information you will give will be treated with the strictest confidentiality.

Thank you very much for your very kind response to my request.

Very truly yours,

MARICRES O. IRENE
Researcher

APPENDIX J

QUESTIONNAIRE

Republic of the Philippines
Samar State University
Catbalogan City

June 20, 2014

Dear Respondent,

Greetings!

The undersigned is currently enrolled in the Doctorate Program of Samar State University, Catbalogan City and presently working on her dissertation entitled "BEST PRACTICES IN INSTRUCTIONAL LEADERSHIP OF SECONDARY SCHOOL ADMINISTRATORS: THE SAMAR ISLAND EXPERIENCE". Concomitant to this, she humbly requests that the attached questionnaires be answered. Rest assured that the data collected will be treated with confidentiality and will be used solely for research purposes.

Your cooperation on this matter will greatly contribute to the success of the undertaking.

Truly your,

MARICRES O. IRENE
Researcher

QUESTIONNAIRE FOR THE TEACHER-RESPONDENTS

Part I. Teacher-Respondents Profile
        Direction: please check the answer most applicable to you by writing the spaces provided and kindly share your frank, honest and sincere answers.

1. Name(optional)_____ Name of School_____
2. Age(in years)_____
3. Sex:_____ Male_____ Female
4. Civil Status: _____ Single_____ Widow/er
                _____ Married_____ Separated

5. Educational Background:

_____	Doctoral Degree	Major:_____
_____	MA Degree+ Doctoral Units	Major:_____
_____	MA Degree	Major:_____
_____	Bachelor's Degree +MA Units	Major:_____
_____	Bachelor's Degree	Major:_____
		Minor:_____

6. Performance Ratings for the 3 years:

2013-2014_____

2012-2013_____

2011-2012_____

7. Academic achievements/recognition received(Pls. indicate and specify on the space
provided):_____

_____

_____

8. Length of Service as Teacher:_____

9. Seminars/trainings attended related to leadership/teaching
instruction(Pls. indicate and specify on the table below:

Local		
Title	**No. of hrs.**	**Sponsored**
Regional		
Title	**No. of Hrs**	**Sponsored**
National		
Title	**No. of Hrs**	**Sponsored**

10. Present Position:_____

Part II: INSTRUCTIONAL LEADERSHIP OF SECONDARY SCHOOL ADMINISTRATORS

Direction: the following are the Best Practices manifested by the school administrators. Identify which are practiced by your administrators using the 5 point scale below.

     5   Always practiced (AP)
     4   Often practiced (OP)
     3   Sometimes Practiced (SP)
     2   Rarely Practiced (RP)
     1   Never Practiced

INSTRUCTIONAL LEADERSHIP PRACTICES OF THE SCHOOL ADMINISTRATORS	AP 5	OP 4	SP 3	RP 2	NP 1
1. CLARIFYING A VISION					
A. My principal uses the DepEd mission, vision and goals as guide in aligning the programs and projects of the school.					
B. My principal disseminates and inspires the comprehension and memorization of the DepEd mission, vision, and goals among the students.					
C. My principal mandates the posting of the Dep Ed mission, vision and goals inside the school offices and classrooms.					
D. My principal monitors the activities of the students to ensure and maintain school academic excellence.					
E. My principal encourages the parents to monitor the students learning progress and activities in school.					
2. CREATING A HEALTHY SCHOOL ENVIRONMENT					
A. My principal directs every to maintain a continuous improvements in academic and school excellence.					
B. My principal mandates to create a school environment that is safe for all the students and everyone in school.					
C. My principal encourages everyone to create a harmonious relationship within the school community.					

INSTRUCTIONAL LEADERSHIP PRACTICES OF THE SCHOOL ADMINISTRATORS	AP 5	OP 4	SP 3	RP 2	NP 1
D. My principal instructs everyone to identify priorities, facilities and resources for the students, teacher and staff.					
E. My principal determines and purchases material needed for the improvement of instruction in school.					
3. CULTIVATING LEADERSHIP IN OTHERS					
A. My principal conducts benchmarking activities among top performing schools to imitate their best practices.					
B. My principal encourages the teacher and parents for doing their responsibilities in improving students' and school successes.					
C. My principal encourage the stakeholders to be transparent and accountable for their performances.					
D. My principal shares his/her best practices with his/her colleagues and subordinates.					
E. My principal puts his/her trust and confidence in his/her colleagues and subordinates.					
4. IMPROVING INSTRUCTION					
A. MY principal motivates everyone to constantly aim for excellence.					
B. My principal aids teachers improving their performance especially on areas of difficulties, such as lesson planning, instructional material's designing, collaborative task making.					
C. My principal conducts monthly supervisory reports and gives feedbacks to encourage a continued growth and improvement in instruction.					
D. My principal monitors and evaluates all school performance to check their conformity with standards.					
E. MY principal evaluates the teachers' performances to check their effectiveness and efficiency.					

INSTRUCTIONAL LEADERSHIP PRACTICES OF THE SCHOOL ADMINISTRATORS	AP 5	OP 4	SP 3	RP 2	NP 1
5. MANAGING PEOPLE, DATA AND PROCESS					
A. My principal uses trust-building activities in managing teams and teachers.					
B. My principal conducts regular monitoring and evaluation to ensure high quality instructional performances.					
C. My principal communicates mission, vision and goals to check if teachers and stakeholders perform in conformity with the standards.					
D. My principal engages the people in the community in his/her pursuit for achieving academic excellence.					
E. My principal shares and reports data on school performances by posting them on bulletin boards.					

Thank you very much,

MARICRES O. IRENE
Researcher

QUESTIONNAIRRE FOR THE SCHOOL ADMINISTRATORS-RESPONDENTS

Part I. School Administrators

1. Name:_____ Name of School:_____
2. Age (in year)_____
3. Sex:_____ Male_____ Female
4. Civil status: _____ Single_____ Separated
   _____ Married_____ Widow/er
5. Average family monthly income:_____
6. Education Background:

   _____Doctoral Degree   Major:_____
   _____MA Degree+ Doctoral Units   Major:_____
   _____MA Degree   Major:_____
   _____Bachelor's Degree +MA Units   Major:_____
   _____Bachelor's Degree   Major:_____
                                                      Minor: _____

7. Length of Service (in Years)_____
8. No. of Years as school Administrators:_____
9. Seminars/Trainings attended related to leadership instruction (Pls. indicate and specify on the table below.

Title		
Title	No. of Hrs	Sponsored
Title		
Title	No. of Hrs	Sponsored
National		
Title	No. of Hrs	Sponsored

10. Performance rating for the past 3 years:

        2013-2014_____

        2012-2013_____

        2011-2012_____

11. Recognition/Awards Received (Pls. indicated and specify on space provided):_____

_____

_____

_____

_____

_____

_____

_____

_____

PROFILE OF THE RESPONDENT-SCHOOL

Part II. School Profile

Direction: Kindly answer the following by writing the information on the spaces

provided.

    A. **Name of School:** _____

    B. **School Data:**

        1. **Location:** _____

        2. **Type:** _____

        3. **Site:** _____

        4. **Budget Allocation:** _____

        5. **Performance Indicators:**

Performance indicators(for the 3 years)	2011-2012	2012-20-13	2013-2014
1.1 Enrollment			
1.2 Cohort-Survival Rate			
1.3 Retention Rate			
1.4 Completion Rate			
1.5 Dropout Rate			
1.6 Repetition Rate			
1.7 Graduation Rate			
1.8 Textbook-Students Ratio			
1.9 Students-Teacher Ratio			

        6. NAT result for the past 3 years

           2013-2014_____

           2012-2013_____

           2011-2012_____

        7. Facilities and equipment available (Enumerate and specify)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Part III. INTERVIEW SCHEDULE FOR SCHOOL ADMINISTRATORS ON INSTRUCTIONAL LEADERSHIP

1. CLARIFYING A VISION

A. As principal, how do you clarify the DepEd mission, vision and goals at your school?

Answer:_____

_____

_____

_____

B. How do you identify that these mission, vision, and vision goals are achieved?

Answer:_____

_____

_____

_____

C. How do you disseminate and inspire comprehension of the school mission, vision and goals among students and teachers?

Answer:_____

_____

_____

_____

D. What Best Practices do you do to maintain school excellence?

Answer:_____

_____

_____

_____

E. How do you encourage parents to monitor students' progress and activities in school?

Answer: _____

_____

_____

_____

2. CREATING A HEALTHY SCHOOL ENVIRONMENT

A. How do you maintain continuous improvement for your staff, students and your school in general?

Answer:_____

_____

_____

_____

B. What do you do to create a safe environment for the students?

Answer_____

_____

_____

_____

C. How do you build a harmonious relationship within the school community?

Answer:_____

_____

_____

_____

D. What resources do you prioritize and provide for the students, teacher and staff? Why?

Answer:_____

_____

_____

_____

E. How do you determine what materials and resources are needed for your school?

Answer:_____

_____

_____

_____

3. CULTIVATING LEADERSHIP IN OTHERS

A. What do you do to keep abreast with current trends and best practices?

Answer_____

_____

_____

B. How do you encourage the teachers and parents for a school responsibility in achieving students' and school success?

Answer:_____

_____

_____

_____

C. Do you encourage stakeholders to exercise transparency and accountability for school performance?

Answer:_____

_____

_____

_____

D. What best practices can you share with regards to performance assessments and instructional leadership?

Answer:_____

_____

_____

_____

E. How do you build trust and confidence with your subordinates?

Answer:_____

_____

_____

_____

4. IMPROVING INSTRUCTION

A. What do you do to motivate teachers to aim for excellence?

Answers:_____

_____

_____

_____

B. How do you help teachers in improving their areas of difficulties?

Answer:_____

_____

_____

_____

C. What activities do your teachers perform for a continued growth and improvements in instruction?

Answer:_____

_____

_____

_____

D. How do you monitor and evaluate school-academic success?

Answer:_____

_____

_____

_____

E. How do you evaluate teacher's effectiveness and efficiency in terms of improving instruction?

Answer: _____

_____

_____

_____

5. MANAGING PEOPLE, DATA AND PROCESS

A. What trust-building activities do you use in managing your teachers?

Answer:_____

_____

_____

_____

B. How do you monitor and evaluate your teachers' performance?

Answer:_____

_____

_____

_____

C. How do you ensure that teachers have a common understanding of your school mission, vision and goals?

Answer:_____

_____

_____

_____

D. How would you engage the people in the community in your goals of achieving academic excellence?

Answer:_____

_____

_____

_____

E. What data/evidence exist that shows your excellence in instructional leadership?

Answer:_____

_____

_____

_____

Thank you very much,

MARICRES O. IRENE
Researcher

OBSERVATION SHEET FOR BEST PRACTICES IN INSTRUCTIONAL LEADERSHIP

Name of School: _____ Date:_____

Part IV. BEST PRACTICES OF SECONDARY SCHOOL ADMINISTRATORS

Direction: The following are the practices shown by the observed and interviewed administrators. The five-point scale below is used in rating the observed practices.

5	Always practiced (AP)
4	Often practiced (OP)
3	Sometimes Practiced (SP)
2	Rarely Practiced (RP)
1	Never Practiced

INSTRUCTIONAL LEADERSHIP PRACTICES OF THE SCHOOL ADMINISTRATORS	AP 5	OP 4	SP 3	RP 2	NP 1
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B. The principal mandated to create a school environment that is safe for all the students and everyone in school.					

INSTRUCTIONAL LEADERSHIP PRACTICES OF THE SCHOOL ADMINISTRATORS	AP 5	OP 4	SP 3	RP 2	NP 1
C. The principal encouraged everyone to create a harmonious relationship within the school community.					
D. The principal instructed everyone to identify priorities, facilities and resources for the students, teacher and staff.					
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C. The principal encouraged the stakeholders to be transparent and accountable for their performances.					
D. The principal shares his/her best practices with his/her colleagues and subordinates.					
E. The principal put his/her trust and confidence in his/her colleagues and subordinates.					
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C. The principal conducted monthly supervisory reports and gives feedbacks to encourage a continued growth and improvement in instruction.					
D. The principal monitored and evaluated all school performance to check their conformity with standards.					
E. The principal evaluated the teachers' performances to check their effectiveness and efficiency.					

INSTRUCTIONAL LEADERSHIP PRACTICES OF THE SCHOOL ADMINISTRATORS	AP 5	OP 4	SP 3	RP 2	NP 1
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A. The principal used trust-building activities in managing teams and teachers.					
B. The principal conducted regular monitoring and evaluation to ensure high quality instructional performances.					
C. The principal communicated mission, vision and goals to check if teachers and stakeholders perform in conformity with the standards.					
D. The principal engaged the people in the community in his/her pursuit for achieving academic excellence.					
E. The principal shared and reports data on school performances by posting them on bulletin boards.					

Thank you very much,

MARICRES O. IRENE
Researcher

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	Maricres O. Irene
Date of Birth	:	December 15, 1978
Placeof Birth	:	Balud, Capoocan Leyte
Residence Address	:	Brgy. Rawis, Hinabangan, Samar
Civil Status	:	Married
Occupation	:	Teaching
Present Position	:	SST-III
Station	:	Samar National School
Length of service	:	13yrs
Father's Name	:	Eufronio Ty Orbong
Mother's Name	:	Charita Rarugal Dimdam
Spouse's Name	:	Edwin A. Irene
Occupation	:	Instructor
Name of Child	:	1. Hannah Mae O. Irene
		2. Nathalie Babe O. Irene

EDUCATIONAL BACKGROUND

Primary	:	**Salug Elementary School** Catbalogn, Samar 1987-1990
Intermediate	:	**Talalora Central School** Talalora, Samar 1990-993

Secondary	:	**Sisters of Mary School GirlsTown**
		Talisay Cebu, Cebu City
		1993-1996

Tertiary	:	**Leyte Normal University**
		BSED-FIL Tacloban City
		1997-1999

Tertiary	:	**Samar College**
		BSED-FIL
		Catbalogan City, Samar
		2000-2001-Octoberian

Graduate Studies	:	**Master of Arts in Filipino**
		Samar State University
		Catbalogan City, Samar
		2003-2008

Post Graduate Studies	:	**Doctor of Philosophy**
		Major in Educational management
		Samar State University
		Catbalogan City, Samar
		2009-Present

ELIGIBILITY

Licensure Examination for Teachers (LET)

SEMINARS/TRAININGS/CONFERENCES ATTENDED

2nd research conference, DepEd RO8 — DepEd RO8

Division Trainings on Child Protection Policy — Samar National School

Regional Writeshop on Education Curriculum — DepEd RO8
Development Integration on Key to 12 Climate Change
Adaptation

Course Reading and Speech for Teachers(CREST) — Leyte Normal University

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