Accentuating Instructional and Administrative Leadership

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Abstract

Aim: This research determined the instructional and administrative leadership of school heads at Royal Oaks International School and Larmen De Guia Memorial College, Cebu City.

Methodology: The study utilized the descriptive survey research design with the primary and secondary teachers of Royal Oaks International School and Larmen De Guia Memorial College as respondents within the school year 2018-2019.

Results: Findings revealed that both instructional management and administrative leadership had the same level of consistent leadership manifestation. The perceived level of instructional leadership exhibited by both respondents was consistent and steadfast in fulfilling their duties and responsibilities in alignment with the vision, mission, and goals established by the academic institution. The administrative leadership consistently demonstrated a high level of trustworthiness in fulfilling their responsibilities towards achieving the academic institution's mission, vision, and goals.

Conclusion: Teachers tended to be young women with little to no experience who exhibited steadfast and resilient leadership qualities in both the classroom and the administration. There is not a major variation in the ways each component is perceived. The researcher recommends conducting a replication of a similar study in selected public elementary and secondary schools. The implementation of leadership style in the classroom and institution should follow an instructional and administrative guide. A design training program should be used, and a survey on instructional and administrative leadership functions of public school administrators and both levels of education should be conducted.

Keywords: Leadership, Administrative, Commitment, Supervision

INTRODUCTION

Leaders are not born, they are created (Sanchez, 2020a). In the same context, this research tackled some salient points which are beneficial to the issue on administrative and supervisory leadership in instruction. In addition to that, this paper also discussed behavior and patterns in relation to the teaching learning process.

If a teacher is at times exhausted to classroom problems, how much more a supervisor to his/her post in a particular district he/she is assigned to? Thus, a study like the present investigation plays important role to supervisory leadership. The old adage, it takes one to know one, simplifies our understanding as to how all these duties and responsibilities of supervisors and administrators impact this research. Commitment is the key on how to tackle all these undertakings of supervisions and administrations (Pongyutthaphum & Tolbe, 2021; Salendab & Dapitan, 2020).

Problems in administrative leadership may vary depending on the situation of the school (Sanchez, Sanchez & Sanchez, 2023; Tolbe, 2020). Some administrators simply apply an attitude that may not be suitable to the scenario or the situation of the school. The same principle may apply for the supervision issues. If a supervisor failed to address and evaluate the system of the school and insist his/her own style of supervision, then it may not be helpful at all (Salendab, 2021; Dizon & Sanchez, 2020). Obvious problems may occur due to the inability of the supervisor to look into the triggering situation.

Tyack and Cuban (1995) point out that people who are responsible for schools need to be vigilant because education can easily alter "from panacea to scapegoat." Despite generally having strong local support for their schools,

this alter will be fueled, for instance, not only by higher and higher expectations but also by growing international interdependencies and improved communication making global diffusion of 'best practice' increasingly efficient.

Grissom, Loeb and Master (2013) followed at least 100 principals of urban schools for around three years. They discovered that principals spent about one-eighth of their time on instructional activities (that is 12.6 percent). All in all, they found no relationship between instructional leadership and student achievement. Individual behaviors mattered, however, two ways that principals communicate with teachers – evaluating and coaching – were found to be positively correlated with achievement gains. Perhaps the most exciting finding was that informal classroom walkthroughs were negatively associated with achievement gains, especially in junior high schools. In the study, walkthroughs were the most common tool used for the principals to supervise instruction (consuming 5.4 percent of time), followed by formal evaluations which is (2.4 percent).

In some countries, either leadership styles, is unrelated to the school's teachers' pedagogical beliefs and attitudes. While in contrast, administrators with more instructional leadership style tend to work with teachers who believe in a constructivist approach to instruction and learning (OECD, First Results from TALIS, 2009).

On the other hand, among the few cases where significant relations are evident, administrative leadership is more likely than instructional leadership to be associated with all the three teaching practices in the classroom (OECD, First Results from TALIS, 2009).

International studies have documented the difficulties faced by contemporary schools, noting high on list, issues of 'social and population mobility, technological advances and increased focus on schools to perform' (OECD, Vol 2, p.2). In response, over the past two decades a lot of schools have experienced decentralization accompanied by increased autonomy and accountability. Sustainability concerns (particularly the issue of school leadership succession) are also a challenge (Brundett & Crawford, 2003; OECD, 2008; Hargreaves & Fink, 2006).

Effective school management generally comes from involvement in instructional leadership (Port, Nusche & Moorman, 2008; Salendab, 2023; Sanchez, 2023a). At the same time, effective leadership also engaged into administrative accountability and workable bureaucracy (Sanchez, 2022; Salendab & Dapitan, 2021a; Muńoz & Sanchez, 2023). Also, effective instructional leadership in schools requires some degree of administrative autonomy in decision making about key components of imparts to the instructional process. (OECD)

When confronted with a challenge, the dedicated heart will look for a suitable solution, the undecided for an escape. This paper aims to address the issue of administrative and supervisory leadership in order to focus its true understanding on how to delve with and act out some important attitude of the aforementioned field of study respectively.

Objective

This research determined the instructional and administrative leadership of school heads at Royal Oaks International School and Larmen De Guia Memorial College, Cebu City, during academic year 2018-2019, as basis for enhancement. Specifically, this answered the following:
1. What is the profile of the administrators and teachers in terms of:
  1.1 age and gender,
  1.2 highest educational attainment,
  1.3 length of service, and
  1.4 appropriate training and seminars attended?
2. As perceived by the respondent groups, what is the level of instructional and administrative leadership
 along these following components:
  2.1 instructional leadership, and
  2.2 administrative leadership?
3. Is there a significant difference between the perceptions of the respondent groups on the aforementioned
 leadership manifestation components?
4. Based on findings, what administrative and supervisory guide can be designed?

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Hypothesis

HO1: There is no significant difference between the perceptions of both respondents on the leadership manifestation components:

        1. Instructional Leadership;
        2. Administrative Leadership;

METHODS

Research Design

This study used descriptive method of research, specifically using survey as the design. This method required gathering of data based on the existing condition when this study was conducted. Data were gathered and analyzed quantitatively. Questionnaires of instructional and administrative leadership were made and administered.

Population and Sampling

This study was conducted to the primary and secondary teachers of Royal Oaks International School (ROIS) and Larmen De Guia Memorial College within the school year 2018-2019. The following branches are Guadalupe, Agus Lapu-lapu and Mandaue branch. Royal Oaks International School is a nonstock and nonsectarian school founded by Socorro Lozada de Guia in 1991. The main campus is located in V. Rama Avenue Guadalupe Cebu City. At present, there are 3 campuses of Royal Oaks International School. They have Dumaguete branch, Alang-alang Mandaue branch and Guadalupe branch. They offer Toddler, Nursery, Kindergarten, Primary and Secondary Education. English is the medium of instruction of ROIS, so student speak English every day inside the school premises. The students at this school are from middle class to high class type of family so they do not have a hard time speaking English at school since it is also their language used at home. Furthermore, it has different extra-curricular organizations like the chess club, sports club, school paper club, cooking club, and arts club which can help develop the students' special skills and interest.

On the other hand, Larmen De Guia Memorial College is a sister school of Royal Oaks owned by Socorro Lozada de Guia and named after the late Larry and Carmen De Guia. They have a new branch at Agus, Lapu-lapu City which was started in 2016. Only Larmen De Guia Mandaue branch offers Bachelor and Associate courses like AB English, BSED major in Math, Science, MAPEH and English, BEED Education, Associate in Computer Technology, and Associate in Information Technology. It is a private college and also a non-sectarian school. It offers nursery, kindergarten, elementary, junior and senior high school.

Instrument

The main instrument used in this study was the teacher-made questionnaire, unstructured and structured form which ideas for every statement were adopted from OECD, TALIS Database, 200). The instrument was administered to the two (2) sections of the school as already stated.

The instrument consisted of two (2) main parts: Administrative leadership and Instructional leadership. Composition of the indices for the two main parts: 1. Administrative Leadership: 1.1 Accountability management, 1.2 Bureaucratic management 2. Instructional Leadership: 2.1 Setting clear goals 2.2. Managing curriculum, 2.3 Allocating Resources, 2.4 Evaluating Teachers. The two main parts and the composition of its indices are stated and described in behavioral terms. The ideas and statements in the questionnaire where derived from OECD, First results from TALIS, 2009. The questionnaire was used to gather and collect the data from the respondents.

Data Collection

Data were gathered following all the protocols in the conduct of surveys with the respondents. In gathering the data, non-disruption of classes was strictly observed.

Treatment of Data

The data gathered were tallied, collated, tabulated and were subjected to statistical computations. Gathering of data and information with regard to the study were treated with utmost confidence. This was done to avoid

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annoyance or filthy remarks from readers and other persons involved or have interested in this study. Once the data were organized and presented, data were subjected to statistical treatment based on .05 level of confidence. The researcher observed the criteria for evaluation of the research study.

Ethical Considerations

The researcher was responsible for making sure that all of the ethical research guidelines were followed in order to protect everyone and every institution that was engaged in the process of carrying out the study.

RESULTS and DISCUSSION

This part of the study presents the data gathered as well as its analysis and interpretation. The first part deals with the profile of the teachers in terms of: age and gender, highest educational attainment, length of service, and appropriate trainings and seminars attended.

The next set were the perceptions of the respondent groups on the level manifestation components: instructional leadership with the following indicators: setting clear goals, managing curriculum, allocating resources and evaluating teachers. Furthermore, administrative leadership components dealing on accountability, openness/integrity, power/influence, perspective/balance.

Finally, the perceptions between teachers and administrators on leadership manifestation components below.

Profile of the Respondent Groups

Profile of the respondent groups simply refers to the category of groups of the subject and respondents of the study.

There are two groups of respondents, administrators and teachers. There were three (3) administrators representing 9 percent while there were thirty (30) teachers representing 91 percent of the entire population. The total of the two groups of respondents was thirty-three (33) representing 100 percent.

In teaching profession, age of teachers has significance most especially in the aspect of value formation and gender is actually associated with being girl and boy or women and men, and in some cultures a third or other gender. Most of the teachers were at the age of 21-30 years old and dominantly female. There are only 3 administrators, and they are all female, 2 admins were at the age of 41 and above while the other 1 admin is 36 years old.

With regard to the gender, this would mean that female is very dominant over men. It can also be taken into account that female is prevailing because by nature women are patient or even enough committed and dedicated to job. Women are dominant in the teaching profession because they have the moral influence at home being most of the women are mothers. As teachers, it is expected to have a strong influence on the students in matters of good moral values. In fact, teachers are also called second parents or second mothers at the classroom setting (Salendab & Dapitan, 2021; Sanchez, 2020c).

Table 1 shows the respondents population by age and gender. There were two (2) teachers and two (2) administrators belonging to the age bracket of forty-one (41) and above. The total was four (4) respondents who are all females. There were seven (7) teachers and one (1) administrator under the age bracket of 31 to 40 years old. The total was eight (8) respondents who are all female representing 24 percent of the population. Also, there are four (4) male teachers and 17 female teachers under the age bracket of 21 to 30 years old. This represents the total of 21 respondents representing 64 percent of the total population. The mean age of 28 represents the respondents' population consisting of male and female.

Table 1
Age and Gender

AGE BRACKET	TEACHERS		ADMINISTRATORS		TOTAL	f	p
	MALE	FEMALE	MALE	FEMALE			
41–and above	0	2	0	2	4	4	12
31- 40	0	7	0	1	8	8	24

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21 - 30	4	17	0	0	21	21	64
Total	4	26	0	3	33	33	100
MEAN AGE: 28 years							

This indicates that most teachers employed were in the bracket age of 21-30. This would mean that most of the teacher in Larmen and Royal Oaks are responsible enough to handle their selves in terms of handling classes. In addition to that, they are expected doing their duties and responsibilities effectively. It implies that most of them are young as well as new in the service.

Highest Educational Attainment

Educational attainment refers to the highest level of education that a person has successfully completed. Successful completion of a level of education refers to the achievement of the learning objectives of that level, typically validated through the assessment of acquired knowledge, skills and competencies (Salendab & Cogo, 2022). The two respondent groups comprise teachers and administrators. The two (2) administrators are Master's Degree Holder and at the same time the School Principal of Larmen De Guia and Royal Oaks. And lastly, the other Admin is in Accounting Department. Most of the teachers were a Bachelor's Degree Holder and 4 Teachers have Master's units.

Table 2 shows the population of the respondents in terms of their highest educational attainment. As shown in the table above, there were three (3) respondents who are Master's Degree Holder. Two (2) of them were the administrators and the other one (1) is the teacher. This represents 9 percent of the population. On the other hand, there were four (4) respondents who has master's Units that represents 12 percent of the total population. Lastly, there were 26 respondents who are Bachelor's Degree represents 79 percent of the total population. A total of 33 respondents comprises the 100% population of the respondents.

Table 2
Highest Educational Attainment

Degrees	f	Percentage
Master's Degree	3	9
BS with Master's units	4	12
Bachelor's Degree	26	79
TOTAL:	33	100

It means that most of the respondents are BS Degree Holder, and they are all teachers and not administrators. It implies further that the respondents are young and fresh graduates in their field of specialization.

Furthermore, a 2006 paper "What Does Certification Tell Us About Teacher Effectiveness?" by Dartmouth economics professor Douglas Staiger, Rockoff and Harvard's Thomas Kane shows that a teacher's educational attainment is, at best, an extremely poor predictor of that teacher's effectiveness. The author's find that "classroom performance during the first two years, rather than certification status, is more reliable indicator of a teacher's future effectiveness."

Length of service

This refers to the hands on experience at work of an individual. The majority years of service rendered by the respondents is in the bracket of 1 to 10 years. Expectedly, based on the profile of the teachers all of them are fresh graduates and neophytes, so it suggests that majority of the teachers served only two (2) years in service as stated in the contract for experience purposes.

Table 3 shows the appropriate length of service rendered by the respondents. As shown on the table above, there were thirty (30) or 91 percent of the respondents who served at least 1-10 years. There were two (2) respondents who served 11 to 20 years representing six (6) percent of the total population. And lastly, only one (1) respondent

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who served more than twenty-one (21) years and above that represents 3 percent of the total population. To be exact, this teacher served twenty-seven (27) years of teaching in Royal Oaks International School Guadalupe branch.

Table 3
Length of Service

No. of years	f	percentage
1-10	30	91
11-20	2	6
21 years and above	1	3
TOTAL:	33	100

In the totality, approximately 30 or 91 percent of the respondents have served within the range of 1-10 years in service. It indicated further that this group of respondents are neophytes and had a little experience in their own field of specialization.

Pay peanuts for those teaching children and expect to end up with monkeys. This means that if you want quality education, invest into it. One should pay quality teachers in order to have a good if not better results than those who hire unqualified if not easy-go-lucky educators. If one expects best results in education formation, then one should not have a half-cooked teachers. This realization that teachers are poorly rewarded for their demanding job is starting to percolate through the community. Because of the thinning ranks, the report says recruiting and retaining teachers "will have to become a national priority". The professions' prestige needs to be enhanced so teaching is not "a fallback option" for those uncertain of their career direction.

Thus, teachers tend to choose teaching in government for a greener pasture. It was found out that some teachers of Larmen De Guia and Royal Oaks has a length of service for at least two years as stated in the contract. So, majority of them choose to have their experience in teaching in a private institution which also serves as their training ground to fight the battle in public field.

Trainings / Seminars

A seminar may be defined as a gathering of people for the purpose of discussing a stated topic. Such gatherings are usually interactive sessions where the participants engage in discussions about the delineated topic. The sessions were usually headed or led by one or two presenters who serve to steer the discussion along the desired path" (Evenues Inc. 2015).

Table 4 shows the appropriate numbers of trainings/seminars attended by the respondents. As indicated on the table, there were thirty (33) respondents all in all. There were seven (7) respondents who attended at least 9 to 10 seminars or trainings that represents twenty-one (21) percent of the population, seven (7) respondents who attended at least 7 to 8 seminars or trainings that represents 21 percent of the population. There were eight (8) respondents who attended at least 5 to 6 seminars or trainings that represents 25 percent of the population. There were seven (7) respondents who attended at least 3 to 4 seminars that represents 21 percent of the population, and lastly, there were only four (4) respondents who attended only 1 to 2 seminars or trainings that represents 12 percent of the total population.

Table 4
Appropriate Trainings/Seminars Attended

APPROPRIATE TRAININGS / SEMINARS ATTENDED	f	p
9 – 10	7	21
7 – 8	7	21
5 – 6	8	25
3 - 4	7	21
1 – 2	4	12

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TOTAL	33	100

The usual trainings which teachers are requested to attend are the following: Advocacy Forum on Adolescent Sexual and Reproductive Health, Public Consultation on the Policies, Standards and Guidelines on Sale, Merger and Consolidation of Private Higher Education Institution in the Philippines, Five Day Seminar-Workshop on Pedagogical Approaches in Teaching and Learning K to 12 Basic Education Program, Training on Computer System Servicing NC II, Division Workshop on the Utilization of Senior High School Electronic Class, and Orientation Workshop on the Electronic Monitoring, Evaluation and Adjustment. Apparently, teachers are asked to join as much as possible all of these for these are significant to the role of teachers.

The results also show that the highest percentage of the attended trainings is on 5 to 6 which is 25 percent. Nonetheless, it is not at far for the next highest percentage which is 21. This would mean that all teachers must join trainings in order to enhance and gain additional knowledge in teaching (Sanchez, et al., 2022). This result implies that the administrators have to look into the needs of their teachers on enhancement program. Seminars and trainings could be of great help to teachers and administrators most especially that we are facing and implementing now the new curriculum, which is the K to 12 Curriculum (Sanchez, 2023b). Basically, some private institutions are with less exposure of this new curriculum since only administrators were the only one who attended the trainings and seminars. A key part to every successful teacher training programmed is an intent to match curriculum with need, a challenge which has presented itself in particularly task detail in emergency situations (Sanchez & Sarmiento, 2020). By recognizing such current needs within the teaching community and defining the existing characteristics of contemporary education, trainers can spark new insights and begin to build the foundation for long-term success. (McGarvey & Volkman, 2006; UNESCO,2004)

According to UNESCO, 'Needs assessment for teacher training, both in-service and pre-service, should be seen as an integral part of "back to school" and school reconstruction programmers' (UNESCO, 2006).

Perceptions of the Respondent Groups in Instructional and Administrative Leadership

There are four components of Instructional Leadership: setting clear goals, managing curriculum, allocating resources and evaluating teachers.

Instructional Leadership.
"Permeating every aspect of school life, the school principal is an educator, administrator, coach and mentor. The principal's role has evolved over time; from the top-down lone authority tasked with rescuing vulnerable schools from failure, to an effective leader who encourages those qualities in students and teachers, motivating them to step out beyond classroom boundaries to transform the school from a workplace to a learning place" (Hallinger, 2005).

Table 5
Level of Instructional Leadership Components

Indicators	TEACHER		ADMINISTRATOR	
	WM	VD	WM	VD
Setting Clear Goals	2.64	Always	2.66	Always
Managing Curriculum	2.70	Always	2.44	Always
Allocating Resources	2.44	Always	2.66	Always
Evaluating Teachers	2.40	Always	2.58	Always
Average Weighted Mean	2.55	Always	2.59	Always

Legend: 2.31-3.00- Always; 1.61-2.30-Occasionally; 1.0-1.60- Never

Considering the result on setting clear goals as one of the responsibilities of administrators as perceived by teachers and administrators themselves, the table revealed that teacher's perception is 2.64 while the administrators was 2.66 which was described as always. This means that both teachers and administrators always or consistently performed their duties and responsibilities as indicated in the mission, vision and goals of the school.

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Based on managing a curriculum, that serves as a course guideline of the different disciplines, the data showed that the teachers' discernment is 2.70 while the administrators is 2.44 which was described also as always. It means that teachers and administrators followed the prescribed curriculum issued by the Department of Education. Furthermore, the implementation of this curriculum is in accordance with the implementing rules and regulations issued from time to time by the higher authorities of the Department of Education.

The third indicator in the table which was the allocation of resources revealed that teacher's response was 2.44 while the administrator's response was 2.66 as portrayed in the verbal description as always. It implies that in allocating resources, the two group of respondents collaborate each other in ensuring that the fund allocated for the purpose follow the usual accounting and auditing rules and regulations prescribed by the auditor.

The last component in instructional leadership as stated in the above table was evaluating teachers, the data shows that teachers' perception is 2.40 while the administrators' perception was 2.58 as described as always. It indicated that the administrators and teachers agreed on the performance or had a consensus in their performance level. It also implies that when the administrators evaluate the teacher's performance and vice versa, there is a harmonious understanding, trust and confidence between both respondent groups.

In the overall assessment gathered in the level of instructional leadership manifestation components, the table revealed that the teachers' response was 2.55 while the administrators' response was 2.59 as described as always. It implies that both respondents always and consistently do their duties and responsibilities in instructional management.

Setting clear goals

When one says setting clear goals, it would definitely mean with outcome. "Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content".

As the outcomes determined the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. On the other hand, some learning outcomes refer to dispositions; not only it's important for students to learn to read, but educators also hope that they would like to read. In addition, expert teachers are able to link their learning outcomes with others within their discipline and in other disciplines. Elements of component 1c: Value, sequence, and alignment. Students must be able to build their understanding of necessary ideas from concept to concept. Clarity Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment. Balance Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills. Suitability for diverse students Outcomes must be appropriate for all students in the class.

Indicators:
- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability.

Managing Curriculum

Curriculum is a big learning plan. It is one that is tailored to your learning outcomes with content sequencing that is just right (Clare, 2014). Curriculum Management encompasses the many administrative process, and the procedures involve maintaining accurate and up-to-date information about curricular offerings (Stanford medicine, 2018).

Allocating resources

"Resources necessary to operate a successful school or school district cannot be confined to money alone, however. Indeed, the resources needed to actively and fully support education are inherently complex and require an understanding that goes far beyond assessing the level of spending or how the finances are distributed. Educational leaders must be able to examine the ways in which those finances are translated into action by allocating time and people, developing human capital, and providing incentives and supports in productive ways" (Lynch, 2011).

Evaluating Teachers

In general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development (Sawchuck, 2015; Sanchez, 2020c). He added, eventually "teacher-evaluation systems are generally designed and operated at the district level, and they vary widely in their details and requirements. Traditionally, teacher evaluation systems relied heavily on classroom observations conducted by principals or other school administrators, sometimes with the help of rubrics or checklists. Samples of students' work, teachers' records and lesson plans, and other relevant factors were also often taken into account".

Administrative Leadership

Leadership style is the relatively consistent pattern of behavior that characterizes a leader (Nanjundeswaraswamy & Swamy, 2014) Leadership is a social influence process in which the leader tries to look for the voluntary participation of subordinates in an effort to reach organization goals. A leader can be described as a person who disseminates or influenced others to act so as to carry out specified objectives. Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. If the task is highly structured and the leader has repertoire with the employees, effectiveness will be high on the part of the employees. The study further revealed that democratic leaders take.

Administrative leadership is about orchestrating tasks (and often includes mobilizing people) to develop and sustain an early childhood organization (Talan, 2016).

There are four components of Administrative Leadership: accountability, openness/integrity, power/influence and perspective/balance.

Table 6 presents the results gathered in administrative leadership components, one of the indicators was the accountability which the teachers' response is 2.62 while the administrators' response is 2.78 which means and described as always. It entails that the two respondents were responsible and held accountable in the achievement of the schools' mission, vision and goals. It implies that the grater bulk of accountability was in the learning outcome of the students expected by both teachers and administrators to be outcome-based. It means further, that the accountability of their performance must meet the expectation of the community were the students belong.

Table 6
Level of Administrative Leadership Components

Indicators	TEACHER		ADMINISTRATOR	
	WM	VD	WM	VD
Accountability	2.62	Always	2.78	Always
Openness/Integrity	2.60	Always	2.66	Always
Power/Influence	2.63	Always	2.16	Occasionally
Perspective/Balance	2.43	Always	2.33	Always
Average Weighted Mean	2.57	Always	2.48	Always

Legend: 2.31-3.00- Always; 1.61-2.30-Occasionally; 1.0-1.60- Never

The second indicator which was the openness/integrity indicates the response of both respondents, where teachers' perception is 2.60 while the administrators 'perception was 2.66 and verbally described as always. It means that both respondent groups adhere to be open-minded and honestly perform the duties and responsibilities. In

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addition, it implies acceptance of recent as well as relevant changes in attitude and character in the discharge of their functions towards the achievement of the goals prescribed in each particular field of discipline in the curriculum.

The next indicator which was the power/influence revealed the following results, it shows that teachers' perception was 2.63 described as always while the administrators' perception is 2.16 described as occasionally. The data indicated that in the exercise of the power and influence the teachers always and permanently followed the standard operating procedure prescribed by the administrator. On the administrator's part, the exercise of their authority is within the level of acceptance of the teachers, students, and stake holders in the community. It implies further, that power and authority was vested in the administrators according to the mandates of the rules and regulations for private institutions.

Lastly, the indicator of administrative leadership was perspective/balance, the data showed that teachers' response is 2.43 while the administrators' response is 2.33 and indicated verbally as always. It means that the administrators as well as teachers' perception in each respective field of discipline are always and consistently fair and trustworthy in the discharge of the duties and responsibilities. It implies further that both groups of respondents were optimistic in dealing with their constituents as well as their clienteles.

The overall level of administrative leadership manifestation revealed that both respondent groups rated 2.57 and 2.48 respectively and described as always. It means that both respondent groups were performing their jobs consistently. It implies that there was mutual cooperation and trustworthiness in attaining the mission, vision, and the goals of the schools' management plan.

Accountability

School accountability is the state of being answerable to someone for the activities that go on in schools (Journal of Educational Enquiry, Vol. 7, No. 1, 2007). Successful administrative leaders are able to establish systems that protect and maintain necessary operational functions to meet the needs of children and families. There are at least two important aspects of administrative leadership—operational leadership and strategic leadership. Operational leadership accomplished through activities like hiring and supporting staff, overseeing budgets, and maintaining a positive workplace climate. Strategic leadership involves guiding the direction of an early childhood organization with the future in mind. Strategic leaders clarify purpose, inspire individuals to pursue a shared vision, and ensure that aims and outcomes are accomplished.

Openness / Integrity

Openness to change represents a situation marked by the tendency, readiness, and willingness of an as with all types of organizations, educational organization are influenced by global changes in science and technology (Tugba, 2014).

According to Lee and Lee (2013), integrity is "acting for what is right." It is adhering to inner principles. It is simply "doing the right thing because it's the right thing to do." It is leading from the "moral center within".

Power / Influence

Power is typically defined as the capacity to make others do what they would not otherwise do or the ability to overcome resistance (Dahl, 1957 in Tjosvold, 2001). It refers to the ability to control the behavior of others. A power base is used to accomplish the mission, goals, practices and tasks that exist within a school system. Stimpson and Appelbaum (1988) argue power also provides the foundation for the direction of organizations and for the attainment of social goals. They argue leadership is the exercise of power (Jakobus Le Roux, 2012).

Perspective/Balance

Perspective on school leadership' includes the following:(1); 'Managing and developing self' (2); 'Transforming teaching-learning process' (3); and 'Leading partnerships; and (6). Key areas 4 and 5, on leading innovation and leading teams. These are addressed in multiple units but not as a specific focus. Some units address more than one key area. The units can be used by school leaders for self-study or as part of a taught leadership programmed" (TESS.India.com)
This Table indicates the significant difference between the perceptions of the two respondent groups. The teachers group showed a variance of .0652 while the administrators indicated a variance of .0324 of the four components of

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instructional leadership manifestations. The statistical analysis for the t-test of two sample means was - .45 and was subjected to 5 percent level of significance.

Table 7
Significant Difference Between the Perceptions of the Respondent Groups on the Aforementioned Instructional Leadership Manifestation Components

Indicators	TEACHER		ADMINISTRATOR		
	WM	$(X1 - Xm)2$	WM	$(X2 - Xm)2$	
Setting Clear Goals	2.64	.0081	2.66	.0049	
Managing Curriculum	2.70	.0225	2.44	.0225	
Allocating Resources	2.44	.0121	2.66	.0049	
Evaluating Teachers	2.40	.0225	2.58	.0001	
Average Weighted Mean	2.55	SS12= .0652	2.59	SS22= .0324	
Standard Deviation	0.13	n1= 4	0.09	n2= 4	
t = - .45 t					

The critical value of t at this level was – 1.943 with 6 degrees of freedom. The null hypothesis was accepted since the computed value of t is lesser than the critical value.

This means that there was no significant mean difference on the perceptions between the two respondent groups on instructional leadership manifestation components. It implies that the performance of each group of respondents in the aforementioned components were comparable. This elaborate further that the two respondents were unified, and they work together as one team. Any further changes with regards to instructional indicators were discussed properly by the administrators and distributed properly to the teachers.

Respondents aim for a common goal which is to provide quality education to the students. Since, quality education starts with quality teachers the two respondents agreed to any updated instructional leadership in instruction to be utilized very well and be of used to benefit the students.

It also means that in setting clear goals as one of the indicators, the two respondents were working together to come up a new version of vision, mission and goals of the institution since it needs to be updated. Given all the resources, the two respondents.

The Table indicates the significant difference between the perceptions of the two respondent groups. The teachers group showed a variance of .0067 while the administrators indicated a variance of .0618 of the four components of administrative leadership manifestations.

The statistical analysis for the t-test of two sample means was .38 and was subjected to 5 percent level of significance. The critical value of t at this level was 1.943 with 6 degrees of freedom. The null hypothesis was accepted since the computed value of t is lesser than the critical value.

Table 8
Significant Difference Between the Perceptions of the Respondent Groups on the Aforementioned Administrative Leadership Manifestation Components

Indicators	TEACHER		ADMINISTRATOR		
	WM	$(X1 - Xm)2$	WM	$(X2 - Xm)2$	
Accountability	2.62	.0025	2.78	.09	
Openness/Integrity	2.60	.0009	2.66	.0324	
Power/Influence	2.63	.0036	2.16	.1024	
Perspective/Balance	2.43	.0196	2.33	.0225	

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Average Weighted Mean	2.57	SS12= .0067	2.48	SS22= .0618	
Standard Deviation	0.08	n1= 4	0.25	n2= 4	
t = 0.38 t					

This means that there was no significant mean difference on the perceptions between the two respondent groups on administrative leadership manifestation components. It implies that the performance of each group of respondents in the aforementioned components were comparable or the same. Each group of respondents have the same outlook or they collaborate each other. They show common desire, and they agreed in formulating, planning, implementing of the different indicators of instruction on leadership. They have entire interest and understanding of the indicators set by the administrators.

Conclusion

The findings of this study indicate that the demographic profile of teachers was predominantly young, female, and comprised of individuals who were new to the profession. The perceived level of instructional leadership exhibited by both respondents was consistent and steadfast in fulfilling their duties and responsibilities in alignment with the vision, mission, and goals established by the academic institution. The administrative leadership consistently demonstrated a high level of trustworthiness in fulfilling their responsibilities towards achieving the academic institution's mission, vision, and goals.

Recommendations

The researcher recommends conducting a replication of a similar study in selected public elementary and secondary schools. The implementation of leadership style in the classroom and institution should follow an instructional and administrative guide. A design training program should be used, and a survey on instructional and administrative leadership functions of public school administrators and both levels of education should be conducted. Proposed trainings and seminars appropriate to their field of discipline should be offered. Additionally, a survey of teacher's teaching and learning competencies applied in attaining the goals of outcome-based education should be conducted. Finally, a measure for enhancing the administrator's competencies in dealing with instructional and administrative leadership should be implemented.

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