



ABSTRACT

Name of Institution : De La Salle University – Dasmariñas
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Cavite
Title : The Principals as Instructional Leaders:
An Assessment
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The main purpose of this study was to assess the instructional leadership skills of the principals as to technical, human relations, administrative and institutional skills in the east unit of the Division of Cavite, SY 1998-1999. Sub-variables as age, sex, educational attainment, and administrative rank in relation to the instructional leadership skills of the principals were also investigated.

The subjects of the study were the 38 or 100% of the principals and the respondents were the six or 100% of the district supervisors and the 587 or 33% of the 1775 teachers from the six districts of the east unit of the Division



of Cavite namely Dasmariñas I, Dasmariñas II, Carmona, General Mariano Alvarez, Silang I and Silang II.

The study used the descriptive survey research design. The instrument used was an adopted questionnaire and the statistical tools used were frequency count, percentage, average weighted mean, mean, t-test of uncorrelated means, and F-test.

Based from the findings of the study, it was concluded that: (a) Most of the principals were in the advanced middle age, females, MA graduates, and had an administrative rank of Principal I; (b) Both the teachers and the district supervisors perceived the principals as performing well as to their technical, human relations, administrative, and institutional skills; (c) Age, educational attainment, and administrative rank are related to instructional leadership skills of the principals. Those in the age range of 40-49 years old, Ed D graduates, and with an administrative rank of Principal IV performed better and had shown their capabilities and expertise as instructional leaders, (d) teachers and supervisors have the same perceptions as to technical, human relations, administrators and institutional skills of the principals as instructional leaders.

On the basis of the findings and conclusions of the study, the following were recommended: (a) Principals should work closely with the teachers and give due assistance to any problems that the teachers encountered in the course



of their teaching-learning activity; (b) Principals should be research-oriented so that they could work on the problems they have encountered with the pupils, teachers, peers, and superiors systematically and scientifically; (c) Awareness of the instructional setting in the classrooms and of the school environment that could affect the teaching-learning activities and immediate actions are highly recommended; (d) Pre and post conferences in observing teachers are recommended to make teachers aware of their strengths and weaknesses, thus, assistance could promptly be done; (e) Giving of rewards and remunerations to deserving teachers, promotions and assessment of teachers' needs and pupils' performance should be one of the priorities; (f) Linkages in the forms of meetings, conferences, school publications and involving parents in school activities should be done to bring the community into the life of the school; (g) Principals are encouraged to attend and finish graduate and post graduate studies to enhance their personal and professional growth.