



## CAPACITATING SECONDARY SCHOOL PRINCIPALS TOWARDS SCHOOL IMPROVEMENT

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### Abstract:

The school principal plays a vital role in every school undertaking. The progress of the school in terms of students' achievement, teachers' developments, physical improvement and stakeholders support is always accounted to the management and administrations of the school leaders. The varied roles of the school principals and their functions signify how they inflect significant school improvement.

This study described the school improvement effected by the secondary school principals in the Division of Batangas on principal's extent of support to teachers towards academic and non-academic student performance, instructional competence, community involvement and managerial capabilities. Moreover, the assessments of both secondary school principals and teachers were sought to find out the significant difference on the different areas enumerated in the study.

The descriptive method of research was used in the study with the questionnaire as the main data gathering instrument. The respondents of this study were the secondary school

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principals and the secondary school teachers. This study utilized the weighted mean and t-test for the significant difference on the respondents' assessment.

The result of this study revealed that there is a significant difference between the responses of the school principals and the teachers on academic support and non-academic support to teachers for student's performance, expertise on content, curriculum Implementation, technical assistance mechanism, community involvement and managerial capabilities. They also agreed that there is no significant difference on supervisory practices and research orientation among secondary school principals.

Based on the result, it is recommended that secondary school principals maximize quality coaching and mentoring to the teachers necessary for their development. Various activities should be done to enhance the talents and skills of the students. Parental engagement should be maximized to support the school activities, programs and projects. Finally, management project can be implemented for school improvement.

**Keywords:** Community involvement, Instructional competence, Management project, Managerial capabilities, School improvement, Students' performance

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## Introduction:

A school organization needs a strong leadership and management. The application of different management and leadership principles and practices in school setting complement each other. School leadership and management of activities challenge everyone in the field in promoting the culture of lifelong learning and teaching. School leadership deals with the vision, direction, effectiveness and results focusing on the top line, while management deals with establishing structures and systems to focus on the bottom line to get results.

A school principal helps the school to attain high level of performance through the utilization of its resources (Lunenburg, 2015 and Egwu, 2016). It is expected that school principal as leader and manager has the knowledge, skills and ability to promote the success of all students by managing the school organization, operation and resources in a way to promote a safe, efficient and effective learning environment as well as for the realization of school goals. The school principals as managers and leaders set the direction the schools are going. They are basically responsible in the overall operation of the school. The tremendous changes in scope, variety of competencies, and necessary skills of managing the school make their functions more complex, diverse, and challenging.

School principals play a vital role in the improvement of teachers and students as well as the progress of the whole school. It is their responsibility and accountability to make better changes in the school where they are assigned. They are given the chance to have the vision of

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the school and work on it. Every calendar year, school principals lead the planning team in crafting the annual implementation plan (AIP) of the school on the programs, projects and activities to be plan, implemented and evaluated at the end of the year. This study is one way of capacitating them on the management project they may adapt for their school.

### Materials and Methods:

A four-part questionnaire was the primary tool to gather pertinent data. The researcher constructed a questionnaire based in the gained concepts, readings and insights about capacitating school principals. It was taken most from the key result areas and the duties and responsibilities of school principals. The researcher’s personal observations were also considered in its construction.

The methods used in the treatment of the data are weighted mean, composite mean, standard deviation and T-test for independent samples

### Results and Discussion:

This study determined the assessments of both secondary school teachers and principals themselves on capacitating secondary school principals towards school improvement.

The descriptive method of research was utilized in this study. A research – made questionnaire was the main data –gathering instrument complemented by interviews and focus

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group discussion. Respondents were 379 secondary school teachers and 116 secondary school principals. Weighted mean, standard deviation, and t – test were utilized as statistical tools to treat gathered data.

After tabulating, analyzing and interpreting of data, the study yielded the following findings:

## 1. On the extent of support towards students’ performance

**1.1. Academic.** Based on the data gathered, both respondents agreed that in order to increase students’ academic performance, secondary school principals should provide adequate and appropriate instructional materials to teachers and provide necessary tools and equipment in performing experiments and laboratory works. It also transpired that secondary school principals provide quality coaching and mentoring to teaching personnel.

**1.2. Non-academic.** Based on the findings of the study, secondary school principals support the design of the theater arts club that will cater students’ skills and talents. They also provide fund for students’ activities and participations in competitions and sustain school’s performance in non-curricular activities like sports and journalism.

## 2. On the instructional competence as perceived by teachers and school principals themselves

**2.1. Expertise on content.** The respondents agreed that

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secondary school principals assist teachers in the contextualization to make the curriculum relevant for learners, learn other subject areas not in the field of specialization and dig dipper into it and demonstrate basic knowledge and understanding in the different subjects.

**2.2. Curriculum Implementation.** The findings revealed that principal has to engage the school community in the implementation of the curriculum.

**2.3. Supervisory Practices.** The respondents agreed on principals to evaluate lesson plans as well as classroom learning and management and conduct meetings with teachers to review progress.

**2.4. Technical assistance mechanism.** The school principal should share information regarding directions from higher management and conduct exit conference to inform teachers on the findings, observations as well as recommendations to improve performance and help achieve goals and targets.

**2.5. Research Orientation.** Both respondents believed that school principal prioritize research in the learning action cell; identify research gaps and offer trainings to address them and evaluate the existing research management program and find ways to improve it.

**3. On the extent of community involvement for further school improvement.** The finding for the school principal's community involvement was focused on engaging parents in the efficient implementation of projects for school improvement.

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#### **4. On the extent of manifestation of the managerial capabilities of school principals.**

For the managerial capabilities of school principals, capacitating the school grievance committee in solving problems at the school level was evidently identified.

**5. On the significant difference on the respondents' assessment.** Overall, there is a significant difference on the respondents' assessments pertaining to the variables indicated in the survey instrument utilized for the purpose of effecting school improvement through capacitating school principals in the Division of Batangas.

**6. Proposed management project.** The proposed management project is to capacitate secondary school principals towards school improvement. Specifically, the output is geared toward helping the school principals in the implementation of the various projects in the school. Furthermore, it aimed at enhancing their knowledge and skills in sustaining the performance of the school or for better performance.

**Conclusion:** In the light to the foregoing findings, the following conclusions are drawn.

1. Secondary school principals support teachers to improve student performance both in academic and non- academic.
2. The principals possessed the instructional competence necessary in enhancing teaching skills.
3. Engaging the various stakeholders signifies school principals' community involvement.

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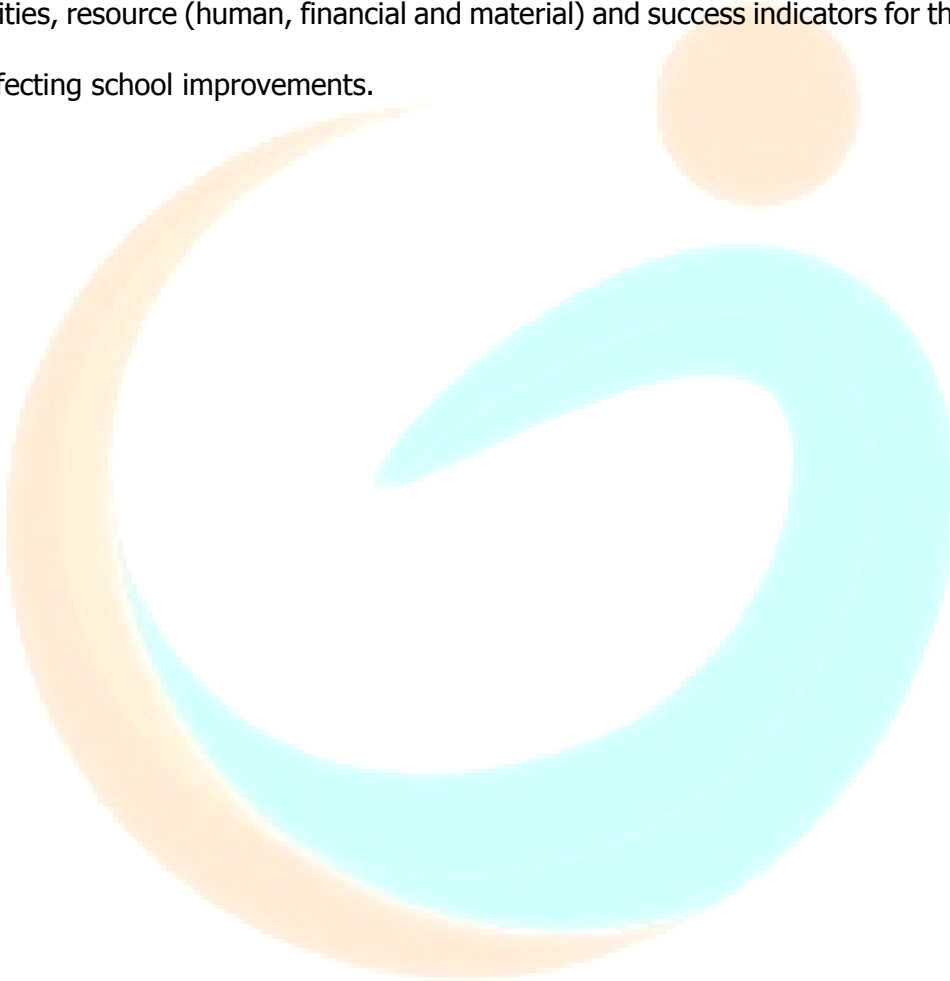
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4. The school principals highly manifested managerial capabilities.
5. Principals and teachers assessed differently except on supervisory practices and research orientation.
6. The proposed management project consists of project objectives, description, activities, resource (human, financial and material) and success indicators for the school principals in effecting school improvements.



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