

The Performance of School Administrators in Curriculum Development: A Basis for Curricular Implementation Plan

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Abstract: This research paper aims to determine the performance of school administrators in curriculum development. Several literature and studies are cited to support or negate the problems treated in this study. First, the characteristics of the school administrators are described and significant relationship is established if this exists between the different groups according to their educational qualifications, job experience, job satisfaction and location of their schools. The performance of the school administrators are determined through the ratings given by their respective teachers using the questionnaire administered to the teacher respondents.

The findings of this study showed that the characteristics of the school administrators such as educational qualification and job experience have a significant difference between the performance of school administrators, whereas, their job satisfaction and location of schools don't make a significant difference between their performance in curriculum development.

Keywords: Curricular Implementation Plan, Curriculum Development, School Administrators.

1. INTRODUCTION

An effective school is the product of an effective principal. The School principal is the key leader in our educational system. He/She plays integral roles in making the school function smoothly. He/She is involved in all aspects of the schools' operation. Before, the roles of the principal is concerned more on being an administrative manager like physical facilities management, financial management, coordination with government officials, parents and private sectors and installing an adequate school plant and other related matters. According to Republic Act No. 9155, Chapter I, Section No.7, Letter E Paragraph 3 states that consistent with the national educational policies, plans and standards, the school head shall have the Authority, Responsibility and Accountability in managing the affairs of the school. Thus, the success and failure of the school depends on the kind of School Principal it has (Muring, April 21, 2014).

In addition to those mentioned, offering educational programs, projects and services that provide equitable opportunities for all learners in the community is also his concern He has to introduce new and effective institutionalize staff development (LinkedIn corporation, 2017).

It could be inferred that there is a shift of the principal' roles and responsibilities from more on administration to more challenging role on instructional supervision. It is also evident that due to the quest for quality education , a number of initiatives had been demanded on the principals to transform leadership towards more improved school performance.

The school principals have to face challenges brought forth by advances in technology and higher expectations on education from the community., these include the use of information technology to support teaching and learning adaptation of the school curriculum to suit the ability and disposition of the young children as to maximize their potential

and not to give up on each individual pupil, increasing community expectations for improvements to the educational system and the quality of learning processes and outcomes, a growing awareness of teacher professionalism, globalization of the world economy and the emergence of a knowledge-based economy which demands workers with multiple intelligence and creativity, the life-long learning and the notion of school as a learning organization (Op. cit, 2014).

Curriculum Development is one of the most important roles that require the above-mentioned initiatives. The School principals in their management role included some curriculum and instruction supervision. As the accountability movement gained momentum, the role of the principal changed from school manager to school instructional leader and then to the school reform leader. This happened during the latter part of the twentieth century, as schools began to be held more accountable for the performance of their students, their duties and responsibilities changed. Their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, the principals discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques. Much more, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon the principals' ability to create a shared vision within the school community and in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives. (<http://education.stateuniversity.com/pages/2333/Principal-School.html>).

Hence, this research study will determine the performance of school principals in curriculum development of the elementary schools of the Division of Misamis Oriental.

2. THE STUDY

The review of this study focuses on recent studies which deal with the performance of school principals in curriculum development. The researches and books utilized are those published here in the Philippines and abroad. The data are gathered through a questionnaire on the perception of teachers in relation to the performance of their respective principals in curriculum development in terms of the following aspects; 1) Planning, 2) Articulating and Developing, 3) Implementing, and 4) Evaluating.

Hence, the study deals on the performance level of the school administrators in curriculum development as perceived by their respective teacher respondents of the public elementary schools in the Division of Misamis Oriental, Philippines.

3. THEORETICAL FRAMEWORK

This research study made use of the Philippines Curriculum Development as written by Bella O. Mariñas and Pelagia Ditapat based on the mandates of the Department of Education. The functions of the school administrators as cited in this reading are as follows; In curriculum designing the school administrators formulates the vision, mission and objectives of the school, and they also determine specific cognitive, affective and psychomotor instructional aims and objectives. In curriculum planning, they lead in the formulation of the budget of work based on the learning competencies and adapt the curriculum to learners of different needs and abilities. In the supervision of instruction, they oversee the utilization of appropriate methodologies and innovative approaches, observe and give comments and suggestions in the effective employment of activities that enhance lifelong and life wide competencies. They also supervise the use of instructional materials by learners and teachers and support in the procurement of materials based on approved list. Lastly, the school administrators oversee the evaluation and examination of the learners to determine the achievement of appropriate learning outcomes.

The performance of School administrators in the curriculum development functions may be expressed in terms of outstanding, very satisfactory, Satisfactory, below satisfactory and unsatisfactory ratings as perceived by their respective teachers.

The profile of the school administrators may have a significant/insignificant effect on the performance of their curriculum development functions such as their educational qualifications, job experience, job satisfaction and school location.

4. BRIEF REVIEW OF RELATED LITERATURE

On the School Administrators Curriculum Development Functions From the Readings “ The Philippines Curriculum Development “ written by Bella O. Mariñas and Maria Pelagia Ditapat, it is stated that, while curriculum implementation guidelines are issued at the national level, the actual implementation is left to school and teachers. They determine the resources to be used, teaching and assessment strategies and other processes. Furthermore, schools have the option to modify the national curriculum (e.g. content, sequence and teaching strategies) in order to ensure that the curriculum responds to local concerns.

The curriculum plan (learning competencies) does not present teaching methods and learning activities that teachers must follow in implementing the curriculum. Schools are encouraged to innovate and enrich or adapt, as long as they have met the basic requirements of the curriculum.

(Hagos, L.c. and Dejarne, E.G., 2008), uphold that the world is changing so fast that in order for schools and universities to cope with new innovations, they should keep at pace with the tempo of societal changes and technological progress. The schools of today has to be geared to the rapid societal changes and the new responsibilities for the new breed of Filipinos. The three most important sectors of society that give direct input to the improvement of the curriculum are the academe (institutions), the government, and the industries.

(Onojerena, Ph.d., 2017), cited that curriculum implementation is one of the important functions of a school manager and it has been receiving the attention of educators, and researchers across the world. In organizational context, curriculum implementation refers to the stage when the curriculum itself as an educational program, is put into effect. This paper examined the importance of the school administrators (principals) in ensuring proper curriculum implementation change in Secondary Schools in Nigeria. The sustenance of curriculum implementation includes programme implementation, change strategies, school supervision, staff role, educational change, organizational communications, etc.

One of the curriculum implementation functions of the school principals is the supervisory role in enhancing professional development in schools. (Benedict, August, 2013) reflected in his study , the supervisory role of principals in enhancing teachers’ professional development in secondary schools in Kitui West District, Kenya revealed that some principals needed to acquire further skills in supervision of teachers. It was also found out that supervisory activities such as checking of teachers’ records, classroom visits and team teaching were delegated to Department heads and school heads. School-based workshops or seminars were rarely organized by principals while majority of principals relied solely on outside –school professional development programmes to enhance teachers’ capacity.

A study conducted by (Leithwood et al., 2004), on How Leadership Influences Student Learning stated that effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations, they attack teacher isolation and fragmented effort, and they connect directly with teachers and the classroom, University of Washington researchers found..

Effective principals also encourage continual professional learning. They emphasize research based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone. In practice this all means that leaders must become familiar with the “technical core” of schooling – what is required to improve the quality of teaching and learning.

The American Institute for Research wrote on the principal’s role in the instructional process implications for at risk students-issues about change which are as follows; principals support teachers’ instructional methods and their modifications of instructional approaches and materials. They allocate resources and materials, frequently visit classrooms for instructional purposes and they solicit and provide feedback on instructional methods and techniques. Principals use data to focus attention on improving the curriculum or instructional approach to maximize instructional skills .and to determine staff development activities that strengthen teachers’ instructional skills.

RELATIONSHIP OF PERFORMANCE OF SCHOOL PRINCIPALS TO THEIR EDUCATION AND WORK EXPERIENCE:

Damon Clark, 2009 in his study entitled School Principals and School Performance found little evidence of any relationship between Performance and principal education and work experience, though he found a positive relationship between principal experience and school performance for math scores and student absences.

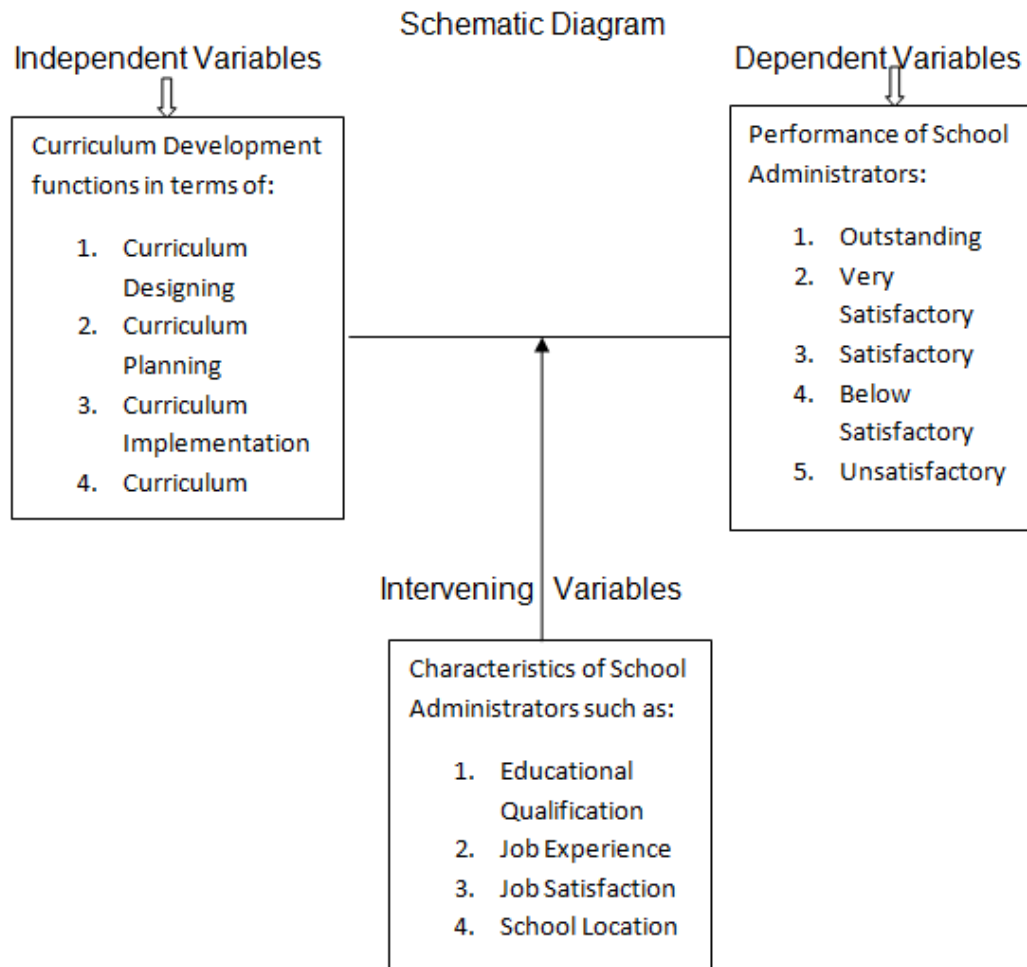


Figure 1- The interplay of Independent and dependent Variables

STATEMENT OF THE PROBLEM:

This study aims to find out the actual performance of public elementary school administrators of the division of Misamis Oriental, Philippines in curriculum development functions as perceived by their respective classroom teachers.

Specifically, this study has the following sub-problems:

1. What are the characteristics of public school administrators as to:

1.1 Educational Qualification;

1.2 Job Experience;

1.3 Job Satisfaction; and

1.4 School location?

2. What is the performance of the school administrators in curriculum development as perceived by their teachers in terms of:

1.5 Curriculum Designing;

1.6 Curriculum Planning;

1.7 Curriculum implementation;

1.8 Curriculum Evaluation?

3. Is there a significant difference between the performance of the school administrators in curriculum development across their profile variables such as educational qualification, job experience, job satisfaction and the location of their schools?
4. How would a curricular implementation plan be proposed based on the findings of this study?

HYPOTHESIS:

On the basis of problem number 3, the following hypothesis is tested at .05 significant level.

Ho: There is no significant difference existing between the performance of school administrators in curriculum development across their educational qualification, job experience, job satisfaction and school location.

DATA GATHERING PROCESS/PROCEDURE:

This study will make use of the descriptive-analysis type of research. By the use of the researcher-made questionnaire for school administrators, the researcher quantitatively, either through frequencies or percentages, will display the characteristics of the school administrators as to their educational qualification, job experience, job satisfaction and location of their schools.

Through the use of another researcher-made questionnaire for classroom teachers, the researcher will describe qualitatively the performance of school administrators as rated by their respective teachers. After this, insights will be derived from the data gathered.

Furthermore, this study will determine the significant difference between the performance of school administrators in curriculum development when they are grouped according to their educational qualification, job experience, job satisfaction and their school location.

DATA COLLECTION:

The researcher will seek approval from the Schools Division Superintendent for the distribution of the questionnaires to the school administrators and their respective teachers in the selected elementary schools of the Division of Misamis Oriental, Philippines. These will be distributed personally by the researcher to the respondents from school to school in the said division.

STATISTICAL PROCEDURE:

Descriptive Statistics such as means, percentages and standard deviations were employed to determine the profile of school administrators and to describe their performance as rated by their classroom teachers.

Analysis of Variance will be used to determine the differences of performances of school administrators in curriculum development as they are grouped according to their educational qualification, job experience, job satisfaction and school location.

If the F-value is less than the tabulated F, then, the null hypothesis is accepted, hence there is no significant difference between the two or more groups of school administrators as to their characteristics, educational qualification, job experience, job satisfaction and school location.

5. CONCLUSION

Based on the findings of the study, the school administrators were perceived to have a very satisfactory performance in curriculum designing (weighted mean of 4.49) and curriculum planning (with a weighted mean of 4.34), whereas in curriculum implementation (weighted mean of 3.2) and curriculum evaluation (weighted mean of 3.4), they got satisfactory performance. Hence, a curricular implementation plan was proposed to augment and then, sustain the performance of the school principals in curriculum implementation.

As to the significant relationship existing between the principals' performance in curriculum development and their characteristics, their educational qualification, and job experience played a vital role. However, their job satisfaction and school location are insignificant to their performance in curriculum development. Therefore, this study can be a stepping stone for another research study to explore more variables that may interplay with the dependent variable, the performance of school principals in curriculum development.

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