

# **Administrative Practices of School Administrators in Clarin South District: Insights from Teachers as Basis for Enhancement**

**Marydil T. Revelo**

Teacher, DepEd -Division of Misamis Occidental

**Abstract**— This study examines the administrative practices of school leaders in Clarin South District, based on the feedback and experiences of teachers, to assess their impact on school leadership effectiveness and the educational environment. Using a descriptive survey method, the performance of administrators was evaluated in areas of administrative competence, educational leadership, personal qualities, and professional growth. Findings revealed a very young, female teaching workforce, with higher educational attainments noted among females who even reached the Doctor of Education level. Teachers assessed administrators as "very satisfactory" in administrative and supervisory functions, especially in attendance management, timely feedback, and record maintenance. However, areas such as teacher follow-up and minimizing classroom disruption received only "satisfactory" ratings. In educational leadership, the administrators scored a mean of 3.626 that shows their ability to foster a supportive environment, engage in consultation, and implement democratic practices. Personal and social qualities scored "outstanding," and it reflected that the administrators are respectable, ethical, and motivating figures in the school culture. On professional development, with an average rating of 3.947, their performance was "very satisfactory." Administrators were noted to have been successful at motivating teachers to seek extra training, but areas like the organization of development programs needed much improvement. Teachers generally think of administrators as competent and supportive leaders who improve the school culture and morale; however, further growth opportunities and innovative practices could match teachers' professional aspirations. This research concludes that even though teachers perceive support from administrators, improvements in development programs would better motivate school improvement and match what the teachers believe their professional development should be.

**Keywords**— Administrative Practices, School Administrators, Teachers Insights, Professional Growth

## **I. INTRODUCTION**

School administrators' practices are critical in creating positive and effective educational conditions that directly impact teachers' work and students' learning experiences. In the Clarin South District, gathering insights from teachers on these practices will disclose effective strategies and areas needing improvement. Teachers who closely involve themselves with day-to-day school activities often get to see firsthand how administrative decisions affect classroom dynamics, resource management, and student engagement. By taking into account teacher feedback, the administrators identify practices that are supportive to their teaching and those which hinder their work. Hence, issues may be looked into, otherwise left unsolved. It will encourage improvements in terms of including the school culture and making them adaptable and appreciated by its educators. Thus, teaching quality improves with the level of morale it brings towards teaching, enhancing the learning and achievement environment of students. When administrators actively pursue and answer teachers' perspectives, it creates a

culture of cooperation and shared responsibility, making the school more valuable and supportive for everyone.

Effective organizational practices by school administrators are essential in creating a supportive environment for teaching and learning. They have a significant impact on teacher performance, student success, and the general environment of the school. Findings indicate that when school administrators offer support, it helps increase teacher satisfaction and benefits, retain good teachers in their jobs, and enhance the engagement and academic performance of students (Davis & Darling-Hammond, 2020). Akar and Rojas (2020) discovered that when school administrators are actively engaged with teachers and support their teaching efforts, it creates a promising school environment, which is a prerequisite for educational success. Hallinger and Lee (2020) also point out that listening to and valuing the feedback of teachers can help school administrators develop more critical teamwork and collaboration, leading to continued school progress. In Clarin South District, gathering teachers' perspectives on administrative practices

enables school leaders to satisfy their needs better, making a more practical and responsive school environment (Bryk et al., 2010). Moreover, teacher feedback can reveal effective practices and areas that need improvement, leading to ongoing updates in policies and practices (Dumay & Hatt, 2020). This collaborative approach enhances how schools function and fosters trust in shared responsibility for the successful education of students, engaging the audience and making it feel responsible for a caring school.

The previous study on the administrative practices of school leaders revealed several gaps that need further exploration. One key issue was the small sample size, which may have included a narrow enough range of teacher viewpoints from different schools and grade levels, potentially leading to biased results. The study mainly used surveys and missed the chance to collect detailed qualitative data through interviews or focus groups. The use of these more comprehensive data collection methods could have offered more profound insights into teachers' experiences and challenges, engaging the audience in a deeper understanding of the issues. Moreover, the research should have considered the larger community and cultural factors affecting administrative practices and teacher satisfaction, making it less relevant to different educational environments. There also needs to be a long-term analysis about how these practices affect schools in the long run, that is important for knowing what kind of lasting effectiveness they possess. By filling in some of these gaps, research in the future will make it clearer how administrative practice can be improved to aid teachers and increase student achievement in these districts.

This study aims to examine school leaders' administrative practices in the Clarin South District by gathering and analyzing feedback from teachers in order to help improve school leadership. With the analysis of the experience and opinion of teachers, the study aims to evaluate the strengths and weaknesses of prevailing administrative practices while fostering an environment that promotes collaboration and consideration of their views. A key objective would be to strengthen the relationship between teachers and administrators, such that decisions made by school leaders reflect the views of those most impacted. Ultimately, the study aspires to provide practical recommendations that could significantly improve the school atmosphere, support teacher effectiveness, and improve student outcomes. This research will attempt to contribute to a more

effective and responsive educational system in the Clarin South District through the stress on teamwork and collaboration.

### ***Objectives of the Study***

How do the respondents perceive the performance levels of school administrators in terms of:

- Administrative and Supervisory Competence;
- Educational Leadership and Creative Ability;
- Personal and Social Qualities; and
- Cultural and Professional Growth?

## **II. RESEARCH METHODS**

### ***Research Design***

This study employed the comprehensive descriptive survey method to analyze school administrators' performance levels among the administrative practices within two districts of Clarin. In general, descriptive research applies a methodological approach about systematically examining a population or situation or phenomenon so one gets a comprehensive overview without varying any variables. It aims to accurately portray the profile of the subjects under study, focusing on elements such as demographics, behaviors, opinions, and other relevant attributes. Through various data collection methods, such as surveys, observations, and case studies, descriptive research enables researchers to collect detailed information that can then be analyzed to identify patterns and trends. Although it does not establish cause-and-effect relationships, descriptive research provides a critical foundation for further studies, enabling the generation of hypotheses and deeper insights into the topic (Creswell, 2014).

### ***Research Setting***

The research was conducted in the South District in the Municipality of Clarin, a rural area in the Philippines known for its unique administrative structure and strong community ties. These districts are home to educational institutions led by school administrators whose practices are central to this study. This rural, community-based setting offers a specific context in which to analyze administrative practices because the nature of resources, policies, and challenges may be different from what is found in urban settings. Such a local context allows for an understanding of the application of administrative strategies in the rural educational setting, indicating the challenges and strengths associated with school leadership in this municipality. This calls for knowledge of and sympathy with such issues in order to facilitate a supportive educational environment (Clarin Municipal Profile, 2023).

### **Research Respondents**

There were 298 elementary school teachers in the Clarin South District, Division of Misamis Occidental, for whom all the elementary school teachers were respondents. A census was used and all of them responded to the questionnaire designed to assess the school administrative practices of their respective school heads. This way, all feedback gathered could cover all of the teaching population so that this administrative effectiveness in the district can be thoroughly and minutely looked at.

### **Research Instrument**

The primary instrument used in this study was a 39-item questionnaire that was designed for school administrators. Several items in the questionnaire were developed based on insights from related studies. At the same time, certain elements were adapted from the Department of Education's Results-Based Performance Management System to ensure relevance to administrative practices in educational settings.

The internal consistency of questionnaire items was assessed using a pre-test. Such a statistical measure led to an assurance that the items employed in the study were actually reliable and fit for its purposes. Revisions through input received from respondents of the pretest made necessary adjustments for greater clarity and relevance. Lastly, the final draft of the instrument was carefully reviewed for error and correction by the adviser of the thesis himself.

### **Data Gathering Procedure**

After ascertaining the willingness to continue with the study, a formal application was submitted by the researcher to the School Division Superintendent seeking permission to carry out the study in chosen schools within the district. Permission acquired, the researcher applied further at the district level for supervision on the administration of questionnaires for teachers through district supervisors as well. The administration, school officials included, was used in coordination, as with the help and support from the latter, questionnaires could be given and gathered in an efficient and organized way. With it, all of the respondents, regardless of dates when questionnaires were submitted for response, completely and duly responded. It has been established that with the involvement of multiple levels of administration, the approach to data collection will be structured, thereby reducing interruptions and improving the quality and accuracy of the responses received.

### **Data Analysis**

This research made use of arithmetic mean as the statistical tool in estimating the school administrators' performance in the eyes of the teachers. To establish the degree of performance the continuum was adopted. 1.0 – 1.80 "Poor", 1.81 – 2.60 "Fair", 2.61 – 3.40 "Satisfactory", 3.41 – 4.20 "Very Satisfactory", 4.21 – 5.0 "Outstanding"

### **Ethical Considerations**

Ethical considerations are upheld during this study. The anchor for such practice is informed consent. Teachers and administrators will, prior to participation, be presented with the reasons for undertaking the study, procedures of the study, potential risks involved, and the benefits associated with participating in it. All of this shall be put into writing to emphasize their voluntariness and also the right to withdraw from participating in the study without any resultant repercussions (APA, 2020).

The information will be kept strictly confidential, and identifying information erased or encoded to guarantee anonymity. The data will be kept secure; only the researcher and those authorized may access the information. Results will be aggregated so as not to reveal the identities of people or schools involved. Thus, such procedures are conducted in consideration of the principle of confidentiality where participants' privacy is kept from any research endeavor (APA, 2020).

Adhering to the principle of non-maleficence, the study will be conducted with a proactive approach to prevent potential psychological, emotional, or professional harm to participants. Any sensitive information shared by participants will be handled responsibly to prevent adverse effects in their professional environment. Participation is entirely voluntary, and all participants retain the right to withdraw without consequence, reinforcing the ethical principle of autonomy (APA, 2020).

All collected data will be kept safely in compliance with the laws and guidelines regarding data protection. Data will be archived or destroyed at the end of the study and publication of the results to avoid unauthorized access (APA, 2020). All research stages will maintain transparency and honesty by clearly communicating the purpose, scope, and outcomes of the study. This commitment to transparency and honesty will keep the audience informed and confident in the research process.



Finally, the researcher will approach each participant with respect for their autonomy, reporting their views and opinions accurately and impartially. In case there are some pre-existing relationships within the school district, these will be acknowledged to avoid conflicts of interest and ensure the integrity of the research (APA,

2020). These ethical considerations collectively uphold the dignity and rights of participants and contribute to the study's validity and reliability. This respect for participant autonomy reiterates their value and integral role in the research.

**III. RESULTS AND DISCUSSION**

*Table 1. Performance of School Administrators in terms of Administrative and Supervisory Competence*

Indicators	sd	Mean
<b>The school administrators.....</b>		
Develop a clear plan for managing and supervising school activities.	0.97	3.75
Identifies teaching strengths and areas needing improvement, providing support as needed.	0.89	3.74
Regularly check attendance, lesson plans, and teaching materials.	0.95	3.78
Keeps accurate records of supervisory visits and observations.	0.92	3.70
Offers helpful feedback after observing and meeting with teachers.	0.90	3.94
Monitors teachers' progress at school and within the community.	0.93	3.70
Train new teachers thoroughly before they start working in the field.	0.91	3.61
<b>Average Mean</b>	3.745 Very Satisfactory	

As reflected in Table 1, the performance of school administrators in terms of administrative and supervisory competence shows a "Very Satisfactory" rating with an average mean score of 3.745. This means that school administrators generally excel in implementing effective management and supervisory practices. Among the indicators, helpful feedback for teachers obtained after observations and meetings, garnered the highest mean which was 3.94.

This reflects the central role of constructive feedback in stimulating professional growth for teachers. Similarly, Blase and Blase (2000) established that feedback from school administrators improves the instructional methods and performance of teachers at large. On the other hand, the lowest-rated indicator, "Train new teachers thoroughly before they start working in the field" (mean = 3.61), points to an area that needs improvement, indicating perhaps that structured pre-service training programs for new teachers are not strongly emphasized.

This finding is consistent with Darling-Hammond et al. (2009), who noted that the most effective teacher preparation programs are those that provide

comprehensive pre-service training to prepare teachers for classroom challenges.

The results also highlight the necessity of administrators to regularly oversee and support teachers through supervision practices like reviewing lesson plans and teaching materials (mean = 3.78) and keeping accurate records of supervisory visits (mean = 3.70). These are highly important competencies for ensuring quality and relevance in instruction.

In addition, the efforts of administrators in identifying teachers' strengths and areas for improvement (mean = 3.74) reflect a commitment to professional development, which is pivotal in building a competent teaching workforce (Shen et al., 2012).

By fostering a culture of continuous improvement and providing meaningful feedback, school administrators can enhance teachers' effectiveness, ultimately contributing to better student outcomes.

At any rate, targeted strategies about how to improve field readiness and onboarding of teachers should be identified and addressed.

**Table 2. Performance of School Administrators in terms of Educational Leadership and Creative Ability**

Indicators	sd	Mean
The school administrators.....		
Offers consulting services in schools and the community.	0.86	3.67
Conducts research and encourages others to do the same.	0.92	3.51
Adapts to change and engages in action research.	0.91	3.67
Progressive and attentive.	0.90	3.62
<b>Average Mean</b>	3.617 Very Satisfactory	

The data in Table 2 reflects the "Very Satisfactory" performance of school administrators in terms of educational leadership and creative ability, with an average mean of 3.617. Among the indicators, "Offers consulting services in schools and the community" and "Adapts to change and engages in action research" shared the highest mean score (3.67), which showed the proactive involvement of the administrators in educational consultation and adaptability to change. These results highlight the importance of school leaders in fostering collaboration and innovation within their communities, which is in line with Fullan's (2014) findings that effective educational leadership is about being adaptable and creating a culture of inquiry and collaboration. However, the indicator "Conducts research and encourages others to do the same" received the lowest mean (3.51), indicating a need to strengthen the culture of research and evidence-based practices among school leaders. This finding is consistent with the study by Hargreaves and Fink (2006), which pointed out that while research fosters sustainability and innovation in education, it is often underutilized in practice.

The progressive ability and attentiveness of the school administrators further supports this ability to lead schools effectively in such dynamic educational environments (mean = 3.62). Such natures are essential in employing innovative solutions to overcome problems, which Leithwood et al. (2008) assert as

contributing to improved teaching and learning outcomes. However, the relatively lower scores on research-related competencies indicate a gap that may limit the development of evidence-based solutions to educational challenges. Building the research capabilities of administrators and promoting research activities could enhance professional growth while contributing to more informed decision-making and, consequently, sustainable improvements in school management and instruction.

Table 3 shows that school administrators, on average, performed well on personal and social qualities, scoring an average mean of 4.166 "Very Satisfactory". Of all the indicators, "Diligently fulfills his duties" scored the highest mean of 4.42, meaning that administrators take to heart their duties and perform them diligently. Similarly, there is a high score for other characters like integrity (4.28) and humility (4.34), since administrators adhere to the rules of ethics and have characters that can lead. These are core competencies for the ability to build trust and credibility by Kouzes and Posner (2017) during their argument that leaders having strong personal values and an ethical behavior inspire commitment and loyalty among their teams. Related indicators of fairness, impartiality-mean = 4.33-and grace-mean = 4.29-indicate the potential ability of administrators to bring positivity and equity into schools.

**Table 3. Performance of School Administrators in terms of Personal and Social Qualities**

Indicators	sd	Mean
<b>The school administrators.....</b>		
Diligently fulfills his duties.	0.88	4.42
Exemplifies integrity in both public and private life.	0.89	4.28
Approaches work with humility.	0.86	4.34
Acts with genuine grace.	0.91	4.29
Friendly, fair, and impartial without favoritism.	0.92	4.33

Demonstrates mental honesty.	0.90	4.21
Maintains a well-groomed appearance and good posture.	0.92	3.96
Emotionally stable with a positive disposition.	0.89	3.92
Handles authority with courage and respect.	0.86	3.75
<b>Average Mean</b>	4.166 Very Satisfactory	

However, areas such as emotional stability (mean = 3.92) and handling authority with courage and respect (mean = 3.75) received comparatively lower scores, indicating possible problems with maintaining composure and using authority effectively in situations that pressure one. Emotional stability is important for decision-making and interpersonal relationships, as observed by Goleman (1995), who termed emotional intelligence as a necessary characteristic for successful leadership. While administrators show excellent personal and social qualities, efforts to strengthen emotional resilience and assertiveness in leadership positions would place them at an even more exceptional level of performance. This can be done with professional

development programs that focus on emotional intelligence and stress management in order to help administrators navigate complicated social and professional dynamics much better.

Table 4 shows the "Very Satisfactory" performance of school administrators in terms of cultural and professional growth, with an average mean of 3.947. The highest-rated indicator is "Attends summer classes and institutes, encouraging others to participate" (mean = 4.32), which reflects the commitment of administrators to continuous learning and professional development.

*Table 4. Performance of School Administrators in terms of Cultural and Professional Growth*

Indicators	sd	Mean
<b>The school administrators.....</b>		
Subscribes to professional magazines and purchases valuable books.	0.90	3.92
Attends summer classes and institutes, encouraging others to participate.	0.89	4.32
Organizes seminars, workshops, and in-service training for teachers.	0.88	3.60
<b>Average Mean</b>	3.947 Very Satisfactory	

Darling-Hammond et al. (2009), which emphasizes the involvement of leaders in professional learning to update themselves on current educational trends and practices. Such practice by administrators encourages their employees to participate similarly, thus playing an essential role in creating the school culture of lifelong learning to enhance overall school improvement.

On the other hand, the indicator "Organizes seminars, workshops, and in-service training for teachers" received the lowest score with a mean value of 3.60, which may be an area for improvement. Such a finding indicates that though there is an understanding of professional development by administrators, somehow there might be constraints in its organization regularly or effectively. This fits with Guskey's challenges of professional development programs; Guskey (2002) mentioned that their effectiveness hinges on adequate provision of resources, planning, and support during

follow-ups. Their attempts to keep themselves up to date and cultured also reveal through the administration purchasing worthwhile books (mean = 3.92). Administrators should be prepared to expand and diversify professional development efforts to meet the diverse needs of their teaching staff to sustain and improve performance in cultural and professional growth.

**CONCLUSION AND RECOMMENDATIONS**

School administrators have demonstrated "Very Satisfactory" performance across dimensions like administrative and supervisory competence, educational leadership and creative ability, personal and social qualities, and cultural and professional growth. This reflects a commitment on their part to doing effective roles, developing professionals, and maintaining ethical and personal standards. However, some of the areas like research conduct, teacher training, and emotional

stability have opportunities for improvement. It could help fill these gaps, thereby making them better equipped to lead schools in general and to improve educational results. All in all, these results underscore the important roles of school administrators in supporting positive and growth-promotive environments for teachers as well as students.

The strengths developed and areas of improvement necessitate that the school administrator give time to professional development activities frequently, which are research-oriented, so they improve their evidence-based decision-making. Spending resources to create more frequent and effective seminars for the teachers and training them would enhance the instructional quality more. Emotional intelligence and resilience training programs could be devised to make them more calm and authoritative when faced with those challenges. Schooling must also include providing a supporting system for its administrators such as mentoring, and professional networking, among other things. Through these, school administrators can nurture their cultures and professions while at work. Therefore, by embracing these suggestions, school leaders will become more effective and contribute towards the higher success of schools.

#### REFERENCES

- [1] Akar, H., & Rojas, M. (2020). Effective school leadership practices: Connecting with teachers for educational success. *Educational Leadership and Administration Journal*, 58(4), 245–263.
- [2] Blase, J., & Blase, J. (2000). Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-141.
- [3] Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. University of Chicago Press.
- [4] Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- [5] Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. National Staff Development Council.
- [6] Davis, S., & Darling-Hammond, L. (2020). The influence of leadership on teacher retention and student achievement. *Educational Management Quarterly*, 56(3), 317–340.
- [7] Dumay, X., & Hatt, A. (2020). Teacher feedback and policy improvement: Bridging the gap between theory and practice. *Policy Studies in Education*, 32(1), 102–119.
- [8] Fullan, M. (2014). *The principal: Three keys to maximizing impact*. Jossey-Bass.
- [9] Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- [10] Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.
- [11] Hallinger, P., & Lee, M. (2020). Listening to teachers: The foundation of collaborative school improvement. *International Journal of Leadership in Education*, 24(5), 605–622.
- [12] Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. Jossey-Bass.
- [13] Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations* (6th ed.). Jossey-Bass.
- [14] Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2008). *How leadership influences student learning*. The Wallace Foundation.
- [15] Municipality of Clarin. (2023). *Clarin municipal profile*. Municipality of Clarin Local Government.
- [16] Shen, J., Leslie, J. M., Spybrook, J. K., & Ma, X. (2012). Are principal background and school processes related to teacher job satisfaction? A multilevel study using Schools and Staffing Survey 2003-04. *American Educational Research Journal*, 49(2), 200-230.