

# School Administrators' Involvement in the Academic Journey of Secondary Teachers in Siargao Division

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**Abstract:** *This study determined the extent of administrator involvement to the academic journey of secondary teachers in Siargao Division, Surigao del Norte. It determined the profile of the respondents and the extent of involvement of the administrators with content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development as factors. The perceived extents of administrator involvement to the journey of the teachers were compared based on their profile. Similarly, the perceptions of the administrators and the teachers on the extent of involvement of the administrators to the journey of the teachers were also compared. Data were gathered from 23 administrators and 30 secondary teachers from Siargao Division using researcher-made questionnaires. Data were analyzed using frequency count and percent, mean and standard deviation, Kruskal Wallis, and t-test for independent samples.*

*The study revealed that most of the administrator-respondents are married head teachers who have been serving for at least 11 years. They have attended less than 11 trainings and have at earned units in Master's degree. Most of the teacher-respondents are Teacher I, single, female English teachers who have been in the service for less than 11 years and earned units in Master's Degree. Both administrators and teachers strongly agree that the former are involved in the academic journey of the latter in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. There is no significant difference on the extents of involvement of the administrators on the academic journey of the English language teachers when grouped according to their profile. There is a significant difference on the extents of involvement of the administrators on the academic journey of the secondary teachers based on the type of respondents.*

**Keywords:** administrator involvement, academic journey, secondary teachers, professional development plan, Siargao Division

## I. INTRODUCTION

The role of school administrators in supporting secondary English teachers is vital in shaping the academic journey of students. In Siargao Division, the extent of school administrators' involvement in the academic journey of secondary English teachers encompasses several key areas, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Understanding the depth and nature of this involvement is crucial in identifying factors that contribute to effective teaching practices and improved student outcomes.

Secondary English teachers face numerous challenges that require robust support from school administrators. The administrators' roles are multifaceted, requiring them to provide guidance, resources, and leadership to help teachers navigate the complexities of English language instruction. Effective involvement in areas such as content knowledge and pedagogy are essential for ensuring that teachers possess the necessary expertise to deliver high-quality education.

According to a study by Gonzales (2021), administrators who actively engage in the professional development of teachers significantly impact their instructional capabilities and student success rates.

Creating a positive learning environment and addressing the diversity of learners are also critical areas where administrators' involvement is indispensable. As highlighted by Ganhi (2018), a supportive learning environment fosters better student engagement and academic performance. Administrators play a key role in facilitating an inclusive and adaptable curriculum that meets the needs of diverse learners. Additionally, their involvement in curriculum planning ensures that instructional materials and strategies align with educational standards and student needs.

Assessment and reporting are crucial for monitoring student progress and identifying areas for improvement. Effective assessment practices, supported by administrators, enable teachers to accurately gauge student understanding and tailor their instruction accordingly. According to Reyes and Alvarez (2020), administrators who provide clear guidelines and support for assessment and reporting contribute to more effective teaching and learning processes.

Community linkages and professional engagement are vital for fostering a collaborative educational environment. Administrators who actively promote community involvement and professional collaboration enhance the overall educational experience for both teachers and students. As noted by Martinez (2019), strong community ties and professional networks support teachers in accessing additional resources and opportunities for growth.

Personal growth and professional development are integral to maintaining high teaching standards. Administrators play a crucial role in facilitating ongoing professional development opportunities for teachers, ensuring that they stay updated with the latest educational trends and methodologies. According to Onga (2022), continuous professional development supported by administrators leads to improved teaching practices and better student outcomes.

The research problem at hand pertains to the extent of school administrators' involvement in the teaching journey of secondary English teachers within the Siargao Division. This study aims to explore the specific areas of involvement, as perceived by the teachers, and identify the challenges and successes experienced in these areas. Understanding these dynamics is pivotal as it directly impacts the quality of English language education provided to students, potentially affecting their academic performance and overall language proficiency.

By examining the extent of administrators' involvement in areas such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development, this research aims to provide insights into the factors that contribute to effective teaching practices. Ultimately, the study seeks to bridge the gap between the challenges faced by teachers and the support provided by administrators, fostering a more conducive learning environment for students in the Siargao Division.

## **II. SUMMARY AND RECOMMENDATIONS**

### **Summary**

This study aimed to determine the extent of involvement of the administrators in the academic journey of secondary teachers in Siargao Division, Surigao del Norte. It specially determined the profile of the respondents in terms of sex, civil status, position, length of service, specialization, number of trainings, and highest educational attainment. The factors considered in the study on the extent of involvement of the administrators were content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. The perceptions of the respondents on the extent of involvement of the administrators to the journey of the teachers were compared based on their profile. Similarly, the perceptions of the administrators and the teachers on the extent of involvement of the administrators to the journey of the teachers were also compared. The teaching journey of the secondary English language teachers and impact of the involvement of the administrators were also described.

Data were gathered from 23 administrators and 30 secondary English language teachers from Siargao Division using researcher-made questionnaires. Data were analyzed using frequency count and percent for the profile of the respondents, mean and standard deviation for the extent of involvement of the administrators to the journey of the teachers, Kruskal Wallis ANOVA for the difference on the extent of involvement of the administrators to the journey of the teachers when grouped by profile, and t-test for independent samples for the difference on the extent of involvement of the administrators to the journey of the teachers based on the type of respondents.

**Findings.** Based on the results presented and discussed in Chapter 3, the study revealed that:

1. Most of the administrator-respondents are married head teachers who have been serving for at least 11 years. They have attended less than 11 trainings and have earned units in Master's degree. Most of the teacher-respondents are Teacher I, single, female English teachers who have been in the service for less than 11 years and earned units in Master's Degree.
2. Both administrators and teachers strongly agree that the former are involved in the teaching journey of the latter in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.
3. There is no significant difference on the extents of involvement of the administrators on the teaching journey of the English language teachers when grouped according to their profile.
4. There is a significant difference on the extents of involvement of the administrators on the teaching journey of the English language teachers based on the type of respondents.

### **Recommendations**

Based on the foregoing findings, the study hereby endorsed these recommendations:

- **School Administrators.** They are encouraged to continue supporting their teachers in the implementation of the curriculum and for their personal and professional development.
- **Teachers.** There is a need for them to finish their Master's degree and attend more trainings.
- **Students.** They should actively participate in their classes and in school activities. They should also study their lessons so that the efforts of their teachers and administrators will not go in vain.
- **Future Researchers.** Research on other aspects of involvement of administrators is encouraged.

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