

Original Research Article

INSTRUCTIONAL MANAGEMENT OF SCHOOL PRINCIPALS IN IMPLEMENTING NEW NORMAL LEARNING MODALITY RELATED TO TEACHERS COMPETENCE AND SCHOOL ACHIEVEMENT GOALS: LOCUS OF QUALITY EDUCATION AMIDST COVID -19

ABSTRACT

The researcher who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all pupils, also the study highlighted that the school principal has the final decision to include the teachers in the decision-making considering teacher competence and the school achievement goals. The results of the study disclosed the optimal factors of instructional management of school principal in implementing new normal learning modality related to teacher's competence and school achievement goals were considered the indicators such as: instructional leadership skills framing the school goals, supervising & evaluating instruction, coordinating the curriculum, monitoring students' academic performance, protecting instructional time, and providing incentives for teachers and for learning, for the extent of teacher's competence in terms of performance of teachers, instructional competence, instructional design, assessment strategy, and job commitment while for the extent of school achievement goals in terms of teacher participation standard, personnel satisfaction standards, succession planning, and new normal modalities implementation. However, this study is relative to society's current situation because teacher competence and school achievement goals in academe more demanding and important to look forwards now a day also provides teachers and all school stakeholders' opportunities to practice and further develop what they have learned in school. Furthermore, this study will give an idea to the higher positions to understand the situation of the determining instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals, considered other factors of academic involvement conveys to all school stakeholders that teacher are interested and invested in their development for school achievement goal. This will guide the school administrators in evaluating what improvement can be introduced to enhance the present managerial practices teachers' competence. And school achievement goals amidst new normal learning modalities; provide school principals with reliable bases for improving their supervisory services especially in the prevalent change modes of the teaching-learning process and the learning environment. Also will help to implement relevant policies and sharpen the system and activity plan of the private-school will make them aware and which will encourage them to exert extra effort and devote quality time in improving self-competency to provide them with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed that would be used for any modalities amidst any pandemic.

Keywords: Instructional management, new normal learning modality, teacher's competence and school achievement goals

INTRODUCTION

The factors contributing to instructional management of school principal in implementing new normal learning modality related to teachers competence and school achievement goals: locus of quality education amidst covid -19 is always intrigued to research, and researcher wanted to dig in the issue or the problem behind the different scenarios. **Instructional management of school principals in implementing new normal learning modality related to teachers competence**

and school achievement goals: locus of quality education amidst covid -19, shape vision of academic success for all pupils. Although they say it in different ways, researcher who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all pupils.

An effective principal also makes sure that notion of academic success for all gets picked up by the faculty and for all school stakeholders at private school of Davao City as a school wide learning improvement agenda focuses on goals for determining instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals: locus of quality education amidst covid -19. Determining factors for instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals: locus of quality education amidst covid -19.

Developing a shared vision around standards and success for all students is an essential element of school leadership effective factors for determining instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals: locus of quality education amidst covid -19, plays an important role in keeping local school on track, and setting policies that affect the quality education as locus of the study amidst covid-19.

“Principals may be relieved to find out, moreover, that their authority does not wane as others' waxes. Clearly, school leadership is not a zero-sum game. Principal, coordinator, and leader have the most influence on decisions in all schools; however, they do not lose influence as others gain influence” (Leithwood, K. A. 2019).

In the global context of international school curriculum Flath (2019), stated that principals and teachers share leadership, teachers' working relationships with one another are stronger and student achievement is higher. Its components include things like consistent and well defined learning expectations for children frequent conversations among teachers about pedagogy, and an atmosphere in which it's common for teachers to visit one another's classrooms to observe and critique instruction.

In the national context, evidently, Flath (2019) in response outlines and what most researcher have to say concerning this dilemma. There is an apparent gap between what is and what needs to be. Mention is made of the lack of education, training, and time for the instructional leadership role; of leadership activities being set aside for more immediate problems; and of the increasing volume of paper work.

Also, public expectations for the principal's role are mainly manage, to a principal, this is a safe and comfortable role. Principals play a major role in developing a professional community of teachers who guide one another in improving instruction and cultivating leadership in others. A broad and longstanding consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization. Schools are no different.

In the local context. As emphasized by Weller, M. (2019), “instructional management is integral components of teaching-learning situations; it is not just to supplement learning but to complement its process”. This is the very reason why principal should learn to incorporate and integrate appropriate instructional management within the curriculum. Indeed, although “higher-performing schools awarded greater influence to most stakeholders, little changed in these schools' overall hierarchical structure. They might replace some administrative meeting time with teacher planning time, for example. The importance of collaboration gets backing from the all school stakeholders” (Weller, M. 2019).

I believed that there are similar studies that have been conducted about the determining instructional management of school principals in implementing new normal learning modality related to teacher's competence and school achievement goals: locus of quality education amidst

covid -19. What makes this study different from other related studies is that given the breadth of the academic involvement construct, there is no consistent or single definition of determining instructional management of school principals in implementing new normal learning modality related to teacher's competence and school achievement goals. Furthermore, there are different terms used to refer of what factors influence instructional management that help principal to manage in implementing new normal learning modality and how schools principal help teachers and parents to become more involved in school, aside from academic involvement, teacher competence factor and we need to considered family-school partnership to obtain school achievement goals.

To change this kind of climate and begin to combat teacher isolation, closed doors, negativism, defeatism and teacher resistance the most effective principals focus on building a sense of school community, with the attendant characteristics. These include respect for every member of the school community an upbeat, welcoming, solution-oriented, no blame, and professional. Many principals work to engage teacher's for the level of competence and school achievement goals: locus of quality education amidst covid -19. But what does it take to make sure these efforts are worth the time and toil required.

For this reason, this research study should be immediately conducted so that we can explore and understand the teacher's competence and school achievement goals which this locus of quality education amidst covid -19. This study is timely and need to address right away to provide proper actions and recommendations to all school stakeholders. Thus, there were a lot of challenges in instructional management of principal, teacher's competence and school achievement goals.

RELATED LITERATURE

Instructional Management of Principals

Most of the transformational changes to the role of the principal have been focused toward the technical core responsibility of the school leader. In the global context according to Raudenbush and Willms (2017) noted that a reliable and valid culture of equity in academic performance measurement is a defining trait of an excellent school practice. Granting and manifesting from experienced the discussion focused about determining instructional management of school principals in implementing new normal learning modality related to teacher's competence and school achievement goals: locus of quality education amidst covid -19. But what does it take to make sure these efforts are worth the time and toil required.

While there is considerable interest in Minnesota-Toronto (2018) study found that in schools principal with higher school achievement on in any situations with full supported by the teachers tended to share in leadership and believed that determining instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals: locus of quality education amidst covid -19 involved with the school is highly valued.

In the national context, in this modern era of Philippine Education determining factors influence instructional management of school principals in implementing new normal learning modality related to parents motivation in teaching learning of children at home: locus of quality education amidst Covid -19. Make the statement that the role of the principal has become dramatically more complex, overloaded, and unclear over the past decade". Indeed, the role of the principal has been in a state of transition, progressing from the principal as an instructional leader or master teacher, to the principal as a transactional leader and, most recently, to the role of transformational leader (Fullan, 2019).

"Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive higher marks than other principals for spurring leadership in the faculty,

in fact if test scores are any indication, the more willing principals are to spread leadership around, the better for the students” (Wise, A. E.,2017).

“In the local context, this in turn, can fortify classroom instruction. Compared with lower-achieving schools, higher-achieving schools provided all stakeholders with greater influence on decisions, the researchers write. Why the better result. Perhaps this is a case of two heads or more being better than one. The higher performance of these schools might be explained as a consequence of the greater access they have to collective knowledge and wisdom embedded within their communities the instructional management school principals” (Supovitz, J. A. 2019).

Instructional Leadership Skills. According to Moreso (2020) instructional leadership skills have not been incorporated in the day to day process in the academe thus, the researcher would want to delve on the perceptive measures of instructional leadership skills among school heads, teaching competence among teachers and NAT performance. Thereon, the data can be used to create a management plan (Smith, W .F. &Andrews, R.L. 2018).

Framing the school goals. Greenfield (2019), stated that “framing school goals refers to a principal's role in determining the areas on which the school staff will focus their attention and resources during a given school year, admitted that instructionally effective schools often have clearly defined goals that focus on student achievement. The emphasis is on fewer goals around which staff energy and other school resources can be mobilized”.

Embracing the school mission and vision. “Some schools have such a positive school culture that can see and feel it as soon as you enter the building, students and staff, and in every classroom you visit. How can school leaders foster such a rich and positive school climate? It starts by first understanding what contributes to a school’s culture” (Klump, J & Barton R. 2017).

Supervising & evaluating instruction. Stephen Sawchuk (2017), stated in general, teacher evaluation refers to the formal process a school uses to review and rate teachers’ performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development. While governed by state laws, teacher-evaluation systems are generally designed and operated at the district level, and they vary widely in their details and requirements.

Coordinating the curriculum. Coordinating of curriculum teachers were asked to report the percentage of class time spent on material in the areas of basic algebra, math beyond basic algebra, writing, biology principles, chemistry laws or principles, physics laws or principles, and occupationally related principles. The teachers also indicated whether they served as the main instructor when these materials were covered in class. Finally, teachers rated how prepared they felt to teach each of these subjects National Commission of Excellence in Education. (2016).

Coordinating Curriculum, teachers were asked how often they coordinate curriculum or teams teach with other teachers. this would indicate some integration of vocational education and academic curricula., From the research reference stated that only about 10 percent of teachers indicated that they typically (often or always) coordinate course curricula or team teach with teachers of English, mathematics, science, vocational education, or some other subject. As might be expected, academic teachers were least likely to coordinate curricula or team teach with vocational education teachers. Only 3 percent of academic teachers interacted with vocational teachers in this way compared to the 5 to 13 percent of vocational teachers indicating they coordinated efforts with other subject area teachers (Kent D. and Peterson 2017).

Protecting instructional time. Everyone wants to do well. School staff members work hard to ensure the best possible outcomes and experiences for their students. A school leader who routinely recognizes that a staff member’s success is a feather in everyone’s cap promotes the interconnectedness of the work. Celebrating people’s contributions, efforts, and victories also make people feel appreciated (Robinson, V. 2017).

Providing incentives for teachers and for learning. Teacher’s lounge culture has a reputation for being toxic with negativity. It’s easy to sit around the copy machine, venting about the latest school policy or a co-worker’s failure or worse: a student’s shortcomings. But

negativity is contagious and seeps into a school's overall culture, soaking into the interactions between all of its members. Students look to school leaders and teachers to model empathy, kindness, and maturity.

Teacher Competence

To survive and prosper in today's pandemic times, organizations can no longer manage using financial measures alone. They have to track non-financial measures instead of a speedy response to performance standards, quality, stakeholders' satisfaction, succession planning, and the continuous learning plan. Within the new normal system, the situation presents a unique challenge to every educational leader in the school achievements goals process. To sustain the delivery of quality of instructions to every school, it presents opportunities for responding to issues problems and trends that are arising and will arise in the future due to the COVID-19 pandemic.

In the global context, vibrant communities and prosperous society are built on the foundation of a strong education system. Today, publicly funded education system or those acknowledged as one of the best in the world established a partnership with parents, guardians, and communities to develop graduates who are personally successful, economically productive, and actively engaged citizens, thus, achieving the **school goals and objectives is most important amidst any phenomenon (Arranz 2016).**

In the national context, According to Spooen (2018), the key teacher competence assessment is based on actual skills and knowledge that a person can demonstrate in the workplace or other contexts. This is different from other approaches where there is no requirement to demonstrate knowledge and skills like approaches where people just answer questions as a test of their knowledge and skills. The problem with testing is that it doesn't guarantee that a person will be able to do something it just verifies that they know something.

In the local context, Leary (2018) cited that educators in the Philippines must be able to possess positive interaction with all students. This includes difficult students, students who work below grade-level, and students whose personalities just grate on a teacher. Teachers must put aside their prejudices and feelings to treat all students with respect, provide them with equal learning opportunities, and make them feel confident. To educate children, teachers should have possessed competence in the creation of the learning environment, instructional design, teaching strategies, assessment, and job commitment.

Performance of Teachers. Beginning in the 1990s and through the 2000s, Eric A. Hanushek, (2017), analyses of year-to-year student-test data consistently showed that some teachers helped their students learn significantly more than the other teachers. One widely cited paper, by Stanford University economist estimated that the top-performing teachers helped students gain more than a grade's worth of learning; students taught by the worst achieved just half a year of learning.

Instructional competence. Many of the states' new systems continue to be in a process of testing and refinement, with their scoring mechanisms facing challenges both from those who think they are too lenient or incompletely implemented and from those who feel they are unfair or counterproductive. For that reason, teacher evaluation is likely remain a contentious and central topic in K-12 education.

Instructional Design. In this context that the concept of learning design arrived in the literature of technology for education in the late 1990s and early 2000 with the idea that "designers and instructors need to choose for themselves the best mixture of behaviorist and constructivist learning experiences for their online courses". But the concept of learning design is probably as old as the concept of teaching. Learning design might be defined as "the description of the teaching-learning process that takes place in a unit of learning, (Gagné, N. (2018).

Assessment Strategy. In this context, assessment for learning is practice as motivational strategy of teachers; students are encouraged to be more active in their learning and associated assessment. The ultimate purpose of assessment for learning is to create self-regulated learners

who can leave school able and confident to continue learning throughout their lives. Teachers need to know at the outset of a unit of study where their students are in terms of their learning and then continually check on how they are progressing through strengthening the feedback they get from their learners (Tapan 2018).

Job commitment, in this context it is important for you to identify and get to know their own strengths and weaknesses. When we use our strengths, we are doing our best work and that provides satisfaction. By using your strengths every day, you will improve your work and life satisfaction, (Atieh, (2019).

School Achievement Goals

Setting goals is a fundamental component to long-term success. The basic reason for this is that you can't get where you are trying to go until you clearly define where that is. Research studies show a direct link between goals and enhanced performance in education. Goals help you focus and allocate your time and resources efficiently, and they can keep you motivated when you feel like giving up.

Goals help employees stay aware of what is expected from them and leave little room for people to hide behind the curtain of unspecified expectations. Furthermore, setting and achieving goals translates to feelings of success for both individuals and companies, which in turn spur greater productivity and confidence. Performance standards, in these context performance elements tell employees what they have to do; the standards tell them how well they have to do it. The first article in this series defined and reviewed the characteristics of critical, non-critical, and additional performance elements. This article reviews the principles of writing good standards that can be used effectively to appraise employee performance of those elements, (Thayer, (2017).

Teacher participation standard, according to Tomlinson (2017) decision in a school clearly requires a whole staff decision or support for a decision. School heads should take decision based on the rational decision-making and creative problem solving approaches. They need to be able to work with the teachers as appropriate to develop the highest quality decisions possible. They need to recognize that this is one of the most challenging aspects of their job and crucial to the success of the school.

Personnel Satisfaction Standards. According to Blokker (2018) illustrated that policies attracts graduates into teaching. However policies that retain teachers without linkages to professional quality assurance are costly and do little to improve student learning. This is a good advice. It is clear that we need to examine not only leadership practices that make teachers more satisfied and continually stay in teaching but also those that lead through the classroom and school to improve student outcomes.

Succession Planning. Succession planning acknowledges that staff will not be with an organization indefinitely and it provides a plan and process for addressing the changes that will occur when they leave. Most succession planning focuses on the most senior manager - the executive director, however, all key positions should be included in the plan. Key positions can be defined as those positions that are crucial for the operations of your organization and, because of skill, seniority and/or experience, will be hard to replace, (Rossidy, L., et. al. 2018).

New Normal Modalities Implementation. The Department of Education (DepEd) continues to support all government efforts towards healing the nation by remaining committed to the goal of delivering accessible, quality, liberating, and safe basic education services amid these critical times. It expresses oneness with the Filipino nation in its fight against the COVID-19 (DepEd Order No. 007, s. 2020).

DepEd's "newfound purpose" of the Sulong EduKalidad campaign is to move forward together as the education system is being prepared for the "new normal". In this battle, all actions will be anchored on serving the public and on ensuring that the health and safety of the learners, teachers and personnel will be given priority in DepEd policies and actions.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study anchored on the Heck, R. H. (1992) stated that the principals' instructional leadership and school performance " Indeed, the role of the principal has been in a state of transition, progressing from the principal as an instructional leader or master teacher, The role of the school boards has become dramatically more complex, and needed for developing school. Evidently, there is an apparent gap between what is and what needs to be. In response, Flath (2017) Mention is made of the lack of education, training, and time for the instructional leadership role; of leadership activities being set aside for more immediate problems; and of the increasing volume of paper work. Also, public expectations for the principal's role are mainly managerial and, to a principal, this is a safe and comfortable role.

Latham (2020) noted that found a direct linear relationship between goal difficulties, level of performance, and effort involved. This relationship will stay positive, as long as the person is committed to the goal, has the requisite ability to attain it, and doesn't have conflicting goals. He stated that several conditions are particularly important in successful goal achievement.

This study is anchored on the Dual Model Theory of Miles (1975), human relations and the human resources models of management. The human relations model states that managers emphasize controlling although preventive steps are also taken to obtain the desired contribution of school achievement goals members.

Extensive research by Miles (1975) led to the conclusion that managers actually subscribe to two models: one for subordinates and the other for themselves, hence, the adoption of the human relations and human resources models. The human relations model accepts the fact that people share a common set of needs: to belong, to be liked and to be respected while the human resources model professes that people not only share their needs, but they also desire to contribute effectively and creatively to the accomplishment of worthwhile organizational objectives (Sergiovanni and Carver, 1980).

On the other hand, the subordinates' expectations in the human resources model are that the overall quality of competence and performance will improve as school achievements goals as executives make use of the full range of experiences, insights and creative ability that exists in their schools. Teachers as subordinates in the school will exercise responsible self-competence and self-control in the accomplishment of worthwhile objectives that they understand, and have helped establish. School achievements goals, members will be satisfied as a result of improved performance and the opportunity to contribute creatively to their improvement (Lawler 2018).

Conceptual Framework

The schematic paradigm of this study illustrates the Figure 1 shown the focus on the following variable: the EXTENT of instructional management of school principal in implementing new learning modality in the aspects of: instructional leadership skills; framing the school goals; supervising & evaluating instruction; coordinating the curriculum; protecting instructional time; and providing incentives for teachers, and for learning. The EXTENT of Teacher Competence elementary school in terms of: performance of teachers; instructional competence; instructional design; assessment strategy; and Job commitment, and for the third variable which is the EXTENT of school achievement goals in terms of: teacher participation standard; personnel satisfaction standards; succession planning, and new normal modalities implementation.

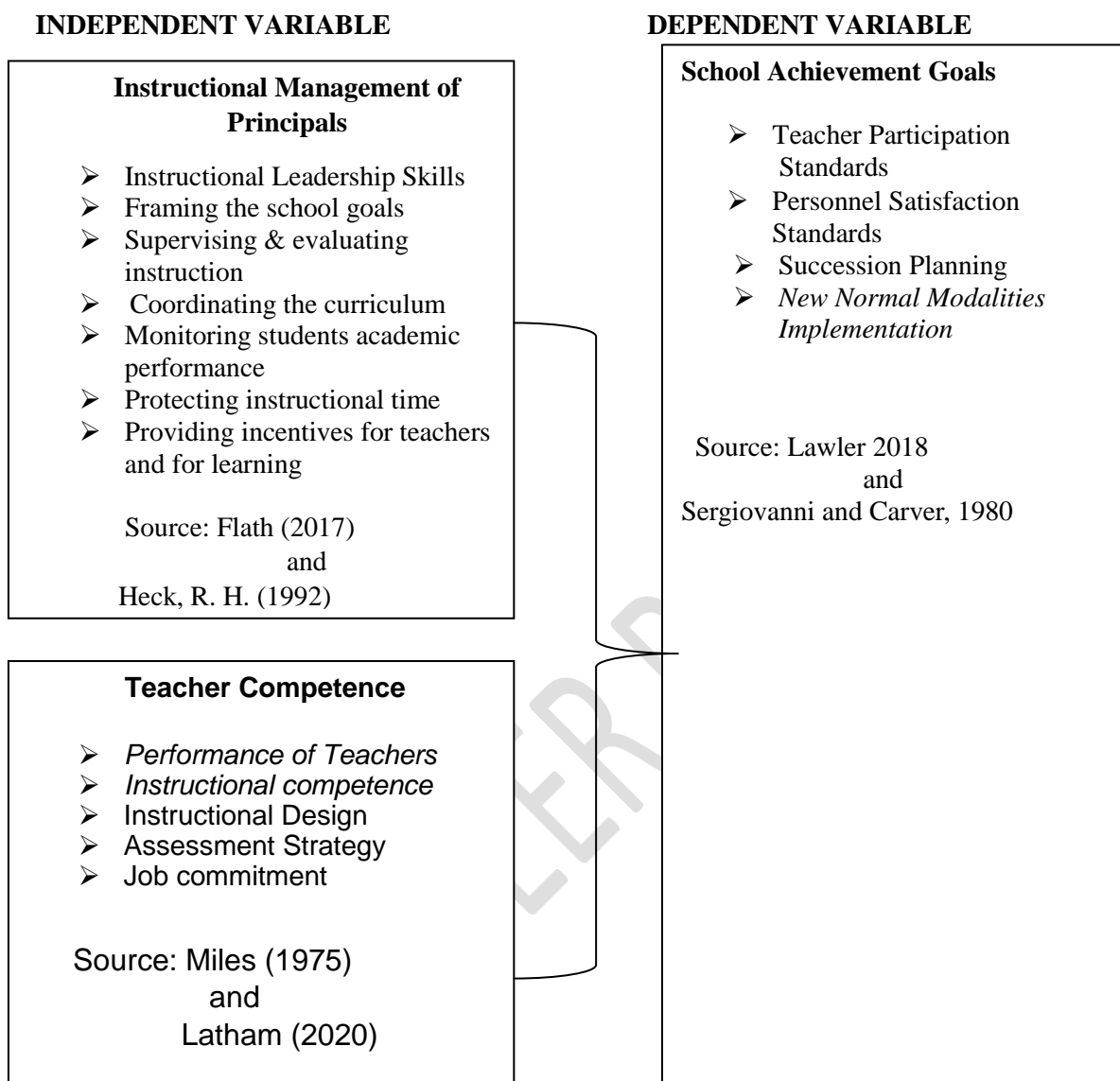


Figure 1: Theoretical/Conceptual Framework showing the variables of the Study

Statement of the Problem

This study aimed to highlight the relationship between the determining instructional management of school principals in implementing new normal learning modality related to teacher’s competence and school achievement goals: locus of quality education amidst covid -19. Specifically, it sought to answer to the following quires.

1. What is the extent of instructional management of school principals in implementing new normal learning modality in terms of the following?
 - 1.1 Instructional Leadership Skills;
 - 1.2 Framing the school goals;
 - 1.3 Supervising & evaluating instruction;
 - 1.4 Coordinating the curriculum;
 - 1.5 Monitoring students’ academic performance;
 - 1.5 Protecting instructional time; and

- 1.6 Providing incentives for teachers and for learning?
2. What is the extent of teacher's competence in terms of?
 - 2.1 Performance of Teachers;
 - 2.2 Instructional competence;
 - 2.3 Instructional Design;
 - 2.4 Assessment Strategy; and
 - 2.5 Job commitment?
3. What is the extent of school achievement goals in terms of?
 - 3.1 Teacher participation standard;
 - 3.2 personnel satisfaction standards;
 - 3.3 succession planning; and
 - 3.4 new normal modalities implementation?
4. Is there significant relationship between the instructional management of school principals in implementing new normal learning modality to teacher's competence and school achievements goals?
5. What domain of instructional management of school principals in implementing new normal learning modality significantly influence to the teacher's competence and school achievements goals?

RESEARCH METHOD

Research Design

The research design of this study utilized a quantitative non-experimental descriptive correlation and multiple linear regression analysis method, because this study used to estimate the associations between two independent variables namely 'instructional management of principals and teacher competence' and a single dependent variable 'school achievement goals' of private school at Davao City. To illustrate this research design, Creswell (2015) stated that, it is a design that is used by investigators to describe and measure the degree of relationship between two or more variables or a set of scores.

The multiple linear regression analysis is effective for this study because of the present of three variables. In this research design, the researcher may able to determine the relationship between the three variables, and it is the most accurate design that can be used in accordance with the topic.

Research Respondents

The respondents of this study were composed of 50 private school teacher from Davao City. The respondents must be a school TEACHERS who were rendered at least 3 years above in private school service. The research respondents were the ones that gave the researcher needed information or data that answered the study through a structured survey questionnaire. The research respondents honestly filled up the information needed in the structured survey questionnaire that was distributed accordingly via a Google form. The random sampling method was used in conducting the study, due to a subset of individuals chosen from a large set. Each individual was chosen randomly and entirely by chance, such that each individual has the probability of being chosen at any stage during the sampling process. The researcher used this method at private school, of Davao City.

Research Instrument

A adopted and adapted instrument was prepared with the guidance of the thesis adviser and evaluators and was used in gathering the needed data for the realization of the work. The questionnaire has 3 (variable) for the independent variable, focused on instructional management of principals considered with these factors such as: instructional leadership skills; framing the

school goals; supervising & evaluating instruction; coordinating the curriculum; protecting instructional time; providing incentives for teachers and for learning. Second variable focused on teacher's competence, considered the different indicators specifically; performance of teachers; instructional competence; instructional design; assessment strategy, and job commitment. The third variable is the dependent variable focused on school achievements goals, considered the different indicators specifically; teacher participation standard; personnel satisfaction standards; succession planning; new normal modalities implementation. Each indicator has five (5) questions that can be answered through the given legend. Simple instructions can be seen in the questionnaires.

Data Gathering Procedure

The research followed Franca, G. (2021), four procedures for gathering information from the subjects. These processes included obtaining authorization, developing study questions, conducting an interview, and analyzing data.

The researcher asked for an endorsement to conduct the study from the Dean of the Graduate School. A letter request attached with the Dean's endorsement. A letter of permission was submitted to the school Principal to seek approval for the conduct of the survey before the research instrument was administered via Google form to adapt the new learning system of the new education policy.

The approved letter presented to the principal, requesting them to allow the researcher to conduct the study. The schedule for the administration of the questionnaires may be arranged. Distribution of the questionnaires was via Google form. Upon the approval of the letter of permission, the questionnaires distributed right away to the respondents. Retrieval of the questionnaire. After the administration of the instruments, the responses retrieved and tallied, and then be forwarded to the statistician for data treatment.

Data Analysis

The following statistical tools will be used to treat the data:

Mean. This used to determine the extent of instructional management of school principals in implementing new normal learning modality.

Pearson's Product Moment Coefficient of Correlation. This tool used to determine the relationship between instructional management of school principals in implementing new normal learning modality related to teacher's competence and school achievement goals: locus of quality education amidst covid -19

Regression. This tool used to determine the domain of instructional management of school principals in implementing new normal learning modality significantly influence to teachers competence and school achievement goals.

Result and Discussion

The Instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals: locus of quality education amidst covid -19, The results of the study disclosed the optimal factors of instructional management of school principal in implementing new normal learning modality related to teacher's competence and school achievement goals were considered the indicators such as: instructional leadership skills, got mean rating of 4.05 with descriptive equivalent of extensive which means that the school principal in instructional leadership skills as per from the response of teachers respondents was often times evident, framing the school goals, got mean rating of 4.08 with descriptive equivalent of extensive which means that the school principal in framing the school goals as per from the response of teachers respondents was often times evident, supervising & evaluating instruction got mean rating of 4.30 with descriptive equivalent of very extensive which means that the school principal in supervising & evaluating instruction as per

from the response of teachers respondents was always evident., coordinating the curriculum, got mean rating of 4.56 with descriptive equivalent of very extensive which means that the school principal in supervising & evaluating instruction as per from the response of teachers respondents was always evident.

While for protecting instructional time, got mean rating of 4.09 with descriptive equivalent of extensive which means that the school principal in protecting instructional time as per from the response of teachers respondents was often times evident, and for the last indicator which is providing incentives for teachers and for learning, got mean rating of 4.55 with descriptive equivalent of very extensive which means that the school principal in providing incentives for teachers and for learning as per from the response of teachers respondents was always evident.

Second variable is the extent of teacher's competence in terms of performance of teachers, got mean rating of 4.19 with descriptive equivalent of extensive which means that the teacher competence in performance as per from the response of teachers respondents was often times evident instructional competence got mean rating of 4.66 with descriptive equivalent of very extensive which means that the teacher's competence in terms of instructional competence as per from the response of teachers respondents was always evident, instructional design, got mean rating of 4.59 with descriptive equivalent of very extensive which means that the teacher's competence in terms of instructional design as per from the response of teachers respondents was always evident, assessment strategy, got mean rating of 4.01 with descriptive equivalent of extensive which means that the teacher's competence in terms of assessment strategy as per from the response of teachers respondents was often times evident and job commitment, got mean rating of 4.69 with descriptive equivalent of very extensive which means that the teacher's competence in terms of job commitment as per from the response of teachers respondents was always evident.

Lastly, while for the extent of school achievement goals in terms of teacher participation standard, got 4.26 with descriptive equivalent of very extensive which indicates the school achievement goals in terms of teacher participation standard was always evident and valuable to pay attention, personnel satisfaction standards, got 4.44 with descriptive equivalent of very extensive which indicates the school achievement goals in terms of personnel satisfaction standards was always evident and valuable to pay attention, succession planning got 4.00 with descriptive equivalent of extensive which indicates the school achievement goals in terms of succession planning was often times evident and needed to pay attention, and new normal modalities implementation, got 3.59 with descriptive equivalent of moderately extensive which indicates the school achievement goals in terms of new normal modalities implementation was sometimes evident which means there is a needed to pay attention and extended room for improvement.

The results of the study disclosed the optimal factors of instructional management of school principal in implementing new normal learning modality related to teacher's competence and school achievement goals were considered the indicators such as: instructional leadership skills framing the school goals, supervising & evaluating instruction, coordinating the curriculum, monitoring students' academic performance, protecting instructional time, and providing incentives for teachers and for learning, for the extent of teacher's competence in terms of performance of teachers, instructional competence, instructional design, assessment strategy, and job commitment while for the extent of school achievement goals in terms of teacher participation standard, personnel satisfaction standards, succession planning, and new normal modalities implementation. However, this study is relative to society's current situation because teacher competence and school achievement goals in academe more demanding and important to look forwards now a day also provides teachers and all school stakeholders' opportunities to practice and further develop what they have learned in school.

However, the significant relationship between the extent Instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals got the descriptive equivalent of high correlation. It explains that if the independent variable is increasing the dependent variable will also increase. The decision is to reject the null hypothesis. Hence, there is a domain of instructional management of school principal, significantly influence to the teacher's competence and school achievement goals, that Instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals this study is relative to society's current situation because teacher competence and school achievement goals in academe more demanding and important to look forwards now a day also provides teachers and all school stakeholders' opportunities to practice and further develop what they have learned in school.

Hence, the null hypotheses was not accepted, simply signify that there is a relationship of three variables considering the different indicators such as : factors of instructional management of school principal in implementing new normal learning modality related to teacher's competence and school achievement goals were considered the indicators such as: instructional leadership skills framing the school goals, supervising & evaluating instruction, coordinating the curriculum, monitoring students' academic performance, protecting instructional time, and providing incentives for teachers and for learning, for the extent of teacher's competence in terms of performance of teachers, instructional competence, instructional design, assessment strategy, and job commitment while for the extent of school achievement goals in terms of teacher participation standard, personnel satisfaction standards, succession planning, and new normal modalities implementation, which were the foundation of survey tool questionnaire used by the researcher in gathering data.

Conclusions and Recommendations

Based on the data gathered, about the instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals: locus of quality education amidst covid -19, , this study will give an idea to the higher positions to understand the situation of the determining instructional management of school principals in implementing new normal learning modality related to teachers competence and school achievement goals, considered other factors of academic involvement conveys to all school stakeholders that teacher are interested and invested in their development for school achievement goal.

This will guide the school administrators in evaluating what improvement can be introduced to enhance the present managerial practices teachers' competence. And school achievement goals amidst new normal learning modalities; provide school principals with reliable bases for improving their supervisory services especially in the prevalent change modes of the teaching-learning process and the learning environment. Also will help to implement relevant policies and sharpen the system and activity plan of the private-school will make them aware and which will encourage them to exert extra effort and devote quality time in improving self-competency to provide them with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed that would be used for any modalities amidst any pandemic. The data obtained will provide the teacher's initial self-evaluation as to their competence in Control of the day-to-day operation of a school is essential to achieve effective learning process, educational programs, teaching strategies and techniques .This study may be used as a reference for future if they have to venture this kind of research.

Consent

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

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