



WWJMRD 2021; 7(11): 61-69

www.wwjmr.com

International Journal

Peer Reviewed Journal

Refereed Journal

Indexed Journal

Impact Factor SJIF 2017:

5.182 2018: 5.51, (ISI) 2020-

2021: 1.361

E-ISSN: 2454-6615

DOI: 10.17605/OSF.IO/KSB65

Mouller Morales Lumague

National University, Manila,
Philippines.

Eriberto R. Astorga

National University, EARIST,
De La Salle University-Manila,
Philippines.

Herbert D. Vertucio

Arellano University, Manila,
Philippines.

WORLD WIDE JOURNAL OF MULTIDISCIPLINARY RESEARCH AND DEVELOPMENT

School Administrators' Engagement in the Implementation of Research, Instruction, Curriculum and Extension Services (R.I.C.E.)

Mouller Morales Lumague, Eriberto R. Astorga, Herbert D. Vertucio

Abstract

This study aims to determine the school administrators' engagement in the implementation of Research, Instruction, Curriculum, and Extension practices in the selected Catholic school in Makati. It uses descriptive-quantitative research in order to describe, define, and calculate the level of school administrator's engagement in the implementation of Research, Instruction, Curriculum, and Extension. The convenience sampling techniques was used in retrieving answers of twelve (12) school administrators who responded with the validated and adopted survey questionnaires. With the use of frequency, ranking, weighted mean, Likert scale of five and chi-square, the school administrators observed that they have moderate engagement in research and highly engagement in instruction, curriculum, and extension. Through evident results, it overviews that school administrators are capable to a lot time, actively participate, and use the intellectual understanding in the pursuits of research-based education, knowledgeable, fully competent, and be able to practice a varied, appropriate and relevant learning material for the sake of the quality instruction, show teamwork, involvement, learning gains through attended seminars, and practical way of evaluation and assessment process with the curriculum managerial development as well as the spirit of developing act of extension responsibility, determined and convinced to facilitate extra extension work, and render time and effort in active participation to the stakeholders for the additional educational extension upright. With this, it revealed also that there is no significant difference to the assessment of the school administrators regarding to the implementation of the research, instruction, curriculum, and extension in catholic education. Furthermore, the conceptualized managerial qualities engagement practices in research, instruction, curriculum, and extension is intellectualizing for Holistic Approach Leadership and Management. However, the Catholic educational school system may have the right to adopt it in facilitating, engaging, directing, and reviewing all details of the implementations about research, instruction, curriculum, and extension services.

Keywords: Engagement, Leadership Management, Research, Instruction, Curriculum, Extension

1. Introduction

Education is a continuous process wherein the educational leaders are the one who render time and effort in doing academic and scholastic criterion necessary for the educational pursuits. With this, the school administrators have various specific tasks in terms of managerial practices in their institution. Vieira, Almeida, and Alonso (2004) considered in their study that school managers take their initiative and responsibility under the conception of the co-responsibility, collaborator, cooperation, interaction, solution of problems in common, dialogue, the approach of all the interested parties. With the study of Santana et al. (2012), that school administrators should see and deem the challenges that are put to the education demanding continual revisions in the formulation and application of the education objectives and the changes in the community. Apparently, it is considered that every school and educational institution aims to have an efficient management strategy. Management work is vital and responsible in the educational system. Sejtanic (2017) deemed that school administrators have an effective way of management that is complex and responsible. School management is based on actions that consist, in a logical way, producing, depositing,

Correspondence:

Mouller Morales Lumague

National University, Manila,
Philippines.

transmitting, and applying the knowledge so that the school practices, norms and individual collective knowledge are collaborated and associated (Periotto and Wessellenns, 2018).

Engagement of the school administrators in Research, Instruction, Curriculum, and Extension (RICE) is the key objective of this study. It aims to identify the best managerial practices in a Catholic school with the implementation of RICE. Since management is one of the crucial aspects of school administration, some structures and practices are proposed, assessed, applied, and evaluated to have efficient and successful management. These practices are expected for the school administrators in terms of formulation and implementation. This study investigates the managerial practices of a Catholic school in terms of the implementation of research, instruction, curriculum, and extension. It offers the managerial practices done in a Catholic school. In the study of Abellanosa, et al (2019), they identified the role of the teachers and school administrators in the implementation of research, instruction, and extension in a State University. As proposed by this study, a Catholic school will be assessed to identify their managerial practices.

To contextualize, Catholic schools have a similar structure with other educational institutions. Thus, they vary in terms of pointing and injecting the charisma and religious core values in all aspects of school administration and education. Catholic school principals (and school administrators) are responsible for the organizational and educational leadership of their school communities (Spesia, 2016). This study generally aims to answer these research questions: (1) how school administrators in selected Catholic School engage in research, instruction, curriculum and extension? (2) Is there significant difference in the engagement of selected school administrators of catholic school on the aforementioned variables? (3) Based on findings, what Managerial Qualities Engagement practices in research, instruction, curriculum, and extension may be conceptualized? This research hypothesizes that there is no significant difference in the engagement of selected school administrators of catholic school in terms of research, instruction, curriculum, and extension.

2 Literature Review

School administrators have a vital role in the continuous development of the different aspects of the educational system in their respective institutions. Schools vary in ways and approaches to deal with this kind of development. In this manner, Catholic education has distinct way of forming their students and their employees, faculty members, managers and administrators. Competence and character are the building values of Catholic education. Thus, school Catholic administrators should attain first the core value of the institution before they lay it down to the faculty members, non-teaching employees and students. With a sense of religious perspective, they are mainly expected to comply and to respond to the call of their duties in the implementation of research, instruction, curriculum, and extension.

2.1 Research. Schmoker (2006) in his study claims that schools will not attain improvement until the building leader or the school administrator begin to work cooperatively and directly with teachers. The role and

responsibility of the school administrators and even educators entail teamwork, exploration, creation, and the ability to lead by doing the right things (Lindley, 2009). Kothari (2006) asserts research as pursuit and tool of trust with the help of study, observation, deliberation, comparison, and experiment, the search for knowledge through actual and efficient method of discovering solutions to a problem. Research is an academic endeavor and then it should be used in technical and systematic sense for the improvement of the educational system.

School administrators are challenged by educational diversities and innovations. Thus, they are expected to face these through the knowledge and application of research. Sagor (2000) asserts that school leaders or administrators who engage themselves in research find the process to be an empowering and inspiring experience. Since the focus of the research is determined by the researcher who utilizes the findings to enhance professional practice, Sagor adds that relevance is guaranteed (2000). Therefore, educators and administrators at all levels: teachers, principals and superintendents must embrace the necessity to be lifelong learners and not be in fear of change. Change is part and parcel of education. Change is inevitable that is why most individuals get comfortable with what they are used to doing. Moreover, they set-up roadblocks or barriers when change is necessary. These barriers are based out of fear of change and fear of failure; lack of understanding the need for change, uncertainty, and having to learn something new (Johnson). According to Fullan (2001), if the school administrators learn to guide change, therefore their role has become more overwhelming, more multifaceted, and more fulfilling. Dickinson et al. (2009) in their study stressed that school administrators and faculty members need to educate and to familiar themselves on the differences between and nature of research, programming and information gathering.

2.2 Instruction. Teachers are firsthand proponents in terms of instruction. However, it is worthy to note that school administrators have a vital role in the implementation of instruction in the realm of pedagogy. Based on K. Engelmann's formulation of the ways in which administrative actions and decisions can influence successful implementation of direct instruction programs and student success. School administrators are also part of instruction for they are first educators before they administer a certain position in the institution.

It is vital to see that educators' efficiency is shown and manifested in instructional delivery where the teacher's pedagogy promotes the students' active participation (Darling-Hammond, 2010). Hence, educators' norm and way of instruction allow the learners to think critically. They assimilate the lessons or learning experiences. Educators' effectiveness and efficiency stem from their behaviors that impact the teaching-learning process as assessed. Such effectiveness can be concretized through students' feedback on the teacher's performance and the teacher's effect on students. Accordingly, an educator is effective and efficient if he or she can encourage and promote learners' thinking skills, can rouse their interest in the subject matter, can motivate them to initiate their own learning, can present learning materials well, can challenge students intellectually, can set high standards and have good rhetoric skills including their interpersonal skills

(Weimer, 2013). Inside the classroom, instruction is everything.

Weimer (2013) also asserts that school administrators are stewards of learning who value learning and commit themselves to it in their daily work. They see and understand the connections between teacher professional development, student learning, and school quality. As an integral part of improvement, instruction gives importance to the communication and relationship of the staff, students, parents, school stakeholders, and administrators. Bredeson (2000) states that if the focus is more on the institutional responsiveness and meeting the needs of adults than children's learning, then learning process can easily become lost in a sea of organizational changes. He added that having no vivid sense of purpose and direction, a school will fail its primary mission of serving the need of the learners. As stewards and caretaker, school administrators help keep the focus and goals of teacher professional development on student learning. Finally, principals and school administrators must serve the needs of learners and their school through their commitment and dedication to the fair and ethical treatment of all learners and other people involved in the academe. From this, school administrators would determine and recognize that fairness and justice require an understanding and responsiveness to diversity and individuality of learners' style, intelligence and need.

2.3 Curriculum. School Administrators have the task of developing and designing appropriate curriculum for a target population. They have the identity elements of design and show how they interact in a curriculum product; a model must be utilitarian in that it can be easily applied to all major areas of school-based learning. Curriculum must differentiate the needs of this population for curriculum and instruction.

Esu, Erukoha, and Umoren (2004) envision and define curriculum as all learning experiences a child has under the guidance and support of a teacher. Thus, Offorma (2005) considers curriculum as a program and as a system which is composed of three major components: system of studies, system of activities and system of guidance. Curriculum as deemed by Alebiosu (2005) also as an tool that determines the affairs and concerns of every educational system. It is, in addition, seen as a vehicle in which knowledge and learning activities are disseminated (Bediako, 2019).

Zumwalt (2012) mentioned in his study that curriculum

implementation to the academe is the practical application of theory in a way that the eventual outcome is evidenced through the performances of the learners in and outside the classroom. When educators and administrators deliver both the curriculum contents and instructional strategies in the intended instructions and manners they are designed to be delivered and executed, curriculum implementation is said to have occurred. The efficiency and effectiveness of the school administrators and educators to conduct curriculum implementation depends on some variables like knowledge and experience qualification, availability of resources and motivational issues among others.

No curriculum is marked as perfect or free from criticism and correction, but to be effective it must be accepted by school administrators and teachers. It must be deemed educationally valid by parents and the community at large. In the realm of the academe, these aspects cooperate with each other and produce influences and impacts that cannot be ascribed to one factor or another. This involves an understanding of the purpose of the program, the roles people will play, and those affected, this process needs to be planned, but not rigid.

2.4 Extension. Obinne (2019) sees that extension program as an art to direct, to guide, and to control human, material, other resources in an extension service. School administrators have the duty and responsibility of engaging the school to various extension programs for both employees and students. Rubio (2016) said that the educators and learners have an expression of a deep sense of commitment if they involve themselves in community extension. Academic people could be deemed and considered as more aware and more socially skilled than the other sectors in the community for they have a sense of service. School administrators should be familiar with the major theories and try to apply them as appropriate to given situations. Therefore, administrators have the task of not only inculcating to the people (educators and learners) of the academe the best lessons and competence but to the task of forming a committed heart for the society. Extension program design must be based on institution's philosophy, vision-mission, and religious core values. As the end goal of extension service, learners must be open to community activities where they could be given chances of active participation for them to develop their confidence and gain high grades (Pabelo, 2016).

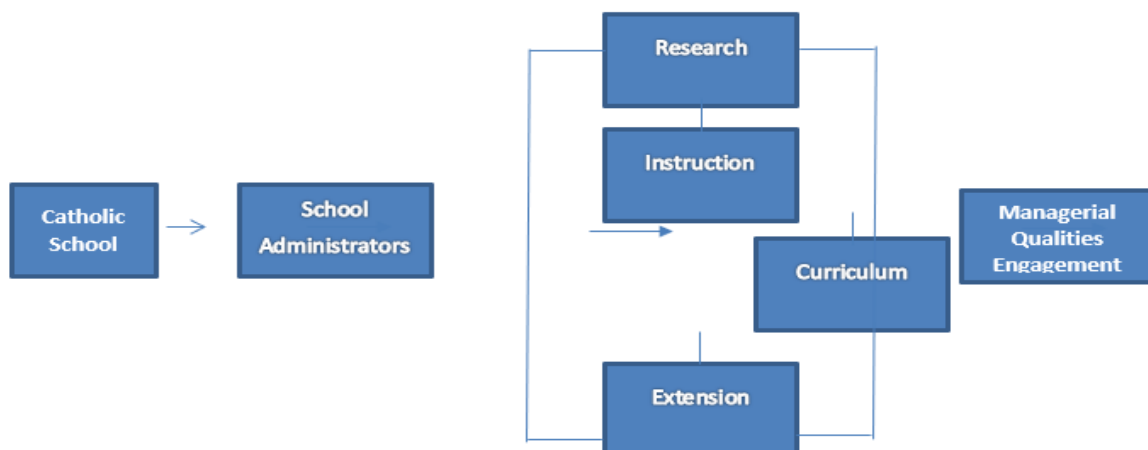


Fig. 1 Research Paradigm.

This research paradigm shows that from selected Catholic school using the administrators attest assessment with the actual implementation of research, instruction, curriculum, and extension. With the result, the researcher will conceptualize managerial qualities engagement in research, instruction, curriculum and extension.

3 Methodology

This study used descriptive-quantitative research study wherein it aims to describe, define, and calculate the level of school administrator's engagement in the implementation of the Research, Instruction, Curriculum, and Extension (R.I.C.E.) in the selected Roman Catholic School Congregation in Makati for the school year 2021-2022. The convenience sampling techniques is also used in determining the respondents of the study. It is a non-random sampling technique that resorted by the researcher who needs the information in the fastest way possible. It is used to elicit as much information on the nature, origin, and management of administrative practices in the school.

The respondents used are the school administrators pertaining to the director, the principals, school heads, subject team leaders and various managerial positions of the selected Catholic school in Makati. With this Roman Catholic school, there are fifteen (15) populations which are the main target as the respondents. As its retrieval using the convenience sampling, there are twelve (12) school administrators who responded with the validated survey questionnaires.

Primary data are gathered from school administrators in a Catholic school using an adopted survey questionnaire which entitled to use in the study through the approval of the main author of the research questionnaires. The survey questionnaires are adopted from the research of Abellanos et al. (2019) with the title Engagement of Teachers in Instruction, Research and Extension in a State University.

For this research, the researcher is allowed by the original authors to reveal the research survey questionnaires. The survey questionnaire has 10 situational statements with ranking scale from 5-1. Each category has ten (10) statements. Statistically, using the research questions, the frequency, ranking, weighted mean with the scale of five (Very Highly Engage, HVE = 4.50-5.0; Highly Engage, HE = 3.50-4.49; Moderately Engage, ME = 2.50-3.49; Fairly Engage, FE = 1.5-2.49; and Not Engage, NE = 1.0-1.49), and chi-square is used for better executions of this quantitative research. The frequency, ranking and mean values are the tool used to describe the school administrator's engagement in the implementation of Research, Instruction, Curriculum, and Extension. However, the chi-square is intended to identify the observed and expected values in the implementation of research, instruction, curriculum and extension as part of integral engagement of the twelve school administrators in order to assess whether significantly different or not.

4 Results and Discussion

This study aims to determine, describe, and define the engagement of school administrators in the implementation of research, instruction, curriculum, and extension. Based on the gathered result data, this study provides conceptualized managerial practices of the administrators in their school. Thus, the purpose of the study is to describe their engagement on R.I.C.E and to determine management practices.

4.1 How school administrators in selected Catholic School engage in research, instruction, curriculum and extension?

The school administrators in selected Catholic School engage in research, instruction, curriculum and extension is manifested in table 1.

Table 1: Engagement of School Administrators of selected Catholic School in Makati as to Implementation of Research.

RESEARCH	Weighted Mean	Descriptive Interpretation	Rank
1. I am allotting time to do research relevant to the objectives of the school.	3.33	Moderately Engage	1
2. I religiously engage with stakeholders to ensure participatory research paradigm.	3.25	Moderately Engage	2.5
3. I make an effort to ensure my researches are published in local, national and international journals/publications.	2.42	Fairly Engage	10
4. I regularly attend to research congress and conference that enabled me to attain wide and modern learning experiences.	2.83	Moderately Engage	8.5
5. I challenge myself intellectually and factually with the happenings and issues around and eventually make research on it to understand and propose for solution.	3.25	Moderately Engage	2.5
6. I undertake reflective thinking, raise questions to find answers and continue to read related literature as a product of my intellectual curiosity.	3.17	Moderately Engage	4
7. I have wide and full knowledge on research statistical tools and can use these tools in any type of research and study.	3.00	Moderately Engage	5.5
8. I have high analytical skills on working with data, seeing patterns, analyzing information, solving problems, making decisions and draw meaningful conclusions.	2.83	Moderately Engage	8.5
9. I make sure that my study is useful, timely, and relevant and is addressing issues of the community at large and contextualized.	3.00	Moderately Engage	5.5
10. As a researcher, I am both confident to conduct research in different types of research methods depending on the nature of the study.	2.92	Moderately Engage	7
TOTAL	3.00	Moderately Engage	

As manifested in the Table 1, there is moderately engagement of the school administrators in the implementation of the research in the catholic school ranging a computed mean value of 3.00. These means that

they have moderately time, stakeholder participatory, and intellectual understanding in facilitating academic solution through viable researches.

This result is aligned with the study of Lindley (2009) which stated that the role and responsibility of the school administrators and even educators entail teamwork, exploration, creation, and the ability to “lead by doing the

right things”. Using this matter in the implementation of the research, all things can be done in perfect and convenient way in the practical application of educational researches.

Table 2: Engagement of School Administrators of selected Catholic School in Makati as to Implementation of Instruction.

INSTRUCTION	Weighted Mean	Descriptive Interpretation	Rank
1. I am fully engaged with the students with the competencies set by the school.	4.25	Highly Engage	3
2. I am using varied, appropriate and relevant instruction materials.	4.25	Highly Engage	3
3. I am knowledgeable and well versed about the subject matter.	4.33	Highly Engage	1
4. I provide and discuss the learning plan to the class thoroughly and comprehensively.	4.08	Highly Engage	7.5
5. I invoke enthusiasm in teaching-learning process and appreciate students' opinions	4.17	Highly Engage	5.5
6. I administer thought provoking questions in assessing student learning.	4.25	Highly Engage	3
7. I am transparent and just in rating students	3.92	Highly Engage	10
8. I am employing learning exercises for understanding important course concepts.	4.17	Highly Engage	5.5
9. I have the ability to teach other subjects allied to my field of specialization.	4.00	Highly Engage	9
10. I am fully conversant with the instructional objectives of the lesson.	4.08	Highly Engage	7.5
TOTAL	4.15	Highly Engage	

It portrayed to table 2 that the school administrators show a highly engagement in the implementation of the instruction in the Catholic school garnering a mean value of 4.15. With this, it manifests that administrator of the selected Catholic school are knowledgeable, fully competent, and practice a varied, appropriate and relevant learning material for the sake of the quality instruction.

Furthermore, in relation with the study of Weimer (2013), that the school administrators are stewards of learning who value learning and commit themselves to it in their daily work. They see and understand the connections between teacher professional development, student learning, and school quality.

Table 3: Engagement of School Administrators of selected Catholic School in Makati as to Implementation of Curriculum.

CURRICULUM	Weighted Mean	Descriptive Interpretation	Rank
1. I involve myself in the development of curriculum design of the school.	4.00	Highly Engage	4.5
2. I often attend seminars and trainings to gain more learnings and insights so that I could immensely contribute to the development of school curriculum.	4.00	Highly Engage	4.5
3. I properly evaluate every leaning plan and other teaching materials used by the teachers.	3.83	Highly Engage	8
4. I acknowledge and appreciate teamwork management of curriculum management.	4.33	Highly Engage	1
5. I devoutly observe teachers' performance through their submitted leaning plan or OBE.	3.92	Highly Engage	7
6. I assure to observe annual evaluation of curriculum and to raise if there are curricula needed to be revised for further development.	4.00	Highly Engage	4.5
7. I consult experts in curriculum making and other academic administrators for further recommendations and developments of the curriculum.	3.50	Highly Engage	10
8. I engage teachers and other team-leaders in the process of curriculum making, designing, assessment and evaluation.	4.00	Highly Engage	4.5
9. I establish proper dialogue with other educators or teachers to gain their learning based on the curriculum they use in their pedagogy.	4.17	Highly Engage	2
10. I regularly evaluate curriculum based on teachers' and learners' interactions wherein I coordinate other educators.	3.75	Highly Engage	9
TOTAL	3.95	Highly Engage	

As shown in table 3, the school administrators commit highly engagement in the implementation of the school curriculum with a computed mean value of 3.95. It is a proof that the school administrators have teamwork, involvement, learning gains through attended seminars, and practical way of evaluation and assessment process with the curriculum management educational pursuits. Indeed, this result is practical with the study of Zumwalt (2012), mentioned in his study that curriculum implementation to the academe is the practical application of theory in a way that the eventual outcome is evidenced

through the performances of the learners in and outside the classroom. When educators deliver both the curriculum contents and instructional strategies in the way and manner they were designed to be delivered, curriculum implementation is said to have occurred. However, the efficiency and effectiveness of the school administrators and educators to carry out curriculum implementation depends to large extent on some variables like knowledge and experience qualification, availability of resources and motivational issues among others.

Table 4: Engagement of School Administrators of selected Catholic School in Makati as to Implementation of Extension.

EXTENSION	Weighted Mean	Descriptive Interpretation	Rank
1. I understand that extension work is part of my responsibility as a school administrator.	4.58	Very Highly Engage	1
2. I am convinced that extension work is an important endeavor that facilitates development in society.	4.42	Highly Engage	2
3. I devote enough time to look for opportunities for university extension.	3.58	Highly Engage	8.5
4. I actively participate in stakeholder meetings, consultations, forums, and workshops that can contribute to extension services.	4.17	Highly Engage	3
5. I am willing to actively facilitate the steps needed for the University to enter into a formal partnership with the relevant stakeholders.	4.00	Highly Engage	4.5
6. I make sure that the university acknowledges the extension service that I render through a special order	3.58	Highly Engage	8.5
7. I religiously engage with partner stakeholders to ensure the relevance of the extension work for them	3.33	Highly Engage	10
8. The extension services I do is relevant to my professional expertise and career path.	3.75	Highly Engage	7
9. I lay down SMART objectives and targets for the extension service.	4.00	Highly Engage	4.5
10. I deliver my services and outputs to the stakeholders on the agreed time.	3.92	Highly Engage	6
TOTAL	3.93	Highly Engage	

It revealed to table 4 that the school administrators of the selected catholic school are highly engage in the implementation of the extension services for the educational pursuits ranging a computed mean value of 3.93. By means of this, it further stated that school administrators are able to impart responsibility, convince to facilitate extension work, and render time and effort in active participation to the stakeholders for the extra educational extension services.

As such, this result gives a meaningful definition as stated with the study of Obinne (2019) the extension administration is deemed as an art of directing, guiding, and controlling human and material resources in an

extension system. School administrators must establish and establish school extension programs for both employees and students. Furthermore, it highlighted also with the study of Rubio (2016) said that the people in the academe have an expression of a deep sense of commitment if they involved themselves in community extension. Academic people could be deemed and considered as more aware and more socially skilled than the other sectors in the community for they have a sense of service.

4.2 Is their significant difference in the engagement of selected school administrators of catholic school on the aforementioned variables?

Table 5: Inferential Analysis in the Engagement of School Administrators of selected Catholic School in Makati as to Implementation of Research, Instruction, Curriculum, and Extension

Variables	Computed χ^2 - value	Df	Critical χ^2 - value	Decision	Interpretation
Research	21.56	36	51	Accept Ho	No Significant Difference
Instruction	11.46	36	51	Accept Ho	No Significant Difference
Curriculum	36.01	36	51	Accept Ho	No Significant Difference
Extension	40.42	36	51	Accept Ho	No Significant Difference

Legend:

Df = Degree of Freedom

@ = 0.05 Level of Significance

Ho = Null Hypothesis

Table 5 signifies that there is no significant difference as to the engagement of the school administrators of selected Catholic school in Makati in the implementation of research, instruction, curriculum, and extension ranging a computed chi - square values of 21.56, 11.46, 36.01, and 40.42 respectively. This means that the computed values in research, instruction curriculum, and extension are lesser than the critical value of 51 using the degree of freedom of 36 and the 0.05 level of significance. Therefore, statistically, it intended to accept the null hypothesis. Indeed, the school administrators show parallel and congruent ways and manner in the implementation of the research, instruction, curriculum, and extension for the sake of quality education.

For instance, the result covers with the study of Fullan

(2001) points out that the school administrators' role has become more overwhelming, more multifaceted, and more fulfilling for those who learn to guide change.

Through all mentioned results, the researcher conceptualized the managerial engagement quality practices in research, instruction, curriculum, and extension with the inputs indicated further. This signifies that as part of the Catholic school, still the holistic approach is an integral part of the school leadership and management in the quality assurance of the implementation of education in terms of research, instruction, curriculum, and extension.

4.3 Based on findings, what Managerial Qualities Engagement practices in research, instruction, curriculum, and extension may be conceptualized?

Table 6: Conceptualize Managerial Quality Engagement through practices in Research.

School Administrators' Research Qualities	Definition	Catholic Educational Leadership and Management Style
Objectival Time	1. I am allotting time to do research relevant to the objectives of the school.	Holistic Approach
Religious Engagement	2. I religiously engage with stakeholders to ensure participatory research paradigm.	Holistic Approach
Initiative Process	3. I make an effort to ensure my researches are published in local, national and international journals/publications.	Holistic Approach
Commitment	4. I regularly attend to research congress and conference that enabled me to attain wide and modern learning experiences.	Holistic Approach
Problem Solver	5. I challenge myself intellectually and factually with the happenings and issues around and eventually make research on it to understand and propose for solution.	Holistic Approach
Intellectual-visionary	6. I undertake reflective thinking, raise questions to find answers and continue to read related literature as a product of my intellectual curiosity.	Holistic Approach
Inclusive and Comprehensive learning	7. I have wide and full knowledge on research statistical tools and can use these tools in any type of research and study.	Holistic Approach
Good Decision Maker	8. I have high analytical skills on working with data, seeing patterns, analyzing information, solving problems, making decisions and draw meaningful conclusions.	Holistic Approach
Good Communicator	9. I make sure that my study is useful, timely, and relevant and is addressing issues of the community at large and contextualized.	Holistic Approach
Multi-tasking educator	10. As a researcher, I am both confident to conduct research in different types of research methods depending on the nature of the study.	Holistic Approach

Table 7: Conceptualize Managerial Quality Engagement through practices in Instruction.

School Administrators' Instruction Qualities	Definition	Catholic Educational Leadership and Management Style
Engage Competitiveness	1. I am fully engaged with the students with the competencies set by the school.	Holistic Approach
Pertinent Instruction	2. I am using varied, appropriate and relevant instruction materials.	Holistic Approach
Multi-tasking	3. I am knowledgeable and well versed about the subject matter.	Holistic Approach
Motivator	4. I provide and discuss the learning plan to the class thoroughly and comprehensively.	Holistic Approach
Fair and Just	5. I invoke enthusiasm in teaching-learning process and appreciate students' opinions	Holistic Approach
Open-mindedness	6. I administer thought provoking questions in assessing student learning.	Holistic Approach
Transparent	7. I am transparent and just in rating students	Holistic Approach
Visionary	8. I am employing learning exercises for understanding important course concepts.	Holistic Approach
Multiple resourcefulness	9. I have the ability to teach other subjects allied to my field of specialization.	Holistic Approach
Acquainted	10. I am fully conversant with the instructional objectives of the lesson.	Holistic Approach

Table 8: Conceptualize Managerial Quality Engagement through practices in Curriculum.

School Administrators' Curriculum Qualities	Definition	Catholic Educational Leadership and Management Style
Involvement	1. I involve myself in the development of curriculum design of the school.	Holistic Approach
Contributor	2. I often attend seminars and trainings to gain more learnings and insights so that I could immensely contribute to the development of school curriculum.	Holistic Approach
Evaluator	3. I properly evaluate every leaning plan and other teaching materials used by the teachers.	Holistic Approach
Teamwork	4. I acknowledge and appreciate teamwork management of curriculum management.	Holistic Approach
Sincerity	5. I devoutly observe teachers' performance through their submitted leaning plan or OBE.	Holistic Approach
Revisionist	6. I assure to observe annual evaluation of curriculum and to raise if there are curricula needed to be revised for further development.	Holistic Approach
Open-mindedness	7. I consult experts in curriculum making and other academic administrators for further recommendations and developments of the	Holistic Approach

	curriculum.	
Participatory	8. I engage teachers and other team-leaders in the process of curriculum making, designing, assessment and evaluation.	Holistic Approach
Negotiator	9. I establish proper dialogue with other educators or teachers to gain their learning based on the curriculum they use in their pedagogy.	Holistic Approach
Managerial Coordinator	10. I regularly evaluate curriculum based on teachers' and learners' interactions wherein I coordinate other educators.	Holistic Approach

Table 9: Conceptualize Managerial Quality Engagement through practices in Extension.

School Administrators' Extension Qualities	Definition	Catholic Educational Leadership and Management Style
Act of Responsibility	1. I understand that extension work is part of my responsibility as a school administrator.	Holistic Approach
Influential	2. I am convinced that extension work is an important endeavor that facilitates development in society.	Holistic Approach
Devoted Commitment	3. I devote enough time to look for opportunities for university extension.	Holistic Approach
Contributor	4. I actively participate in stakeholder meetings, consultations, forums, and workshops that can contribute to extension services.	Holistic Approach
Facilitator	5. I am willing to actively facilitate the steps needed for the University to enter into a formal partnership with the relevant stakeholders.	Holistic Approach
Legal Representative	6. I make sure that the university acknowledges the extension service that I render through a special order.	Holistic Approach
Apostolic Motivator	7. I religiously engage with partner stakeholders to ensure the relevance of the extension work for them.	Holistic Approach
Missionary	8. The extension services I do is relevant to my professional expertise and career path.	Holistic Approach
Goal-oriented Provider	9. I lay down SMART objectives and targets for the extension service.	Holistic Approach
Output-based Relator	10. I deliver my services and outputs to the stakeholders on the agreed time.	Holistic Approach

5 Conclusion and Recommendations

The school administrators of the selected Catholic school in Makati observed moderately engage in the implementation of research but highly engage in the implementation of instruction, curriculum, and extension.

With this matter, it inculcates that in research criterion, the administrators are capable to a lot time, actively participate, and use the intellectual understanding in the pursuits of research-based manifestation of quality education. Indeed, with the sector of instruction, the school administrators projected as knowledgeable, fully competent, and be able to practice a varied, appropriate and relevant learning material for the sake of the quality instruction and other related scholastic educational growth and development. For instance, in the curriculum section, collaborate a proof that the school administrators are able to show teamwork, involvement, learning gains through attended seminars, and practical way of evaluation and assessment process with the curriculum managerial development. Furthermore, with the spirit of extension services, the school administrators are able to develop the act of extension responsibility, determined and convinced to facilitate extra extension work, and render time and effort in active participation to the stakeholders for the additional educational extension upright. It also revealed that there is no significant difference to the assessment of the school administrators regarding the implementation of the research, instruction, curriculum, and extension the catholic educational system. Indeed, the conceptualized the managerial engagement quality practices in research, instruction, curriculum, and extension is designed to signify that the Catholic School uses Holistic Approach as essential part of the school leadership and management in the production of quality

assurance of the implementation of education in terms of Research, Instruction, Curriculum, and Extension (R.I.C.E.).

Based on the conclusions, the following are recommended to address the needs and concerns of this study:

1. The school administrators have the opportunity to facilitate and engage the school system of the Catholic school in active participation in doing research, instruction, and curriculum and extension services for the wide range development of the school.
2. The school administrators implement holistic and legal implementation of leadership and management using the conceptualized qualities as part of comprehensive educational direction.
3. The school administrators will be able to review the conceptualized managerial engagement quality practices in research, instruction, curriculum, and extension for better integration in the catholic school system.
4. The administrators will render time and effort in doing other strategic inputs in the implementation of the research, instruction, curriculum, and extension.

6 References

1. Abellanos, G. et.al., (2019) Engagement of Teachers in Instructions, Research and Extension in a State University. *International Journal of Engineering Technology Research and Management* 03 (11): 43-46.
2. Bediako, S. (2019). *Modelas and Concepts of Curriculum Implementation, Some Definitions and Influence of Implementation*. Research Gate.
3. Dickinson, J., et.al. (2009) "Faculty Perceptions Regarding Research: Are We on the Right Track?",

- Journal of Interior Design. Journal of Interior Design 35(1):1-14.
4. Gonzales, A. "Faculty Members Perceptions Towards Community Extension", 2009.
 5. Johnson C. (2011). School Administration and the Importance of Utilizing Action Research. International Journal of Humanities and Social Studies 14 (1): 1-7.
 6. Pabelo, I., et.al., "Extension Services for Badjao Learners at Matilam Elementary School", 2016.
 7. Rubio, JAMA., et.al. (2016) "Involvement in Community Extension Program of Business Administration Students in one Higher Education Institution in the Philippines", Asia Pacific Journal of Multidisciplinary Research. EPH- International Journal of Science and Engineering 1 (6): 30-36.
 8. Shellard, E. & Protheroe N. (2000) "Effective Teaching: How do we know it when we see it?", Educational Research Service.
 9. Stockard, J. (2019). The Impact of Administrative Decisions on Implementation Fidelity of Direct Instruction and Student Achievement. Sage Journals.