

School Principal's Impact Towards Learners' Scholastic Achievement

Darlene Cabras-Derije Edd

School Principal-II

Nagcuartelan Elementary School, Ariato I District

School Division of Nueva Vizcaya

Many researchers have confirmed that school principals have a significant impact on learners' achievement. Without question, an effective principal is the key to a successful school.

School principals are responsible for the overall functioning of their school. As managers, they oversee the day-to-day operations of schools. They set budgets, manage the school facility, and develop relationships with the broader community. As instructional leaders, they direct and supervised the development, delivery, assessment, and improvement of educational programs and activities in their schools.

They also hire or make recommendations to district administrators and induct new teachers, provide professional development opportunities to teachers, evaluate their performance, and assign to classrooms.

Additionally, they act as the liaison between the district and the school itself, interpreting and implementing policies passed down by federal, state or district authorities, then communicating feedback on the success of those initiatives (Dhuey & Smith, 2018).

In sum, school principal's practices influence school conditions, teacher quality, instructional quality, and learner's achievement. Research also indicates that effective school principals have significant effects on learner absenteeism, learner engagement with learner's academic self-efficacy, staff satisfaction, and collective teacher efficacy (e.g., Dou, Devos & Lalcke, 2016; Hitt & Tucker, 2015; Loeb, Kalogrides & Betteille, 2012).

School Principal's Direct Impact on Learner Achievement Research has found that the impact of highly effective school principal is equivalent to raising the achievement of a typical learner by two or more months of extra learning in a single school year, whereas ineffective school principals' lower achievement by the same amount (Branch, Hanushek & Rivkin, 2012, 2013).

There is substantial variation when it comes to effectiveness across school principal's response towards academic needs of the learners. Furthermore,

the school principal contributed much in terms of learning and performance of the learners in an area of scholastic achievement.