

# School Heads' Instructional Leadership And Teachers' Performance

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## Abstract

School heads are instructional leaders who keep the focus on teaching and learning. This study was conducted to determine the School Heads Instructional Leadership and teachers' performance among the schools in District I, Division of Valencia City, Bukidnon. It sought to find out the school heads instructional leadership, determine the performance of teachers, and identify the significant relationship between the instructional leadership of school heads and teachers' performance. The respondents were the one hundred thirteen (113) teachers in the Valencia City, District I division. It utilized a questionnaire on the Instructional Leadership Skills of School Heads as perceived by teachers adapted from Litub (2020). The study used the frequency, percentage, mean, and standard deviation and Pearson Product Moment Correlation ( $r$ ) to test the significant relationship between School Heads Instructional Leadership and Teachers' Performance. The study revealed that the school head's instructional leadership was effective in terms of Resource Provider, Instructional Resource, and Communicator, while the teachers' performance was revealed as Outstanding. A moderate positive correlation exists between the school heads' instructional leadership as a resource provider, instructional resource, and communicator and the teachers' performance. It is suggested that school heads instructional leadership skills be engaged with new approaches and strategies to improve teachers' performance and increase learners' achievement.

Keywords: School head, Instructional Leader, Teachers Performance, Outstanding.

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## 1. Introduction

The Institutionalization of DepEd Order 24 s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH) and DepEd Order 25, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for Supervisors (PPSS) set a global and national framework and basis for uplifting professional standards for school heads and supervisors in the Department of Education (Pegg et al., 2020).

With the decentralization of school heads' functions in managing schools, school heads' jobs became complex, as stipulated in the Governance of Basic Education Act of 2001, otherwise known as Republic Act No. 9155. The act states that the school head is both an instructional leader and an administrative manager. They shall have authority, accountability, and responsibility for setting the school's mission, vision, goals, and objectives, creating an environment within the school that is conducive to teaching and learning, implementing the school curriculum, and being accountable for higher learning outcomes. Leaders are now the key to an educational change of the school and its resources and overseers of the efficiency and performance of teachers.

Currently, the rules of work as school heads are changing. School heads are being judged by a new yardstick, not just by how smart they are or by the training and expertise they earn but also by how well they handle themselves and their colleagues. In addition, the 21<sup>st</sup> skills have brought an even greater weight on school leaders to be efficient and effective instructional leaders. Therefore, school leaders should emphasize school leadership's teaching and learning aspects and highlight organizational management for instructional

improvement rather than day-to-day teaching and learning. In addressing these problems, the government turns to education as a solution because it is considered a vital pillar of development. A change of the educational system from a 10-year Basic Education to a K to 12 Curriculum was then enacted through the Enhanced Basic Education Act of 2013.

Further, School heads must be true instructional leaders who keep their focus on teaching and learning. School improvements cannot be achieved without the support and participation of school heads. The challenge of implementing change in the school community lies in the hands of the school heads. These changes are necessary for the school's development and the teachers' instructional development so that the student's learning progress is continuous. In this cycle, the primary role of the school heads is the initiation of best practices that ultimately lead to improved school performance

However, the school heads unequivocally stated that time was a limiting factor. All the good intentions were strongly interrupted by small administrative tasks setting instructional practices on the least priority. For instance, school heads did not allot specific time to work with the teachers, and the teachers were not given time to reflect and collaborate with colleagues on a regular basis. Everyone relied on professionalism, and teachers were expected to perform their duties and hold them accountable for student achievement. School heads are considered instructional leaders. The teachers are responsible for student achievement but provided with the necessary support. However, it was consistent that the school heads' monitoring of the teaching and learning through classroom observations, technical assistance, regular dialogue, conferencing, and teaming with other teachers was lacking. The teachers also felt recognized as professionals and trusted to do what was expected from them. From this premise, it was clear that the teachers' perception of the school head's responsibility was not focused on teaching and learning (Aureada, 2021).

The purpose of instructional leadership is to enhance teaching and provide detailed supervision that would help teachers develop and improve their professional knowledge, skills, and abilities. Thus, the researcher is interested in investigating the relationship between the school heads instructional leadership and teachers' performance.

This research was anchored on the Theory of Philip Hallinger (2015) on Instructional Leadership Skills and on the Social Cognitive Theory proposed by Albert Bandura. Philip Hallinger revealed in his study that the instructional leadership construct had sustained a consistent stronghold in leadership literature despite school restructuring and reform. Hence, instructional leadership is held as the model for emulation by school leaders for its part in monitoring, mentoring, and modeling and for its promise to improve school performance. The work of Phillip Hallinger will serve as the Instructional Leadership Framework for this study. The Principal Instructional Management Rating Scale (PIMRS), authored by Hallinger, measures principal management functions. The PIMRS instrument has been validated as an instrument providing reliable results in studies of school leadership. The PIMRS assesses three dimensions of the instructional leadership construct: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate. The elements of this scale will be used to assess how school principals perceive the effectiveness of instructional leadership (Pearce, 2017).

Philip Hallinger began the study of the three-pronged approach to the principalship. The interplay among these different roles has created the need for professional development beyond a principal's initial preparation program (Westberry, 2021). Hallinger examined the three main avenues through which leadership is believed to be linked to learning: vision and goals, academic structures and processes, and people. Vision and goals provide the school and the community the aspirations for the school and how that direction will be achieved: program administration. The academic structures and processes include the curriculum, teaching, and learning, which is instructional leadership, the basis for school improvement. Management skills are needed to handle personnel, students, and parents (Westberry, 2021).

Moreover, Hallinger posited several qualities of instructional leadership skills. These skills include the leader as a resource provider, the leader as an instructional resource, the leader as an effective communicator, and a leader as visibly present in the school. These skills appear to have the best effects on

student achievement. The Social Cognitive Theory is based on the perspective that human functioning results from the combination of the influences brought about by personal, behavioral, and environmental factors (Daing, 2020).

This study involves two variables: The independent variable composes the instructional leadership skills as perceived by school heads in terms of Resource Provider, Instructional Resource, and Communicator, and the dependent variable, composes the Teachers' Performance in terms of Content and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages, Professional Engagement, Personal Growth, and Professional Development.

## 2. Methodology

This study used the descriptive-correlational research design with content analysis. Descriptive research is research designed to provide a snapshot of the current situation. Correlational research is research designed to discover relationships among variables and to allow the prediction of future events from present knowledge (Stangor, 2019). The researcher will choose this methodology to summarize the data collected from the respondents, look at any potential relationships between school heads' instructional leadership and teachers' performance of the respondents, and investigates if the school heads instructional leadership has a substantial impact on teachers'.

Descriptive statistics such as frequency, percentage, mean, and standard deviation will be utilized to describe the variables of the study in problem number, which is the significant relationship between the instructional leadership of School Heads as perceived by teachers and the teachers' performance. A correlation reflects the strength and/or direction of the relationship between two or more variables. The direction of a correlation can be either positive or negative (Bhandari, 2022). In addition, Pearson Product Moment Correlation Coefficient ( $r$ ) was used to determine the significant relationship between the dependent and independent variables of the study.

## 3. Results and Discussion

**Problem 1.** To what level is the school head's instructional leadership as perceived by teachers based on the following:

- 1.1 Resource Provider;
- 1.2 Instructional Resource; and
- 1.3 Communicator?

**Table 1**

Overall School Heads' Instructional Leadership

| Instructional Leadership  | Mean        | SD          | Description             | Interpretation |
|---|-------------|-------------|-------------------------|----------------|
| Resource Provider   | 4.13        | 0.90        | Highly Practiced        | High           |
| Instructional Resource  | 3.95        | 0.84        | Highly Practiced        | High           |
| Communicator  | 4.31        | 0.86        | Very Highly Practiced   | Very High      |
| <b>Overall Mean</b>   | <b>4.13</b> | <b>0.87</b> | <b>Highly Practiced</b> | <b>High</b>    |
| <b>Note:</b> 4.21 – 5.00 Very High 3.41 – 4.20 High 2.61 – 3.40 Moderate 1.81 – 2.60 Low 1.00 – 1.80 Very Low |             |             |                         |                |

Table 1 illustrates the School Heads' Instructional Leadership with an Overall Mean of 4.13 with  $SD=0.87$ , which is described as Highly Practiced and interpreted as High. This means that teachers are convinced that school heads are effective instructional leaders. This means that teachers generally perceive school heads as effective instructional leaders. The means for each aspect of instructional leadership suggest that school heads are particularly effective in communicating and providing instructional resources while still being perceived as strong overall instructional leaders. The fact that the overall mean is also considered highly

practiced and interpreted as high indicates that teachers generally view school heads as effective leaders in promoting student learning and achievement. This implies that school heads are performing their instructional leadership role effectively, as perceived by teachers. School heads are seen as providing the necessary resources and information to support effective instruction while also communicating effectively with teachers and creating a positive culture of collaboration and continuous improvement.

In the same table, Communicator got the highest among the variables in School Heads' Instructional Leadership. It has a Mean of 4.31 SD=0.86, which is described as Very Highly Practiced and Interpreted as Very High. This means that School Heads who were rated highly on the Communicator variable are perceived as effective in their ability to communicate with others, such as teachers, students, parents, and other stakeholders. The fact that the Communicator variable got the highest score among the variables in School Heads' Instructional Leadership suggests that School Heads who were rated highly on this variable possess strong communication skills that are valued by others, such as teachers, students, parents, and other stakeholders. Therefore, effective communication can be considered a key competency for instructional leaders to ensure effective school functioning and improvement.

As opined by Loeb et al. (2020), effective instructional leadership is a key component of principal effectiveness, with instructional leadership encompassing a range of activities such as setting expectations for student achievement, providing feedback to teachers, and supporting teachers in their professional development and that principals who are effective instructional leaders tend to have higher overall performance ratings than those who are not. This can imply that effective communication is an important factor in instructional leadership and can have a positive impact on various aspects of school functioning, including teacher morale, student engagement, and parent involvement.

According to Akram et al. (2018), school heads serve as very impressive communicators as they maintain open communication in the school organization, resolve school conflict, promote cooperation among members in the school organization, assist teachers in improving instructional practices, arrange formal discussions concerning instruction and students' achievement, provides clear goals of what school is all about, and provides feedback to teachers regarding their classroom performance.

On the other hand, Instructional Resource got the lowest among the variables in School Heads' Instructional Leadership. It has a Mean of 3.95 SD=0.84, which is described as Highly Practiced and interpreted as High. This means there is room for improvement in how School Heads manage and allocate instructional resources in their school. According to Macabalang (2018) when school heads actively manage and utilize instructional resources, they are more likely to engage in instructional leadership practices, and school heads' experience is significantly correlated with their instructional resources management, indicating that more experienced school heads are more likely to manage instructional resources effectively.

As supported by the study of Quinones et al. (2017), school heads played a crucial role in the effective management of instructional resources, as they were responsible for the procurement, distribution, and utilization of these resources and the school heads' instructional resource management practices have a significant impact on student learning outcomes. This means that the School Heads' performance on this variable is not necessarily poor, but rather there may be some areas for improvement to enhance instructional resources in the school. Improving the allocation and management of instructional resources can potentially improve teaching and learning outcomes, student achievement, and overall school performance.

In furtherance, Chiang et al. (2018) emphasized that teachers need instructional resources because they give students the tools they need to learn effectively. Teachers may get instructional resources from school heads, such as textbooks, supplemental materials, teaching aids, and technology tools. School heads can further encourage the use of instructional resources in the classroom by giving teachers chances for

professional development that demonstrate how to use these resources effectively. The school heads should closely monitor the availability and utilization of instructional resources in a school. They can gather information on the kinds of materials that are accessible, how often they are used, and how teachers use them. Successful school heads are able to give teachers the teaching aids they require in order to impart effective instruction to their students.

**Problem 2.** To what level is the performance of teachers based on the Individual Performance Commitment and Review Form (IPCRF) S.Y. 2021-2022?

Table 2 reflects the teachers' performance of the four indicators in the Individual Performance Commitment and Review Form (IPCRF). It has an Overall Mean of 4.60 with SD=0.89, described as Outstanding and interpreted as performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative.

**Table 2**  
Teachers' Performance

| Indicators   | Mean        | SD          | Adjectival Rating  | Description  |
|--|-------------|-------------|--------------------|--|
| Content and Pedagogy   | 4.56        | 0.84        | Outstanding        | Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence. |
| Learning Environment   | 4.63        | 0.95        | Outstanding        | Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence. |
| Diversity of Learners, Curriculum and Planning, Assessment and Reporting                     | 4.37        | 0.80        | Very Satisfactory  | Performance exceeded expectations. All goals, objectives and target were achieved above the established standards.   |
| Community Linkages, Professional Engagement and Personal Growth and Professional Development | 4.84        | 0.95        | Outstanding        | Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence. |
| <b>Overall Mean</b>  | <b>4.60</b> | <b>0.89</b> | <b>Outstanding</b> | Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence. |

**Note:** 4.500-5.000 Outstanding    3.500 – 4.999 Very Satisfactory    2.500 – 3.499 Satisfactory  
 1.500 – 2.499 Unsatisfactory    Below 1.499 Poor

Moreover, teachers at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Teachers' achievements and contributions to the organizations are of marked excellence. This means that teachers are performing at an outstanding level across all four indicators on their IPCRF. This implies that teachers are highly effective in promoting student learning and achievement, creating a positive and engaging learning environment, and contributing to the overall success of their schools.

Overall, the results suggest that the teachers are performing at an exceptional level, which can potentially lead to positive outcomes for the students, such as improved academic performance, increased engagement, and motivation. In addition, the outstanding performance of the teachers can also be a positive indicator of effective school leadership, instructional practices, and support systems, as these factors can contribute to the teachers' success.

According to Ismail et al. (2018), teachers perform well when school heads effectively function as instructional leaders, resource providers, and very good communicators to enhance the teaching and learning process and engage teachers to master the content and pedagogy of teaching. This demonstrates how instructional leadership by school leaders affects teachers' functional ability, particularly in the knowledge dimension.

Notably, Akram et al. (2018) state that, Instructional leaders remain visibly present in school during teaching hours and make classroom observations, is accessible to teachers to discuss matters related to instruction, and actively participate in staff development activities. Their visible presence is significantly positively correlated with school climate factors. Previous research regarding this finding state that the instructional leader is the active agent in school, observing class, accessible by teachers, building both the teachers and students, and managing and participating in staff development activities. The functional competency of teachers is strongly positively correlated with and significant to school Heads' instructional leadership.

**Problem 3.** Is there a significant relationship between the instructional leadership of School Heads as perceived by teachers and the teachers' performance in the School Year 2021-2022?

**Table 3**

Test Correlation on Instructional Leadership and Teachers' Performance

| Instructional Leadership Variables | Performance |         |           |                |
|------------------------------------|-------------|---------|-----------|----------------|
|                                    | r-value     | p-value | Decision  | Interpretation |
| Resource Provider                  | 0.474       | 0.012   | Reject Ho | Significant    |
| Instructional Resource             | 0.615       | 0.001   | Reject Ho | Significant    |
| Communicator                       | 0.519       | 0.001   | Reject Ho | Significant    |

**Note:** \*significant at  $p < 0.05$  alpha level S – significant N.S. – not significant

Table 3 explains the test Correlation between Instructional Leadership and Teachers' Performance. Instructional leadership of school heads as resource providers registered an r-value of 0.474 with p-value of 0.012 is significant at a 0.05 level of significance. This implies that a weak positive relationship was registered between variables resource provider and teachers' performance. Thus, the null hypothesis of no significant relationship is rejected. This means that the role of school heads as resource provider is relevant to the performance of the teachers. This means that as the instructional leadership of school heads as resource providers increase, so does the teachers' performance.

In other words, when school heads are effective in providing instructional resources and support to their teachers, teachers are more likely to perform well. The significant correlation between the instructional leadership of school heads as resource providers and teachers' performance implies that school heads play an important role in shaping their teachers' performance. It also suggests that investing in instructional leadership training for school heads can lead to improvements in teachers' performance and ultimately, better student learning outcomes.

Furthermore, the school head is responsible for checking the needs of the teachers in performing tasks and assignments, and their main responsibility is teaching the learners. During the planning session, the teachers can list down their instructional needs and submit them for the evaluation of the school head for



approval or enhancement. A portion of school maintenance and other operating expenses can be utilized to materialize the needs of the teachers, but the school head can also prioritize those that are urgent and have a significant impact on teachers' and learners' performance and outcomes, knowing that there are lots of needs and expenses to look into.

According to Usman (2016), effective resource management is one of the most critical roles of school administrators. A vital obligation is the effective management of human and capital resources. Not only must school heads make the most of possibly constrained resources, but they must also link their resource management strategy with the school's mission. One can construct an image of a good school head, a strong school head, and an effective school head using observation, common sense, and intuition.

Moreover, instructional leadership of school heads as Instructional Resource registered an r-value of 0.615 with a p-value of 0.001 is significant at a 0.05 level of significance. This implies that a moderate positive relationship was registered between variables instructional resource and teachers' performance. Thus, the null hypothesis of no significant relationship is rejected. This means that the role of school heads as the instructional resource is relevant to the performance of the teachers. This means that as the instructional leadership of school heads as instructional resource increases, so does the teachers' performance. In other words, when school heads are effective in providing information and updates on current research and practices, conducting or participating in workshops and conferences, and sharing their best practices in teaching and classroom instruction with their teachers, teachers are more likely to perform well.

According to Daing (2020), school heads are considered instructional leaders. The teachers are accountable for student achievement but provided with the necessary support. It was consistent that the school heads monitoring of the teaching and learning through classroom observations, technical assistance, regular dialogue, conferencing, and teaming with other teachers were observed. Effective school administrators work persistently to enhance achievement by concentrating on the quality of instruction. The teachers also felt recognized as professionals and trusted to do what was expected from them through the help of the school head. This means that instructional leaders can have a great impact and effect on the quality of teaching and student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers, and how they create opportunities for teachers to improve. Organizational management for instructional improvement means staffing a school with high-quality teachers and providing them with the appropriate support and resources to succeed in the classroom.

On the other hand, instructional leadership of school heads as Instructional Resource got an r-value of 0.519 with a p-value of 0.001 is significant at a 0.05 level of significance. This implies that a moderate positive relationship was registered between variables communicator and teachers' performance. Thus, the null hypothesis of no significant relationship is rejected. This means that the role of school heads as a communicator is relevant to the performance of the teachers. This reveals that the school administrators are very serious about setting an atmosphere that allows trust and reflection to rule over the organization. With this, their teachers are very much involved in intellectually-stimulating conversations that do not cease in looking for possible solutions to address challenges and identified issues. School heads should also keep themselves abreast of the existing changes and challenges in educational resources to provide teachers with the right opportunities to create instructional innovations.

In totality, school heads must monitor academic and co-curricular programs, must conduct an analysis of results, and do constant follow-up of whatever recommendations need to be accomplished both by the teachers and the school administrators (Daing, 2020).

#### **4. Conclusions and Recommendations**

In light of the above-cited findings, the following conclusions are drawn from the study:

1. Effective communication is an important factor in instructional leadership and can positively

impact various aspects of school functioning, including teacher morale, student engagement, and parent involvement. School Heads who are effective communicators can potentially foster a positive school climate, build strong relationships with stakeholders, and promote a culture of collaboration and shared decision-making which can lead to improved outcomes for students, teachers, and the overall school community.

2. Teachers' outstanding performance can potentially lead to positive outcomes for the students, such as improved academic performance, increased engagement, and motivation and can also be an indicator of effective school leadership, instructional practices, and support systems, as these factors can contribute to the teachers' success.

3. There is a moderate positive correlation between the school heads' instructional leadership as a resource provider, instructional resource, and communicator, and the teachers' performance. The school heads exhibit strong instructional leadership in terms of providing resources, managing instructional materials, and effectively communicating with teachers, and teachers perform better in their roles.

From the foregoing conclusions, the following are the recommendations:

1. School Heads may continuously engage in professional development and ensure they are equipped with the necessary knowledge and skills to effectively manage and utilize outsourced instructional resources, identify potential GO's and NGO's that can provide instructional resources that align with the school's curriculum and goals, establish partnerships with these organizations through formal agreements or memorandums of understanding (MOUs). Collaborate with these organizations in the development, selection, and procurement of instructional resources. Explore other forms of partnerships, such as joint projects, research, and advocacy initiatives that can benefit both the school and the partner organization. By strengthening linkages with GO's and NGO's for possible outsourcing of instructional resources, school heads can provide teachers with more varied and effective resources that can enhance teaching and learning outcomes. Additionally, such partnerships can also provide opportunities for schools to access resources and expertise that they may not have otherwise been able to acquire.

2. The school management may continue to provide support for the professional growth and development of the teachers, especially in the areas of the diversity of learners, curriculum and planning, assessment, and reporting. This can be done by providing relevant training and resources, such as access to research-based instructional strategies and assessment tools, to help teachers improve their practices and address areas of weakness.

3. The school heads continue to enhance their instructional leadership skills, particularly in providing resources and communicating and sharing information with their teachers. This can be achieved through regular professional development opportunities, collaboration with other school leaders, and gathering feedback from teachers to identify areas for improvement. Additionally, It is essential to improve teachers' performance for the benefit of the learners. It is suggested that school heads instructional leadership skills be enhanced through Leadership Enhancement Program and engage teachers with new approaches and strategies to improved teachers performance and increased learners achievement.

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