Instructional Leadership Practices of School Heads and The Job Performance of Teachers: Basis for Strategic Plan Model

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Abstract — Instructional leadership behavior regarding instruction refers to the school administrators' behavior in utilizing and assessing teaching strategies, conducting effective observation and monitoring, coaching skills, recognizing principles of child growth and development in education and instructional programs, empowering teachers, communicating and encouraging parents for active involvement in school activities and providing them with information and techniques in helping their children learn.

The study aimed to determine the instructional leadership practices and job performance of teachers. This served as the foundation for the strategic plan model proposed in the division of Sta. Rosa City. It utilized descriptive correlation descriptive design with 338 teachers.

It made used of inferential and descriptive statistics.It was found out that the instructional leadership practices is not related in the job performance of the teachers. The data served as the foundation in crafting the strategic plan model.

Keywords — Instructional Leadership, Job Performance, Strategic Plan Model

I. Introduction

For many decades, the principal has been used to perform management routine tasks as planning, organizing, monitoring, and evaluating. These tasks are evidenced in giving orders, dealing with school budget, arranging classrooms timetables, monitoring attendance and absence of teachers and students. Those tasks are considered and are still seen as important.

Today, the challenges are schools faced with not only an abundance of knowledge and technological movements at all fields but also with many challenges to an effective learning process (Leonard, 2010).

However, we still hear that too many principals are playing the same old roles with little focus on teachers' performance, which could improve students' learning. The old image of the principal's roles dominated our schools for a long period of time, but now, it is the time to move and take series steps to change this image.

Moreover, principal is the main key person for an educational organization. Accordingly, principal plays a major role towards a successful school. Principal is well known as an instructional

leader for the school community. Instructional leadership is the key ingredients toward improvement of learner achievement (Sekhu, 2011). A very good instructional leader will enhance the teaching and learning process in the school.

This research study focused on the instructional leadership practices of the school heads toward increasing the teachers' job performance in their respective areas of responsibilities. The said endeavor is a continuing support to the program and policies of the Department of Education as well as the development of varied types of program and project that must be pursued to ensure attainment of basic level competencies.

The researcher believed that improving the quality of leadership that a principal has will be able to promote the culture of excellence in the department as well as in the delivery of the necessity that the students should has.

This section should be concise and define the background and significance of the research by considering the relevant literature, particularly the most recent publications. When preparing the introduction, please bear in mind that some readers will not be experts in your field of research.

Literature Review

Instructional leadership

Before displaying various definitions of instructional leadership and the most important instructional practices of principals, it is necessary to refer to the history of instructional leadership to illustrate the different contributions researchers have made to prove the importance of instructional leadership in improving school performance.

Bridge as cited in Hallinger's paper (2011) mentioned that the emergence of the idea of instructional leadership dates back to the 1960s. (Hallinger, 2011, p. 125) The notion of instructional leadership became rich material for researchers and this sort of leadership began to expand and widen on a large scale. Thus, some concerned researchers of educational leadership styles over the years have studied several variables and factors that may have contributed directly or indirectly to the improvement or decline of the role of the principal. They claimed also that instructional leadership can raise or weaken the achievement level of students and school performance in general. (Marzano, Waters &Mcnulty, 2005, p. 18-19)

Philip Hallinger and Ronald Heck (1998) as cited by Al Hosani (2015, p. 8-9) combined the finding of 40 testing studies between 1980-1995. They identified three categories: Direct affect models that tackle the link between principal behavior and student achievement; Studies on central effect. They consider that the principal affects students only through other teachers and the principal's impact is indirect; Models based on correlative reciprocal effects: the principal and teachers affect each other and thus the learning process.(Hallinger, 2011, p. 129)

The principal is in charge of what occurs in his/her school, such as promoting educational activities, supervising teaching methods and investigating how well his/her teachers are achieving the ultimate goal of each school providing quality education for all, without exception, starting from the principal and the teachers themselves. With the rapid and enormous scientific progress of recent years, we find that it is not worthwhile to let the principal remain locked into the old skills and knowledge. Thus, it is essential for him/her to benefit from the expertise and the acquisition of all that is new on a nonstop educational journey.

Instructional Leadership is one of the most useful tools in creating a forward looking, student-centered school environment. The role of instructional leader differs from that of a traditional school administrator in a number of meaningful ways. A principal who is an instructional leader redefined his role to become a primary learner in the community while a conventional principal spends majority of his time deciding on matters relative to his administrative duties. This also means that the principal raises educational achievement by making instructional quality his top priority and brings the school vision to realization. As such, it becomes his responsibility to work with teachers to carry out the educational objectives school-wide (Deggay, 2015 p. 12)

The spread of accountability has put principals, teachers and superintendents under great pressure and they have become keen to realize distinguished educational goals and achieve better attainment by students. This movement pushed the superintendents to compare the results of their students to those of other zones trying to find out points of strength and weakness to enhance the performance of their own schools. In regards to principals and teachers, this helped them to lay out remedial and enrichment plans and design educational programs that meet learners' different needs.

II. Methodology

A. Sampling

The respondents were 28 principals, 138 teachers and 88 students in the division. They were chosen using purposive sampling. With regard to the teachers and students, Raosoft online sampling was used to determine their number.

B. Data Collection

In order to gather the sufficient background information on the subject matter, the researcher used a modified questionnaire. The researcher sought the approval of the Schools Division Superintendent as well as the respondents of the study before conducting the survey. Likewise, the researcher browsed the internet for gathering information about the study.

The researcher sent a letter of approval to the respondents regarding the schedule and the purpose of the said survey. Such letter included the assurance of privacy about some confidential matters.

C. Ethical Issues

The ethical guidelines as specified in the Research Manual of the Division were followed by the researchers as those ethical considerations were taken into account throughout this paper. The interview and the survey were participated voluntarily by the respondents. The consent of the respondents was asked by the researcher explaining to them the importance/significance and objectives of the study. The data and information gathered were kept in confidentiality. The works of researchers of other authors were properly recognized.

D. Plan for Data Analysis

7.11   The data gathered were tabulated and statistically analyzed using SPSS 23 for interpretation

7.12   **Statistical Tests**

1.0 **Descriptive Statistics** – Frequency, Percentage, and Mean

2.0 **Inferential Statistics** – t – Test, ANOVA, and Pearson's

III. Results and Discussion

Subproblem No.1. What is the level of instructional leadership of the school administrator as assessed by the three groups of respondents in terms of:

1.1 Setting Direction

Table 1 presents the level of instructional leadership of the school administrator as to Setting Direction assessed by the respondents.

Table 1

Level of Leadership of the School Administrator as to Setting Direction

Criteria	Principals		Teachers		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Shares common vision with his/her teachers.	4.32	HE	4.07	E	3.55	E	3.98	E	9
2. Enjoys having teachers consent on school heads for ideas and suggestion regarding the progress of the school.	4.24	HE	3.81	E	4.01	E	4.02	E	7
3. Tells their teachers what they want to do and they want to it done to accomplished, without getting the advice of their superiors.	3.84	E	3.65	E	3.74	E	3.74	E	10
4. Has freedom to do as they think best in the interest of promoting academic progress of the school.	3.95	E	4.25	HE	3.89	E	4.03	E	6
5. Allows teachers to make decision that promote the progress of the school.	4.45	HE	4.45	HE	4.17	E	4.36	HE	1
6. Delegates responsibilities and duties for academic progress of the school.	3.95	E	4.21	HE	3.80	E	3.99	E	8
7. Allows the group to divide on their own and give them complete freedom.	4.27	HE	4.54	HE	4.13	E	4.31	HE	2
8. Leave the team moving with little direction or motivation.	4.43	HE	4.01	E	3.74	E	4.06	E	5
9. Sets specific, measurable goals and hold people accountable for the result.	4.56	HE	4.18	E	4.12	E	4.29	HE	3
10. Provide a vision and secure mission.	4.44	HE	4.38	HE	3.95	E	4.26	HE	4
Overall Mean	**4.25**	**HE**	**4.16**	**E**	**3.91**	**E**	**4.10**	**E**	

Legend:

Scale	Numerical Value	Verbal Interpretation	
5	4.20 – 5.00	Highly Effective	(HE)
4	3.40 – 4.19	Effective	(E)
3	2.60 – 3.39	Moderately Effective	(ME)
2	1.80 – 2.59	Slightly Effective	(SE)
1	1.00 – 1.79	Not Effective	(NE)

As presented in the data, four (4) of the criteria were assessed as highly effective by the respondents, these are: Allows teachers to make decision that promote the progress of the school (WM=4.36) rank 1; Allows the group to divide on their own and give them complete freedom (WM=4.31) rank 2; Sets specific, measurable goals and hold people accountable for the result (WM=4.29) rank 3; and Provide a vision and secure mission (WM=4.26) rank 4.

While the others were assessed effective to the respondents, namely: Leave the team moving with little direction or motivation (WM=4.06) rank 5; Has freedom to do as they think best in the interest of promoting academic progress of the school (WM=4.03) rank 6; Enjoys having teachers consent on school heads for ideas and suggestion regarding the progress of the school (WM=4.02) rank 7; Delegates responsibilities and duties for academic progress of the school (WM=3.99) rank 8; Shares common vision with his/her teachers (WM=3.98) rank 9; and Tells their teachers what they want to do and they want to it done to accomplished, without getting the advice of their superiors (WM=3.96) rank 10.

Generally, the respondents rated the level of level of instructional leadership of the school administrator as to Setting Direction as effective evidenced by the overall weighted mean value of 4.10 respectively.

The direction of the school often begins with the school principal. Setting direction includes identifying and articulating a school vision, framing and communicating school goals, creating high performance expectations, and motivating others through creating purpose or establishing a school mission (Hallinger, 2003; Leithwood et al., 2009).

Goals, mission statements, and performance expectations are job functions that allow the school principal to be a leader. The importance of a setting direction through a clear vision and school goals in establishing a successful school is well supported in the literature (Johnson & Asera, 1999; Nettles & Herrington, 2007).

1.2 Communication

Table 2 shows the level of instructional leadership of the school administrator as to communication assessed by the respondents.

Table 2
Level of Leadership of the School Administrator as to Communication

Criteria	Principals		Teachers		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Communicates a strong and challenging vision and secure mission.	3.92	E	4.22	HE	4.07	E	4.07	E	6
2. Coordination with the national, regional and division school official.	4.56	HE	4.51	HE	4.01	E	4.36	HE	4
3. Writing a letter to alumni for solicitation and invitation for school activities.	4.80	HE	4.53	HE	4.14	E	4.49	HE	1
4. Establish/organize communication channel to facilitate information flow such as newsletter.	4.75	HE	4.48	HE	3.90	E	4.38	HE	3
5. Establish and maintain effective communication practices.	4.05	E	4.41	HE	3.81	E	4.09	E	7
6. Adopt an open door policy.	3.90	E	4.58	HE	4.28	HE	4.25	HE	5
7. Maintain a regular two way communication between the teachers, parents, students and the school community	3.28	ME	4.76	HE	3.98	E	4.01	E	8
8. School decisions are clearly communicated.	4.10	E	4.81	HE	4.35	HE	4.42	HE	2
Overall Mean	**4.17**	**E**	**4.54**	**HE**	**4.07**	**E**	**4.26**	**HE**	

It can be seen in the data, five (5) criteria were assessed as highly effective by the respondents. These are: Writing a letter to alumni for solicitation and invitation for school activities (WM=4.49) rank 1; School decisions are clearly communicated (WM=4.42) rank 2; Establish/organize communication channel to facilitate information flow such as newsletter (WM=4.38) rank 3; Coordination with the national, regional and division school official (WM=4.36) rank 4; and Adopt an open door policy (WM=4.25) rank 5.

Three (3) of the criteria were assessed as effective by the three group respondents, namely: Communicates a strong and challenging vision and secure mission (WM=4.07) rank 6; Establish

and maintain effective communication practices (WM=4.09) rank 7; and Maintain a regular two way communication between the teachers, parents, students and the school community (WM=4.01) rank 8.

The level of instructional leadership of the school administrator as to communication got an overall weighted mean value of 4.26 given by the respondents and interpreted as highly effective.

Hallinger (2003) suggests that successful school leaders will create a shared sense of purpose in the school by establishing a school mission and communicating a clear vision. Defining a school mission includes establishing clear, measurable goals that focus on student outcomes (Hallinger, 2003). Although the mission does not have to be primarily the product of the school principal, the principal is responsible that a mission is established and that it is communicated to the staff and students (Hallinger, 2003).

McEwan (2003a) suggests several strategies for communicating the mission and vision of the school to the staff, students, and parents. For the staff to receive communications effectively principals could have open-door policies, social events, effective staff meetings, build leadership teams, one-on-one conversations with teachers, bulletins and newsletters, and by being a visible presence in the building. Personal involvement and interaction with students, school assemblies, being a role model, school newsletters and other written communications with students are important in communicating the mission and vision. Parents are also a major factor in student success and must have a sense of the school mission and vision (Jimerson et al., 2006).

1.3 Curriculum and Instruction

Table 3 reflects the level of instructional leadership of the school administrator as to curriculum and instruction assessed by the respondents.

Table 3

Level of Leadership of the School Administratoras to Curriculum and Instruction

Criteria	Principals		Teachers		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The mission and vision are clearly stated.	3.67	E	4.01	E	4.08	E	3.92	E	12
2. Collaboration and shared leadership to carry out a plan for change in the way genuinely transforms a school.	4.35	HE	4.31	HE	4.07	E	4.24	HE	5
3. Consultations regarding significant issues are held.	4.16	E	4.43	HE	4.45	HE	4.35	HE	1
4. High expectation of teaching staff is the norm.	4.35	HE	4.37	HE	4.14	E	4.29	HE	2
5. Parents are viewed as partners.	4.09	E	4.35	HE	4.34	HE	4.26	HE	4
6. A variety of supervisory models are employed.	3.55	E	4.52	HE	4.05	E	4.04	E	11
7. Multiple criteria and assessment are used.	4.34	HE	4.32	HE	4.19	E	4.28	HE	3
8. Development needs of teachers are addressed.	4.13	E	4.34	HE	3.94	E	4.14	E	10
9. Technology is effectively integrated in the teaching-learning process to improve student learning.	3.92	E	4.36	HE	4.20	HE	4.16	E	9
10. Instructional resources are available.	4.23	HE	4.21	HE	4.23	HE	4.22	HE	6.5
11. Teachers' observation feedbacks are regularly conducted.	4.14	E	4.38	HE	4.15	E	4.22	HE	6.5
12. Multiple opportunities to learn are given to students.	3.78	HE	4.54	HE	4.32	HE	4.21	HE	8
Overall Mean	**4.06**	**E**	**4.34**	**HE**	**4.18**	**E**	**4.19**	**E**	

As reflected in the data, eight (8) criteria were assessed by the respondents as highly effective. These are: Consultations regarding significant issues are held (WM=4.35) rank 1; High expectation of teaching staff is the norm (WM=4.29) rank 2; Multiple criteria and assessment are used (WM=4.28) rank 3; Parents are viewed as partners (WM=4.26) rank 4; Collaboration and shared leadership to carry out a plan for change in the way genuinely transforms a school (WM=4.24) rank 5; Instructional resources are available (WM=4.22) and Teachers' observation

feedbacks are regularly conducted (WM=4.22) rank 6.5; and Multiple opportunities to learn are given to students (WM=4.21) rank 8.

The left were assessed as effective by the respondents, namely: Technology is effectively integrated in the teaching-learning process to improve student learning (WM=4.16) rank 9; Development needs of teachers are addressed (WM=4.14) rank 10; A variety of supervisory models are employed (WM=4.04) rank 11; and The mission and vision are clearly stated (WM=3.92) rank 12.

The principals, teachers and students assessed the level of instructional leadership of the school administrator in terms of curriculum and instruction as effective with an overall weighted mean value of 4.19 respectively.

One of the major contributors to the way a teacher teaches is the quality of teaching or the pedagogical preparations. The extent and quality of the professional preparation a teacher receives will influence both the quality and the style of teaching

(Cruickshank, 2009). The most effective teachers combine content knowledge with knowledge of teaching and with knowledge of students. Collectively, this is unique professional wisdom (Shulman, 1986).

Shulman (1986) added the concept of pedagogical content knowledge, briefly described as "subject matter knowledge for teaching." Pedagogical content knowledge is about selection of topics, useful forms of presentation, analogies, illustrations, examples, explanations and demonstrations. Pedagogical content knowledge also includes understanding of what makes the learning of specific topics easy or difficult, including knowledge about conceptions and misconceptions that students bring to the subject. The assumption is that "deep knowledge" about the content and structure of a subject matter area is the crucial precondition for teachers' reliance on pedagogical content knowledge in their teaching.

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1.4 Collaboration and Shared Leadership

Table 4 dictates the level of instructional leadership of the school administrator as to collaboration and shared leadership assessed by the respondents.

Table 4

Level of Leadership of the School Administrator as to Collaboration and Shared Leadership

Criteria	Principals		Teachers		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Leadership throughout the school is shared.	3.53	E	4.38	HE	4.24	HE	4.05	E	7
2. Structures to support good practices are in place.	4.07	E	4.23	HE	4.03	E	4.11	E	5
3. Processes which recognize value and celebrate good practice in teaching are evident.	4.36	HE	3.78	E	4.24	HE	4.13	E	4
4. Collaborative processes to promote best practices in teaching are evident.	3.81	E	4.04	E	4.36	HE	4.07	E	6
5. Responsibility is delegated in an appropriate and meaningful manner.	3.26	ME	3.99	E	4.28	HE	3.85	E	8
6. Shows decision making at various level of school organization.	3.76	E	4.69	E	4.11	E	4.19	E	3
7. Enhance coordination and joint planning through the development of consensus among staff members at all level about desired educational goal.	4.32	HE	4.53	HE	4.07	E	4.31	HE	1
8. Collaboration and shared leadership to carry out a plan for change in a way to genuinely transform the school.	3.84	E	4.85	HE	4.04	E	4.24	HE	2
Overall Mean	**3.87**	**E**	**4.31**	**HE**	**4.17**	**E**	**4.12**	**E**	

As dictated in the table, two (2) criteria were assessed as highly effective by the respondents, these are: Enhance coordination and joint planning through the development of consensus among staff members at all level about desired educational goal (WM=4.31) rank 1; and Collaboration and shared leadership to carry out a plan for change in a way to genuinely transform the school (WM=4.22) rank 2.

The rest were assessed as effective, these are: Shows decision making at various level of school organization (WM=4.19) rank 3; Processes which recognize value and celebrate good

practice in teaching are evident (WM=4.13) rank 4; Structures to support good practices are in place (WM=4.11) rank 5; Collaborative processes to promote best practices in teaching are evident (WM=4.06) rank 6; Leadership throughout the school is shared (WM=4.05) rank 7; and Responsibility is delegated in an appropriate and meaningful manner (WM=3.85) rank 8.

The overall weighted mean value of 4.12 interprets that the level of instructional leadership of the school administrator as to collaboration and shared leadership is effective as assessed by the principals, teachers and student respondents.

Lorenzo (2015) found out that successful leaders in the education are those who are able to collaborate with the community. According to him, successful leaders depend on his/her roles being played in the community. For without the community, the institution will never exist.

Moreover, Granada (2016) stated that the institution will be successful if it will make use of linkages to the community. For the community will be able to support the process of learning through the stakeholders support

1.5 Community Relation

Table 5 manifests the level of instructional leadership of the school administrator as to community relation assessed by the respondents.

Table 5

Level of Leadership of the School Administrator as to Community Relation

Criteria	Principals		Teachers		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Wide community collaboration is encouraged.	3.11	ME	4.08	E	4.16	E	3.78	E	6
2. The school community is involved in decision making.	3.76	E	3.98	E	4.19	E	3.97	E	5
3. The school is promoted as a community resource.	3.90	E	4.10	E	4.19	E	4.06	E	4
4. Department of education and school policies are communicated effectively.	4.48	HE	4.24	HE	4.41	HE	4.38	HE	2
5. Bridges to the community are created.	4.23	HE	4.65	HE	4.44	HE	4.44	HE	1
6. Actively involves the community in planning, implementing and evaluating the school improvement plan.	4.49	HE	4.39	HE	4.18	E	4.35	HE	3
Overall Mean	**3.99**	**E**	**4.24**	**HE**	**4.26**	**HE**	**4.16**	**E**	

As manifested in the data, three (3) criteria were assessed as highly effective by the respondents. These are: Bridges to the community are created (WM=4.44) rank 1; Department of education and school policies are communicated effectively (WM=4.38) rank 2; and Actively

involves the community in planning, implementing and evaluating the school improvement plan (WM=4.35) rank 3.

The rest of the criteria were rated as effective by the respondents, namely: The school is promoted as a community resource (WM=4.06) rank 4; The school community is involved in decision making (WM=3.97) rank 5; and Wide community collaboration is encouraged (WM=3.78) rank 6.

Generally, the level of instructional leadership of the school administrator as to community relation obtained an overall weighted mean value of 4.16 and interpreted as effective.

Parental and community involvement have been related to increased academic achievement and improved student behavior (Cox, 2005; Jimerson et al., 2006; Nettles & Herrington, 2007).

Cox (2005) concluded through a meta-analysis that the best methods for home to school interventions included a form of two-way communication between the school and home. Principals that are able to practice more supportive or shared forms of leadership are able to create a more collective and collaborative community that can contribute to school success. Recently, research in this area has supported the idea that schools are able to functions better and principals better able to distribute responsibility when a professional learning community (PLC) is developed (DuFour, DuFour, & Eaker, 2009; C. Mullen & Hutinger, 2008; Vescio, Ross, & Adams, 2008; D. Wood, 2007).

PLCs are educators that continuously seek and share learning, as well as sharing a collective responsibility to improve teaching and learning (Bullough & Baugh, 2008). Evidence suggests that teachers and principals in low performing schools are more likely to work in isolation than as a collaborative group in a PLC (Doolittle, Sudeck, & Rattigan, 2008). Vescio et al. (2008) conducted a metaanalysis and found that PLCs positively impact teaching practices and student outcomes.

A reason for the success of PLCs is the ability of teachers and other staff members to collaborate with best practices and identify meaningful solutions to problems within the school (D. Wood, 2007). Another outcome of PLCs is teacher development. By establishing PLCs principals are able to provide meaningful opportunities for teachers to learn and share information.

1.6 Sustained Professional Development

Table 6 portrays the level of instructional leadership of the school administrator as to sustained professional development assessed by the respondents.

Table 6

Level of Leadership of the School Administrator as to Sustained Professional Development

Criteria	Principals		Teachers		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Wide community collaboration is encouraged.	3.82	E	4.04	E	4.26	HE	4.04	E	8
2. Active engagement in national policy development and consultation.	4.20	HE	3.95	E	4.20	HE	4.12	E	7
3. Help improve teachers' competence through coaching, mentoring and instructional supervision.	4.10	E	4.59	HE	4.40	HE	4.36	HE	3
4. Continued, relevant and sustained professional development for teachers.	3.94	E	4.78	HE	4.01	E	4.25	HE	4
5. Empowering teachers' competence.	3.82	E	4.29	HE	4.38	HE	4.16	E	6
6. Encourage the teachers to engage in self-study.	3.70	E	4.54	HE	4.41	HE	4.22	HE	5
7. Provide teachers' development opportunities like seminars and lectures to empower them to the content of the curriculum.	4.38	HE	4.64	HE	4.22	HE	4.41	HE	1
8. Help teachers in evaluating, enriching and updating the content of the curriculum.	4.27	HE	4.68	HE	4.18	E	4.38	HE	2
Overall Mean	**4.03**	**E**	**4.44**	**HE**	**4.26**	**HE**	**4.24**	**HE**	

As portrayed in the table, five (5) criteria were assessed as highly effective by the respondents. These are: Provide teachers' development opportunities like seminars and lectures to empower them to the content of the curriculum (WM=4.41) rank 1; Help teachers in evaluating, enriching and updating the content of the curriculum (WM=4.38) rank 2; Help improve teachers' competence through coaching, mentoring and instructional supervision (WM=4.36) rank 3; Continued, relevant and sustained professional development for teachers (WM=4.25) rank 4; and Encourage the teachers to engage in self-study (WM=4.22) rank 5.

The three (3) criteria left were assessed as effective by the respondents. These are: Empowering teachers' competence (WM=4.16) rank 6; Active engagement in national policy

development and consultation (WM=4.12) rank 7; and Wide community collaboration is encouraged (WM=4.04) rank 8.

The overall weighted mean value of 4.24 given by the respondents interprets that the level of instructional leadership of the school administrator as to sustained professional development assessed as effective.

Principals also display strategies to promote teachers professional development. Principals can promote development through supporting collaboration among teachers, developing coaching relationships among educators, apply adult learning and growth strategies to all the phases of staff development, and implementing research for data based decisions (Deggay, 2015)

1.7 School Facilities and Supplies

Table 7 appears the level of instructional leadership of the school administrator as to school facilities and supplies assessed by the respondents.

Table 7

Level of Leadership of the School Administrator as to School Facilities and Supplies

Criteria	Principals		Teachers		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Instructional Supplies are ordered and arrived on time.	3.53	E	4.61	HE	4.30	HE	4.15	E	8
2. School facilities are in good repair.	3.82	E	4.34	HE	4.26	HE	4.14	E	9
3. Managing the use of building, grounds technology and equipment.	4.02	E	4.46	HE	4.40	HE	4.29	HE	6
4. Initiating physical changes to improve instruction.	4.31	HE	4.37	HE	4.41	HE	4.36	HE	2.5
5. Manage resources, project and deadlines.	4.11	E	4.48	HE	4.49	HE	4.36	HE	2.5
6. Provide a classroom with conducive to teaching and learning.	4.15	E	4.49	HE	4.39	HE	4.34	HE	5
7. Develops and sustain a safe, secure and healthy environment.	4.40	HE	4.60	HE	4.37	HE	4.45	HE	1
8. Development of and access of student building and facilities.	4.13	E	4.40	HE	3.95	E	4.16	E	7
9. Proper use of technology to enhance instruction.	4.19	E	4.59	HE	4.27	HE	4.35	HE	4
Overall Mean	4.07	E	4.48	HE	4.31	HE	4.29	HE	

As appeared in the table, six (6) criteria were assessed as highly effective by the respondents. These are: Develops and sustain a safe, secure and healthy environment (WM=4.45) rank 1; Initiating physical changes to improve instruction (WM=4.36) and Manage resources, project and deadlines (WM=4.36) were ranked 2.5; Proper use of technology to enhance instruction (WM=4.35) rank 4; Provide a classroom with conducive to teaching and learning (WM=4.34) rank 5; and Managing the use of building, grounds technology and equipment (WM=4.29) rank 6.

The three (3) criteria left were assessed as effective by the respondents, namely: Development of and access of student building and facilities (WM=4.16) rank 7; Instructional Supplies are ordered and arrived on time (WM=4.15) rank 8; and School facilities are in good repair (WM=4.14) rank 9.

The level of instructional leadership of the school administrator in terms of school facilities and supplies assessed as highly effective by the respondents evidenced by the overall weighted mean value of 4.29 respectively.

Ilagan (2016) stated that instructional leader does not only focus on the content/substance of the curriculum. Another factor that must be considered by leaders are the facilities and supplies needed in the institution.

Moreover, Lopez cited that an effective instructional leaders do have the capacity and the ability to promote the use of the innovative facilities that helped learners and teachers achieved the purpose of the teaching-learning process.

Summary

Table 8 dictates the summary of the assessment of the respondents to the level of instructional leadership of the school administrator.

Table 8

Summary of the Assessment of the Respondents to the Level of Leadership of the School Administrator

Variables	Principals		Teachers		Students		Overall		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Setting Direction	4.25	HE	4.16	E	3.91	E	4.10	E	7
2. Communication	4.17	E	4.54	HE	4.07	E	4.26	HE	2
3. Curriculum and Instruction	4.06	E	4.34	HE	4.18	E	4.19	E	4
4. Collaboration and Shared Leadership	3.87	E	4.31	HE	4.17	E	4.12	E	6
5. Community Relation	3.99	E	4.24	HE	4.26	HE	4.16	E	5
6. Sustained Professional Development	4.03	E	4.44	HE	4.26	HE	4.24	HE	3
7. School Facilities and Supplies	4.07	E	4.48	HE	4.31	HE	4.29	HE	1
Overall Mean	4.06	E	4.36	HE	4.17	E	4.20	HE	

It can be dictated in the data, three (3) out of seven (7) variables were rated highly effective by the respondents. These are: School Facilities and Supplies (WM=4.29) rank 1; Communication (WM=4.26) rank 2; and Sustained Professional Development (WM=4.24) rank 3.

Four (4) variables were assessed as effective by the respondents, these are: Curriculum and Instruction (WM=4.19) rank 4; Community Relation (WM=4.16) rank 5; Collaboration and Shared Leadership (WM=4.12) rank 6; and Setting Direction (WM=4.10) rank 7.

The assessment of the respondents to the level of instructional leadership of the school administrators obtained an overall weighted mean value of 4.20 and interpreted as highly effective.

Accordingly, effective schools have leaders who maintain and support an academic emphasis. In order to maintain an academic emphasis with a focus on instruction, it is essential that principals be visible in classrooms. Grizzard‟s (2007) study proved that principal visibility does increase with appropriate training. Indeed, the study of Wakeley (2007) also brings to light the implications for administrators to become cognizant of how strengths can contribute to their effectiveness as leaders of change.

Subproblem No. 2. Is there any significant difference among the perception of the respondents on the aforementioned variables?

Table 17 indicates the significant difference among the perception of the respondents on the variables of the level of leadership of the school administrator.

Table 9

Significant Difference of the Assessment of the Respondents to the Level of Leadership of the School Administrator

Variables	SS	Df	MS	F-Computed Value	F-critical Value at .05	Interpretation	Decision
Setting Direction							
Between Groups	.601	2	.301	4.978	3.354	Significant	Reject Ho
Within Groups	1.630	27	.060				
Communication							
Between Groups	.983	2	.492	4.490	3.467	Significant	Reject Ho
Within Groups	2.300	21	.110				
Curriculum and Instruction							
Between Groups	.494	2	.247	6.572	3.285	Significant	Reject Ho
Within Groups	1.239	33	0.038				
Collaboration and Shared Leadership							
Between Groups	.815	2	.408	4.209	3.467	Significant	Reject Ho
Within Groups	2.033	21	.097				
Community Relation							
Between Groups	.263	2	.132	1.122	3.682	Not Significant	Accept Ho
Within Groups	1.762	15	.117				
Sustained Professional Development							
Between Groups	.671	2	.335	5.791	3.467	Significant	Reject Ho
Within Groups	1.216	21	.058				
School Facilities and Supplies							
Between Groups	.756	2	.378	11.071	3.403	Significant	Reject Ho

As portrayed in the table, the Setting Direction got an F-computed value of 4.978 which is higher than the F-critical value of 3.354 at 5% level of significance. Hence, there is a significant difference in the in the assessment of the three groups of respondents on the level of leadership of the school administrator as to setting direction and therefore, this leads to the rejection of the null hypothesis.

As to communication, the obtained F-computed value of 4.490 is greater than the F-critical value of 3.467 at 5% level of significance. Therefore, there is a significant difference in the assessment of the three groups of respondents on the level of leadership of the school administrator as to communication and this leads to reject the null hypothesis.

With regards to curriculum and instruction, the F-computed value obtained was 6.572 which is also above the F-critical value of 3.285 at 5% level of significance. Hence, there is a significant difference in the assessment of the three groups of respondents on the level of leadership of the school administrator as to curriculum and instruction, therefore, the null hypothesis is rejected.

As to the collaboration and shared leadership, the obtained F-computed value of 4.209 is more than the F-critical value of 3.467 at 5% level of significance. Therefore, there is a significant difference and this leads in rejecting the null hypothesis.

Meanwhile, as to community relation, the computed F-value of 1.122 is less than the F-critical value of 3.682. Therefore, there is no significant difference in the assessment of the three groups of respondents on the level of leadership of the school administrator as to community relation and this leads in accepting the null hypothesis.

As to sustained professional development, the obtained F-computed value of 5.791 is above the F-critical value of 3.467 at 5% level of significance. Hence, there is a significant difference in the assessment of the three groups of respondents on the level of leadership of the school administrator as to sustained professional development, therefore, the null hypothesis is rejected.

With regards to school facilities and supplies, the F-computed value obtained was 11.071 which is also less than the F-critical value of 3.403 at 5% level of significance. Therefore, the null hypothesis is rejected that there is a significant difference in the assessment of the three groups of respondents on the level of leadership of the school administrator as to school facilities and supplies.

Hallinger (2003) developed a specific conceptualization of instructional leadership consisting of three dimensions: defining the school's mission, managing the instructional program, and promoting a positive school learning climate. Defining the school's mission includes working with the staff to ensure that the school has clear and measurable goals, and that those goals are clearly communicated throughout the school community. These goals are primarily concerned with the academic progress of the students. Managing the instructional programs requires the school principal to be deeply involved in the school's curriculum. This also involves the supervision of instruction in the classroom. Although this is difficult to manage in secondary schools, it is still the responsibility of the school principal to develop the academic foundation of the school. The school principal is also in charge of the school's climate. This includes making sure that there is a high standard of excellence and expectations are adopted by the school community. This is done by providing incentives for students and staff, as well as protecting the time needed for classroom instruction rather than for administrative duties.

Table 10 pertains the post analysis on the level of leadership of the school administrator as to setting direction.

Table 10

Post Analysis on the Level of Leadership of the School Administrator

Variables	WM	SD	Computed t-value	Interpretation	Decision
Principals vs Teachers	4.21	.20	7.32	Significant	Reject H_o
Principals vs Students	4.12	.14	2.37	Significant	Reject H_o
Teachers vs Students	4.27	.17	5.69	Significant	Reject H_o

critical value at .05= 1.645

It can be gleaned in the table that the differences on the perceptions of the instructional leadership practices were observed. The principals viewed their instructional leadership practices in accordance to what they believe are appropriate to their position as school heads. Teachers perceived it according to how they see/observed the implementation of the different programs done by the principals. Lastly, the students have different ways on how they feel the instructional leadership practices of their school heads.

This is supported by the findings of Molina (2016) stakeholders of the institutions such as parents, teachers, LGU's and the others perceived the leadership skills of the school heads in different manner. This is manifested on how they supported the principal to its programs and activities.

Subproblem No.3. What is the level of performance of the English teachers in the City of Sta Rosa for the last three years?

Table 11 shows the level of performance of the English teachers in the Sta. Rosa City for the last three years.

Table 11

Performance of Teachers for the Last Three Years

School Year	WM	VI	Rank
2016-2017	3.21	VS	1
2017-2018	3.08	VS	3
2018-2019	3.16	VS	2
Weighted Mean	3.15	VS	

3.1 Legend

Option	Descriptive Equivalent		
5	Excellent	(E)	4.20 – 5.00
4	Very Satisfactory	(VS)	3.40 – 4.19
3	Satisfactory	(S)	2.60 – 3.39
2	Fair	(F)	1.80 - 2.59
1	Poor	(P)	1.00 - 1.79

It can be depicted in the data that for the last three years, the teachers performed very satisfactory based on their computed weighted mean value specifically: school year 2016-2017 (WM=3.21) rank 1; school year 2018-2019 (WM=3.16) rank 2; and school year 2017-2018 (WM=3.08) rank 3.

The computed overall mean score for school performance of secondary English teachers for the last three years was 3.15 and interpreted as very satisfactory in the City of Sta. Rosa

Wanjiru (2013) stated that teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. It is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. It is noted that employees behave differently under different situations. Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. In fostering these aims and objectives, the school principal has important roles to play. Among this roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers.

Subproblem No.4. Is there a significant relationship between assessment of the different variables with the Job performance of the teachers and instructional leadership of school heads?

Table 12 portrays the significant relationship between assessment of the different variables with the Job performance of the teachers and instructional leadership of school heads

Table 12

Significant Relationship between Job Performance of the Teachers and Instructional Leadership of School Heads

Pearson r value	cv @ .05	Interpretation	Decision
-0.98	0.497	Very High Negative correlation/Not Significant	Accept H_o

As shown in the data, the computed pearson r value of -0.98 indicates no Very High Negative correlation and there is no significant relationship since it is lower than the critical value of 0.497 at five percent level of significance with 10 degrees of freedom, hence the hypothesis is accepted.

This contradicts the findings of Jay (2014) who investigated the influence of leadership styles on teacher" performance in general secondary schools of Gambella region, Ethiopia. The study found that there was a positive relationship between leadership styles and teachers" performance(r=0.980) the relationship was significant (Sign=0.000 at 0.05 level).

Marshall (2015) examine the relationship between principal leadership style and teacher commitment. Results confirmed the relationship between principal leadership style and teacher commitment, and a statistically significant difference in the level of commitment reported by teachers at newer secondary schools and teachers at older secondary schools. Results also indicated that biographical variables moderated the relationship between principal leadership style and teacher commitment.

The contradiction of the findings may be attributed to some reasons. The teachers involved in the study were all teachers and not the entire population. Another reason was the locale of the study as well as the fact that the respondents were all performing teachers based on the job performance assessment in the past three years.

Sub-problem No.5. What are the problems/constraints encountered by the respondents relative to the instructional leadership of the school heads?

Table 13 reflects the problems/constraints encountered by the respondents relative to the instructional leadership of the school heads.

Table 13

Problems/Constraints Encountered by the Respondents

Problems Encountered	frequency	Rank
1. School is poorly finished and equipped.	172	12
2. Insufficiently relevant curriculum.	448	7.5
3. Poor assessment system.	448	7.5
4. Insufficient teachers' training.	558	5
5. Lack of textbooks.	631	4
6. Teachers unaware of new teaching methods.	135	13
7. Low salary for teachers.	668	1
8. Inadequate teacher in service training.	633	3
9. Misallocation of teachers such as teachers is not teaching their specialization.	266	11
10. Some teachers are not very well qualified for their job.	324	10
11. There is a low access to instructional materials.	673	2
12. There is also an absence of a system for teachers in upgrading and professional support.	421	9
13. There is deteriorating educational facilities and laboratories.	509	6

Given in the data, the number one problem encountered by the respondents is Low salary for teachers with the obtained frequency of 668; followed by There is a low access to instructional materials with a frequency of 673 rank 2; next is Inadequate teacher in service training with a frequency of 633 rank 3; Lack of textbooks with a frequency of 631 rank 4; Insufficient teachers' training with a frequency of 558 rank 5; There is deteriorating educational facilities and laboratories with a frequency of 509 rank 6; Insufficiently relevant curriculum (f=448) and Poor assessment system (f=448) were ranked 7.5; There is also an absence of a system for teachers in upgrading and professional support got a frequency of 421 rank 9; Some teachers are not very well qualified for their job got a frequency of 324 rank 10; Misallocation of teachers such as teachers is not teaching their specialization had a frequency of 266 rank 11; School is poorly finished and equipped with a frequency of 172 rank 12; lastly, Teachers unaware of new teaching methods with a frequency of 135 rank 13.

Sub-problem No.6. Based on the result, what do the researcher proposed?

The school heads play a pivotal role in the holistic development of both teachers and students. One of these roles is his/her ability to be an instructional leader. In performing this function, certain practices must be adhered to.

Based on the findings of the study, the following is proposed by the researcher of the study to address the identified needs of the school heads as instructional leaders which will further improve the job performance of the teachers.

Inspired by the results of the survey from the respondents of the present study and guided by the Vision-Mission of the Department of Education as well as by the quality policy of the divisions under study, the researcher do hereby propose a strategic plan which will serve as the model of all divisions in improving the instructional delivery in all schools. Specifically, the proposed strategic plan was designed for use of all schools in Sta. Rosa City

The strategic plan will be divided into four strategic pillars namely: excellence in learning, excellence in teaching, excellence in curriculum, excellence in management. The first three pillars deal on how the school heads will be able to achieve the mantra of the DepEd which is to provide a quality, equitable, culture-based and gender sensitive education to all stakeholders while the last pillar deals on the processes that will be done in order to maintain the status of the schools.

Strategic Plan Framework
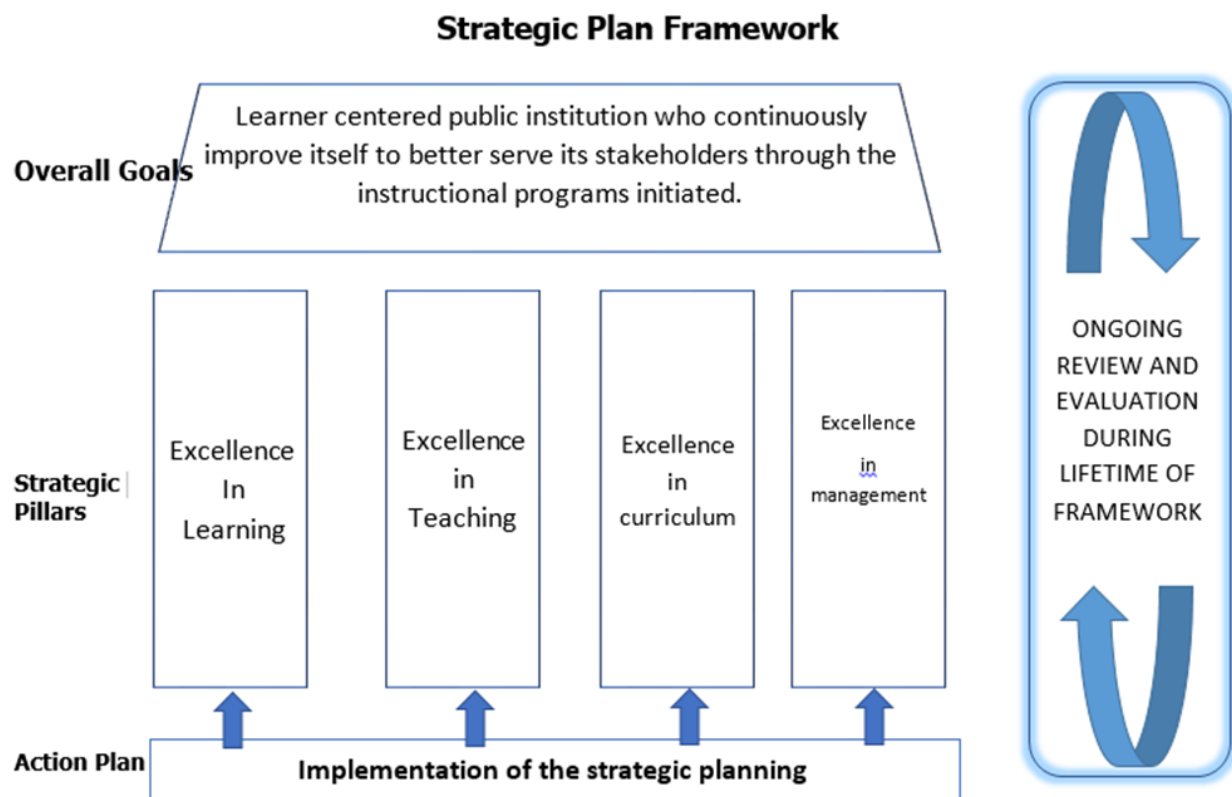
IV. Conclusion

1. The school heads are effective in the delivery of the instructional needs of the teachers and students which were evident in the data gathered and assessment made by the respondents of the study.

2. There is a significant difference exist in the assessment made by the respondents in the levels of instructional leadership practices of the school heads.

3. The job performance of the teachers in the City of Sta. Rosa for the three (3) years was very satisfactorily

4. The job performance of teachers had no significant relationship to the instructional leadership practices of the school heads

5. The respondents were unanimous in their consensus that there were problems/constraints relative to instructional leadership of school heads

6. The Strategic plan was developed to address the issues and concerns relative to instructional leadership and job performance of teachers in the City of Sta. Rosa

V. Recommendations

Based on the foregoing findings and resolutions, the following recommendations were offered:

1. School heads are recommended to strengthen their instructional leadership functions in order for their teachers to maintain their impressive perceptions on them.

2. School heads are recommended to regularly do rounds and class observations to protect instructional time, to design co-curricular activities outside the time of formal classroom instruction, and to provide enough time for teachers to plan and prepare their lessons.

3. The DepEd Official and concern group/individual should take cognizance as to the problems perceived relative to the level of instructional leadership of the school administrators for appropriate measures or solutions.

4. The researcher highly recommends the adoption of the proposed strategic plan to address the issues and concerns relative to instructional leadership of the school administrators.

5. There is a need for appropriate approval, funding and implementation of the proposed strategic plan.

6. It is recommended that the proposed strategic plan be for its implementation.

7. There is a need for administrative policy to enforce and facilitate the process of upgrading and/or re-educating the school heads on their instructional leadership functions at work.

8. Similar studies may also be undertaken along the areas not covered by this study for further articulation on the issues regarding with the instructional leadership.

The author should clearly explain the important conclusions of the research highlighting its significance and relevance.

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