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Instructional Leadership of Filipino Teachers Abroad: Basis for Leadership Enhancement Plan

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Abstract — This study evaluated the instructional leadership among Filipino teachers abroad in the United States during the 2022-2023 school year, providing a foundation for a leadership enhancement plan. It used a descriptive correlation design, with a focus on presenting the demographic profile of the participants and determining their instructional leadership level. This was measured in terms of protecting instructional time, promoting professional development, and providing incentives for learning. The study also identified the problems teachers faced in their roles.

Data was gathered from 40 Filipino teachers, chosen through simple random sampling, using a researcher-designed questionnaire. The questionnaire had three parts: the first collected demographic information, the second evaluated instructional leadership, and the third identified problems encountered.

The study revealed a varied age distribution among teachers, with the majority between 36 and 45 years old. The most common range of teaching experience was 5-9 years, with most having completed a master's degree or earned doctoral units. Teachers predominantly taught in grades 7 through 12, with a notable percentage in grades 9 and 10.

Regarding instructional leadership, teachers excelled in providing incentives for learning and protecting instructional time, while they were very good at promoting professional development. The computed correlation coefficient ($r = 0.537$) and the p-value (0.002) indicated a significant relationship between teachers' demographic profile and their level of instructional leadership.

Teachers faced several challenges in their roles, with high noise levels, disruptive learners, and abrupt parental complaints being the most significant issues. Other common problems included monolingual classes, large class sizes, and personality clashes among students.

Based on the study's conclusions, several recommendations were proposed. The leadership enhancement plan should be implemented to improve instructional leadership, with dissemination through school forums or conferences. Additionally, further studies could be conducted to validate the findings.

This research provides insights into the instructional leadership of Filipino teachers in the US, identifying key areas for improvement and challenges to address. It underscores the importance of ongoing professional development and a supportive school environment to enhance teaching quality.

Keywords — Instructional Leadership, Filipino Teachers, Leadership Enhancement Plan, Descriptive Correlation Design, Professional Development, Incentives for Learning, Instructional Time, Problems Encountered, Teacher Challenges, School Forums, Teaching Experience

I. Introduction

Instructional leadership is essential for effective teaching and learning, with a robust body of research showing its positive correlation with improved student achievement and school success. Consequently, this study focuses on exploring instructional leadership practices among Filipino teachers in the United States, specifically in Arizona, to evaluate whether they possess the skills and strategies to foster better learning outcomes.

Furthermore, the goal of enhancing the standard of education in schools largely depends on leadership focused on learning and teaching, often referred to as instructional leadership. This includes subject leadership, which combines authority, power, initiative, and appropriate professional actions to improve teaching and learning in specific subjects. Experienced teachers assigned to lead subjects within departments are known as subject leaders. As part of the school management team, they provide crucial support to both learners and teachers in addressing classroom challenges. Subject leaders are expected to possess sufficient knowledge to effectively lead their departments and may also take on additional responsibilities as heads of departments. This role involves monitoring teachers' work, providing feedback as facilitative leaders, and fostering communication among subject teachers to discuss work-related issues and prevent isolation. By observing and assisting teachers, subject leaders significantly impact teaching practices and student performance.

Additionally, as observed by Suratman (2021), school principals play a pivotal role in ensuring educational quality, especially in a digital age with increased global competition. Principals need to ensure that school staff adhere to the institution's vision and mission, develop adaptable curricula, supervise academic activities, monitor student progress, and create a conducive learning environment. The importance of principals in promoting instructional leadership has been widely studied. Tools such as the Principal Instructional Management Rating Scale (PIMRS) help measure principals' effectiveness in this area. Research shows that principals with strong instructional leadership contribute to improved teacher performance and student outcomes, emphasizing their critical role in establishing a culture of instructional leadership in schools.

Moreover, teacher collaboration and professional learning communities are crucial components of effective instructional leadership. Studies suggest that collaborative interactions among teachers lead to better teaching strategies, more aligned curricula, and improved student performance. Collaborative planning, sharing best practices, and engaging in professional development activities are shown to positively influence both teaching and learning. Stress significantly impacts an individual's health and can arise both at home and in the workplace. It is an unavoidable aspect of daily life, affecting everyone regardless of social status, and can stem from both internal and external environments that disrupt personal balance. The teaching profession is noted as one of the most stressful occupations, with teacher stress attracting significant attention from researchers and practitioners worldwide. This stress involves

physiological and psychological reactions that can influence teachers' overall well-being, affecting their lifestyle, as well as personal and professional lives. Wellness, in this context, involves making choices and taking care of one's body and mind, and encompasses making healthy decisions and defining oneself through these choices.

Furthermore, Girgin and Tofur (2023) note a research gap in exploring how principals' instructional leadership impacts teachers' emotional states, suggesting the need for more studies examining this relationship. While there is extensive research on individual roles within education, few studies address both school administrators and teachers in the same context to understand their collective impact on emotional well-being and instructional leadership. Instructional leadership's effect on specific subjects has also been investigated. Research involving Filipino mathematics teachers highlights the importance of instructional support, curriculum leadership, and professional development in improving mathematics education. Similarly, Del Rosario et al. (2020) emphasized the need for a supportive environment and innovative teaching strategies to enhance science instruction. These findings suggest that instructional leadership must adapt to the requirements of specific subject areas.

Despite comprehensive research on instructional leadership, there is a noticeable gap in understanding its broader impact on non-academic outcomes, such as students' social-emotional development and well-being. Filling this gap could offer a more holistic perspective on instructional leadership's role in education. Ultimately, the objective of instructional leadership is to improve student learning outcomes. This study seeks to understand the instructional leadership practices among Filipino teachers in Arizona and their influence on student success. The research aims to provide evidence-based recommendations to strengthen instructional leadership, leading to improved educational outcomes.

By focusing on Filipino teachers in the U.S., this research addresses a significant gap in existing studies, primarily concentrated on urban Philippine contexts or rural settings within the Philippines. It aims to offer new insights into instructional leadership and inform the development of a leadership enhancement plan for Filipino teachers abroad. By identifying best practices and areas for improvement, this research can guide targeted professional development programs that help teachers bolster their instructional leadership skills and positively impact student learning outcomes in Arizona. In conclusion, the study seeks to provide practical recommendations to strengthen instructional leadership among Filipino teachers in Arizona, thereby contributing to improved educational outcomes in the U.S. It also contributes to the broader field of instructional leadership research by exploring an understudied demographic, offering valuable insights into effective leadership practices and their impact on student learning.

Statement of the Problem

This study assessed the instructional leadership of Filipino teachers in Arizona for the school year 2022-2023 as basis for a leadership enhancement plan.

Specifically, it answered the following questions:

1. What is the profile of the respondents in terms of:
   1.1. Age;
   1.2. Number of Teaching Experience;
   1.3. Highest Educational Attainment; and
   1.4. Grade level taught?
2. How may the level of instructional leadership of the respondents be described in terms of:
   2.1. protecting instructional time;
   2.2. promoting professional development; and
   2.3. providing incentives for learning?
3. Is there a significant relationship between the profile of the respondents and the level of their instructional leadership?
4. What are the problems encountered by the respondents in terms their instructional leadership?
5. What leadership enhancement plan for teachers can be proposed to enhance the level of their instructional leadership?

Hypothesis

The following hypothesis of the study was tested at 0.05 level of significance.

There is no significant relationship between the profile of the respondents and the level of their instructional leadership.

II. Methodology

This study employed a descriptive correlational design to evaluate the instructional leadership practices of Filipino teachers in Arizona during the 2022-2023 academic year. The goal was to gather insights for developing a leadership enhancement plan. Data collection was conducted through a survey method, which facilitated the acquisition of information from a large number of participants. This quantitative approach enabled statistical analysis of the gathered data.

To capture comprehensive information, the survey assessed the respondents' demographic profiles, their levels of instructional leadership, and the relationships among these variables. The descriptive survey design was used to categorize the participants' characteristics, including age, teaching experience, educational background, and grade levels taught. These demographics were summarized using descriptive statistics like mean, median, and mode.

The survey examined aspects of instructional leadership by including questions about practices such as protecting instructional time, encouraging professional development, and providing incentives for learning. Participants were asked to rate their engagement with these practices using a Likert scale, providing quantitative data that could be analyzed for trends and patterns. Descriptive statistics, such as mean scores and standard deviations, were employed to interpret the data and understand the distribution of responses.

The study also explored correlations between the demographic characteristics of the respondents and their instructional leadership practices. Correlation coefficients, like Pearson's r or Spearman's rho, were calculated to determine the strength and direction of these relationships.

The survey included both structured and open-ended questions to identify and assess problems faced by respondents in their instructional leadership roles. Descriptive statistics were used to summarize these responses, while inferential statistics were applied to identify significant patterns or differences based on respondent demographics

Sources of Data

The data for this study were collected from Filipino teachers working in Arizona during the 2022-2023 school year. A sample of 40 teachers was selected using simple random sampling, ensuring a fair representation for the study.

Locale of the Study

The research was conducted in Arizona, focusing on a group of 40 Filipino teachers during the 2022-2023 school year. Arizona, located in the Southwestern United States, is landlocked and part of the Four Corners region, where it borders Utah to the north, Colorado to the northeast, and New Mexico to the east. It also has boundaries with Nevada to the northwest, California to the west, and the Mexican states of Sonora and Baja California to the south and southwest. By area, Arizona is the sixth-largest U.S. state, and it is the fourteenth most populous. Phoenix is both the state's capital and its largest city.

Population Sampling

The sampling method used in this study was simple random sampling, providing an unbiased selection process for the 40 Filipino teachers who participated in the research.

Instrumentation and Data Collection

The primary data collection instrument was a custom-designed questionnaire. The survey was divided into three parts:

- Part I collected demographic information, including age, teaching position, years of experience, educational background, and grade levels taught.
- Part II focused on instructional leadership, with questions about protecting instructional time, promoting professional development, and offering incentives for learning.
- Part III addressed the challenges and problems respondents faced in their instructional leadership roles.

The questionnaire was developed based on a review of relevant literature, previous research, and best practices in data collection. Care was taken to ensure that questions were clear and aligned with the study's objectives.

Tools for Data Analysis

The following tools were utilized to treat the data statistically:

In describing the profile of the respondents in terms of age, position, number of teaching experience, highest educational attainment, and grade level taught, frequency and percentage was used. Frequency referred to the number of cases while percentage is computed using the formula,

$$\% = \frac{f}{N} \times 100$$

where

$\%$ Percentage

f Frequency

N Total Number of Cases

In determining the level of instructional leadership of the respondents in terms of protecting instructional time, promoting professional development, and providing incentives for learning; and is for identifying the problems encountered by the respondents in terms their instructional leadership, weighted mean was used. Weighted mean is computed using the formula,

$$\bar{X} = \frac{\sum WX}{n}$$

where

$\bar{X}$	Weighted Mean
W	Weight
X	Raw Scores
n	Number of Cases

4.50-5.00	Very High
3.50-4.49	High
2.50-3.49	Moderately High
1.50-2.49	Moderately Low
1.00-1.49	Very Low

In testing the relationships between profile of the respondents and the level of their instructional leadership, Pearson r was used. It could be computed using the formula,

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

where

r	Pearson r
X	Profile of the Respondents
Y	Level of Instructional Leadership
n	Number of Cases

Ethical Considerations

The study maintained strict ethical standards. The identities of the respondents were kept confidential, and the results had no impact on their academic or professional evaluations. Consent was obtained from the respondents, and no school funds were used for data collection. Additionally, no fees were collected from the participants. This approach ensured the protection of respondents' privacy and upheld ethical research practices.

III. Results and Discussion

This part presents the discussion of findings brought from the data gathering procedure. The data gathering procedures were based on the questions posited in the beginning of this study.

Profile of the Respondents

1.1. Age

Table 1.A
Age
N = 40

Age	f	%
61-64 years	1	3
56-60 years	1	3
51-55 years	2	5
46-50 years	5	12
41-45 years	12	29
36-40 years	7	18
31-35 years	5	12
26-30 years	4	9
less than 25 years	4	9
Total	40	100

Table 1.A presents the age distribution of a sample consisting of 40 individuals. The analysis of the table reveals several key findings. Firstly, the age group with the highest frequency is 41-45 years, comprising 12 individuals, which accounts for 29% of the total sample. This suggests that individuals in their early to mid-40s are well-represented in the sample.

In contrast, the age groups of 61-64 years and 56-60 years have the lowest frequencies, each with only one individual, amounting to 3% of the total sample for each group. These results indicate a relatively small representation of older individuals in the sample.

The age groups of 46-50 years and 36-40 years have the second and third highest frequencies, with five individuals (12%) and seven individuals (18%), respectively. This suggests a considerable presence of individuals in their late 30s to early 50s within the sample. Furthermore, the age groups below 36 years and above 50 years show a declining frequency, indicating a decreasing representation of younger and older individuals in the sample.

The distribution pattern observed in this sample implies that many individuals fall within the age range of 36-50 years. This age range constitutes a significant portion of the sample, with 59% of individuals falling into this category. Conversely, older individuals (61 years and above) make up only 6% of the sample, suggesting a limited representation.

These findings have implications for the generalizability of the sample's results. Since the sample primarily comprises individuals in their late 30s to early 50s, the conclusions drawn from this study may not be applicable to younger or older age groups. Researchers should consider these age-related limitations when interpreting and applying the findings of this study.

The analysis of Table 1.A reveals an uneven age distribution within the sample. The highest frequency is observed in the 41-45 years age group, while older and younger age groups have relatively lower frequencies. The results highlight the importance of considering the age composition of the sample when drawing conclusions and generalizing the findings to broader populations.

1.2. Number of Teaching Experience

Table 1.B
Number of Teaching Experience
N = 40

Number of Teaching Experience	f	%
20 years and over	2	4
15-19 years	8	19
10-14 years	10	25
5-9 years	11	27
less than 5 years	10	25
Total	40	100

Table 1.B presents the distribution of individuals in a sample of 40 participants based on their number of teaching experience. Analyzing the table, several key observations can be made. Firstly, the category with the highest frequency is 5-9 years of teaching experience, with 11 individuals, accounting for 27% of the total sample. This indicates that a significant portion of the participants in the sample falls within the mid-range of teaching experience.

The categories of 10-14 years and 15-19 years of teaching experience follow closely behind, with 10 individuals (25%) each. This suggests a relatively high representation of individuals with a decade or more of teaching experience in the sample.

On the other hand, both the categories of less than 5 years and 20 years and over of teaching experience have the same frequency of 10 individuals, constituting 25% each. This indicates a relatively equal representation of individuals with little teaching experience and those with extensive teaching experience in the sample.

The distribution pattern of teaching experience observed in this sample implies that the majority of participants have intermediate levels of teaching experience, falling within the range of 5-19 years. However, it is important to note that the sample does not have a large representation

of individuals with over 20 years of teaching experience, which might limit the generalizability of the findings to more experienced educators.

These findings have implications for the interpretation of the study's results. The conclusions drawn from this sample may primarily apply to individuals with moderate levels of teaching experience, as they make up a significant portion of the sample. However, caution should be exercised when generalizing the findings to individuals with very limited or extensive teaching experience, as their representation in the sample is relatively smaller.

Table 1.B reveals a distribution of teaching experience in the sample where the highest frequencies are observed in the categories of 5-9 years, 10-14 years, and 15-19 years. This suggests a prevalence of individuals with mid-range teaching experience. The representation of individuals with less than 5 years and over 20 years of teaching experience is relatively equal but smaller in comparison. Researchers should consider the limitations of the sample's teaching experience distribution when interpreting and applying the study's findings to different levels of experience in the teaching profession.

1.3. Highest Educational Attainment

Table 1.C
Highest Educational Attainment
N = 40

Highest Educational Attainment	f	%
Doctoral degree	4	10
Earned doctoral units	8	19
Master’s degree	16	39
Earned masteral units	9	23
College Graduate	4	9
Total	40	100

As gleaned in Table 1.C, in terms of highest educational attainment, 4 or 10% of the teachers are holders of doctoral degrees; 8 or 19% earned doctoral units; 16 or 39% have finished their master’s degree; 9 or 23% earned masteral units; and 4 or 9% are college graduates. The teacher-respondents have high academic qualifications. This means that educational attainment of the teachers is an important determinant of course outcomes to keep pace with the demands of global competitiveness.

These results imply that the teachers acknowledge the importance of educational attainment as shown in their enrollment in the graduate program. In the field of education, graduate education, which is at the apex of the educational system, is one of the more effective means of improving the capacities of education professionals who aim to contribute to the continuous improvement of teaching and learning in the classrooms and management of educational program.

This also implies that the teachers wanted to pursue their schooling are those who wanted a higher position as teachers. Seemingly, this idea proves in the data found, that there are teachers graduated their master's degree in their area of specialization and have received their doctorate degree. This implies that educational qualifications conform more exposure to new ideas and more receptive to innovations. Hence, advanced studies can be observed also as one of the practices to achieve professional and leadership growth.

1.4.Grade Level Taught

Table 1.D
Grade Level Taught
N = 40

Grade Level	f	%
Grade 12	9	22
Grade 11	6	15
Grade 10	3	7
Grade 9	8	20
Grade 8	7	17
Grade 7	8	19
Total	40	100

According to the data in Table 1.D, the distribution of teachers by grade level is as follows: 10 teachers, or 17%, were assigned to Grade 12; 6 teachers, or 15%, to Grade 11; 3 teachers, or 7%, to Grade 10; 8 teachers, or 20%, to Grade 9; 7 teachers, or 17%, to Grade 8; and 8 teachers, or 19%, to Grade 7. This distribution indicates that the teachers are spread across Junior High and Senior High grade levels. This variety of experience means these teachers are likely familiar with a range of challenges in instructional leadership. Their experiences will be beneficial for honing their instructional leadership skills. It's known that teacher effectiveness tends to improve more significantly in an environment that is supportive and collaborative, and when teachers gain experience in a consistent grade level, subject area, or district (Podolsky et al., 2016).

2. Level of Instructional Leadership of the Respondents

Table 2
Level of instructional leadership of the respondents

Instructional Leadership Level	Mean	Description
Providing incentives for learning	4.82	Excellent
Protecting instructional time	4.68	Excellent
Promoting professional development	3.53	Very Good
Total	4.34	Very Good

Table 2 presents the level of instructional leadership as perceived by the respondents. Analyzing the table, it is observed that providing incentives for learning received the highest mean score of 4.82, indicating an excellent level of instructional leadership in this aspect. This suggests that the respondents believe that the leadership in their instructional setting is highly effective in providing incentives that motivate and encourage learning among the students or participants.

The aspect of protecting instructional time received a slightly lower mean score of 4.68, also indicating an excellent level of instructional leadership. This implies that the respondents perceive the leadership to be successful in ensuring that instructional time is utilized efficiently and that disruptions or distractions are minimized, allowing for focused teaching and learning activities.

On the other hand, promoting professional development received a mean score of 3.53, indicating a very good level of instructional leadership. While still a positive rating, it suggests that there is room for improvement in this aspect. The respondents may feel that there are efforts made to support professional growth and learning opportunities, but they may not consider it as comprehensive or impactful as the other two aspects.

The overall mean score for the level of instructional leadership across all three aspects is 4.34, which falls within the range of very good. This indicates that, on average, the respondents perceive a positive level of instructional leadership in their setting.

The implications of these results suggest that the leadership in the instructional setting is particularly strong in providing incentives for learning and protecting instructional time. However, there may be opportunities to enhance the promotion of professional development to further support the growth and effectiveness of the educators. These findings provide insights for educational leaders and administrators to focus on areas that require attention and improvement in order to enhance overall instructional leadership.

Table 2 shows that the respondents perceive an excellent level of instructional leadership in providing incentives for learning and protecting instructional time. The promotion of professional development is rated as very good. These findings highlight the strengths and areas for improvement in instructional leadership, offering valuable guidance for educational leaders to further enhance their practices and support the development of educators and learners.

3. Significant Relationship between the Profile of the Respondents and the Level of Their Instructional Leadership

Table 3
Significant Relationship between Profile and the Level of Instructional Leadership

Profile		Reading Performance
Age	Pearson r:	0.917
	p-value:	0.000
	Interpretation:	Significant
Number of Teaching Experience	Pearson r:	0.924
	p-value:	0.000
	Interpretation:	Significant
Highest Educational Attainment	Pearson r:	0.304
	p-value:	0.102
	Interpretation:	Not Significant
Grade Level Taught	Pearson r:	0.555
	p-value:	0.001
	Interpretation:	Significant
Total	Pearson r:	0.537
	p-value:	0.002
	Interpretation:	Significant

As gleaned in Table 3, the computed grand value of r (0.537) with a p-value (0.002) that is less than the alpha level 0.05 suggests that the null hypothesis stating that there is no significant relationship between profile and level of instructional leadership is rejected. This means that there is enough evidence to claim that there is a significant relationship between profile and level of instructional leadership. The significant and positive computed value of r suggests that the relationship is direct.

This indicates that better profile correlates to the higher level of instructional leadership. This suggests the relevance of having quality profile in the level of instructional leadership of the teachers. Specifically, significant and direct relationships were identified between the age, number of teaching experience, and grade level taught; and level of instructional leadership.

4. Problems Encountered by the Respondents in Instructional Leadership

Table 4
Problems Encountered by the Respondents in Terms of Their Instructional Leadership

Statements	Mean	Description
High noise levels	4.51	Very Much Encountered
Dealing with clown learner	4.47	Very Much Encountered
Abrupt parental complaints	4.4	Very Much Encountered
One learner dominating the class	4.33	Very Much Encountered
Monolingual classes	3.84	Encountered
Large class size	3.54	Encountered

Personality clashes	2.88	Moderately Encountered
Learner excuses	2.72	Moderately Encountered
Arguments in class	2.65	Moderately Encountered
Disruptive talking	2.43	Slightly Encountered
Total	3.58	Encountered

As presented in Table 4, regarding the problems encountered by the respondents in terms of their instructional leadership, the respondents very much encountered high noise levels, dealing with clown learner, abrupt parental complaints, and one learner dominating the class with 4.51, 4.47, 4.4, and 4.33 means respectively; they encountered monolingual classes and large class size with 3.84 and 3.54 means correspondingly; they moderately encountered personality clashes, learner excuses, and arguments in class with 2.88, 2.72, and 2.65 means; and they slightly encountered disruptive talking with 2.43 mean.

The total mean is 3.58. This means that the teachers are generally encountered these identified problems encountered by the respondents in terms of their instructional leadership. This implies the need for a leadership enhancement plan for teachers to address these problems and further enhance the level of their instructional leadership.

Instructional leadership is a capability that educators develop over time, with these skills typically taking at least a few years of teaching experience to solidify. Effective teaching involves a high degree of skill in managing the various tasks and situations that arise in the classroom daily. Competencies like classroom management are fundamental to teaching and require not only "common sense" but also consistency (a teacher behavior often underrated), a sense of fairness, and courage. Additionally, teachers need a deep understanding of the psychological and developmental stages of their students, which comes from practice, feedback, and a readiness to learn from errors. However, gaining these skills is often challenging. A significant part of the issue is that education students have limited opportunities to "practice" their developing skills outside of an actual classroom environment. The learning curve in teaching can be quite steep.

5. Leadership Enhancement Plan for Teachers to Enhance the Level of their Instructional Leadership

PROBLEM ENCOUNTERED	OBJECTIVES /TARGETS	STRATEGIES /ACTIVITIES	TIME FRAME	PERSONS INVOLVED	EXPECTED OUTPUT
High noise levels	Minimize noise level in the classroom.	Outline Your Expectations and Set Consequences ... Engage Students Right at the Start	Year Round	-Teacher -Students	Minimized noise level in the classroom.

		... Use Rhythmic Techniques to Command Attention ... Pause and Wait for Silence ... Begin Lessons with Interesting Themes .... Appoint a Secret Monitor for Behavior ... Use Non-Verbal Praise … Encourage Empathy in Disruptive Students			
Dealing with clown learner	Isolate the class clown from his/her audience.	Separate the class clown from their audience, but remember they crave attention. After their next attempt to be funny, share a laugh with the class to acknowledge their efforts.	Year Round	-Teacher -Students	Manageable clown learner
Abrupt parental complaints	Handle parental complaints professionally.	Allow the person with a complaint to speak freely. Make sure they understand that you've listened to their concerns. ... Show the person that you appreciate them coming to you, even if they are upset. This can help them feel valued and respected. ... Take notes on the specific details of the complaint. ... Confirm with them to ensure you have got the information correct.	Year Round	-Teacher, -School Head, -Students -Parents	Resolved complaints with due process.
One learner dominating the class	Get one learner dominating the class that one-to-one attention elsewhere.	Getting them a conversation exchange, or by offering them separate one-to-one classes.	Year Round	-Teacher -Students	Submissive learners

SUMMARY OF FINDINGS

1. Profile of the Respondents

    - Age: Only 1 or 3% of the teachers are 61 to 64 years old; another 1 or 3% are 56 to 60 years old; 2 or 5% are 51 to 55 years old; 5 or 12% are 46 to 50 years old; 12 or 29% are 41 to 45 years old; 7 or 18% are 36 to 40 years old; 5 or 12% are 31 to 35 years old; 4 or 9% are 26 to 30 years old; and another 4 or 9% are less than 25 years old.

    - Teaching Experience: 2 or 4% of the teachers have been in the service for 20 years and over; 8 or 19% for 15-19 years; 10 or 25% for 10-14 years; 11 or 27% for 5-9 years; and 10 or 25% for less than 5 years.

    - Highest Educational Attainment: 4 or 10% of the teachers hold doctoral degrees; 8 or 19% have earned doctoral units; 16 or 39% have completed their master's degree; 9 or 23% have earned master's units; and 4 or 9% are college graduates.

    - Grade Level Taught: 10 or 17% of the teachers taught in Grade 12; 6 or 15% in Grade 11; 3 or 7% in Grade 10; 8 or 20% in Grade 9; 7 or 17% in Grade 8; and 8 or 19% in Grade 7.

2. Level of Instructional Leadership of the Respondents

    - The teachers are excellent in providing incentives for learning and protecting instructional time with means of 4.82 and 4.68, respectively. They are very good at promoting professional development with a mean of 3.53.

3. Significant Relationship between the Profile of the Respondents and the Level of Their Instructional Leadership

    - The computed grand value of r (0.537) with a p-value (0.002) that is less than the alpha level 0.05 suggests that the null hypothesis, stating that there is no significant relationship between profile and level of instructional leadership, is rejected.

4. Problems Encountered by the Respondents in Instructional Leadership

    - The respondents encountered high noise levels, dealing with clown learners, abrupt parental complaints, and one learner dominating the class with means of 4.51, 4.47, 4.4, and 4.33, respectively. They encountered monolingual classes and large class sizes with means of 3.84 and 3.54, correspondingly. They moderately encountered personality clashes, learner excuses, and arguments in class with means of 2.88, 2.72, and 2.65. They slightly encountered disruptive talking with a mean of 2.43.

IV. Conclusion

- The respondents are in their mid-adulthood; only a few are newly hired, and a few are nearing retirement age. The majority of the teachers have been teaching for about a decade. The teacher-respondents have high academic qualifications and teach at various grade levels from Junior High to Senior High.
- The teachers' level of instructional leadership is very good.
- There is a significant relationship between the profile and the level of instructional leadership.
- The identified problems are generally encountered by the respondents in terms of their instructional leadership.

V. Recommendations

- The proposed leadership enhancement plan for teachers to improve their instructional leadership should be considered for implementation by school officials, including school heads or principals, master teachers, head teachers, and the teachers themselves.
- The implementation of the proposed leadership enhancement plan should be disseminated through a forum or conference at the school level.
- Another study can be conducted to validate the findings of this study.

IMPLICATIONS OF THE STUDY

- Educational Policy and Practice: The significant relationship between teachers' profiles and their instructional leadership levels indicates that targeted professional development and support can be tailored to specific teacher demographics to enhance their leadership skills. Implementing the leadership enhancement plan could lead to more effective teaching strategies, thereby improving student outcomes.
- School Administration: School administrators should prioritize professional development programs that address the specific challenges identified, such as high noise levels and dealing with difficult learners. This focus could help create a more conducive learning environment and improve overall teaching effectiveness.
- Teacher Well-being: Addressing the stressors identified in the study is crucial. By implementing wellness programs and providing support for stress management, schools

can improve teachers' well-being, which in turn can positively impact their instructional leadership and student performance.

- Future Research: The identified gaps, such as the impact of instructional leadership on non-academic outcomes and the emotional well-being of teachers, suggest areas for further research. Future studies could explore these dimensions to provide a more comprehensive understanding of instructional leadership's role in education.

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