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# Exploring Instructional Leadership of School-Based Management Level III Schools

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## A B S T R A C T

The study explored the instructional leadership of school-based management level III schools in Pandi North and South District during the School Year 2022-2023. With explanatory sequential research design and 596 teachers and 24 school heads as respondents of the study, results showed that the teachers and the school heads themselves assessed their instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning, and curriculum implementer as "outstanding." All school respondents garnered an "advanced" performance or Level III in the SBM. No significant difference was found between the assessments of the teachers and school heads themselves with regard to their instructional leadership. Highly significant relationship was found between school heads' instructional leadership and their school performance in SBM. Based on the findings of the study the following conclusions were drawn: The assessments of the teachers and the school heads themselves with regard to their instructional leadership are the same. The instructional leadership of the school heads is positively correlated to school performance in the SBM.

**Keywords:** Instructional Leadership, School Based Management, Curriculum Instruction, Curriculum Implementer, teacher -professional development, monitoring pupils

## Introduction

In a rapidly changing era, educational change has become one of the crucial tasks for better student performance in schools. Potential and innovative leadership in schools is needed to keep up with the fast-pace of change, and to achieve better learning results for students. School leaders play very significant role towards the success of their schools. They carry countless responsibilities to manage the school administration matters such as budget monitoring of teachers, assessments, curriculum, teaching and learning materials professional development**.**

A school leader who can foster continual instruction improvement and develop a school-wide sense of shared purpose is needed to steer change in classroom instruction. Those deeds were symbolic of a leadership style that encouraged group projects with the goal of improving students' educational outcomes. Therefore, the duties of school administrators have a direct bearing on students' academic success and development. To deconstruct these escalating responsibilities, a school leader must have a deep familiarity with all that instructional leadership entails.

Principals need to participate in professional development opportunities that help them improve their own teaching methods and hence the quality of education their students get. The impact of transformational and instructional leaders on student achievement was compared by Robinson et al. (2008 in Kelley, 2020). Researchers conducted a meta-analysis to determine the relationships between leadership and student results, and their findings suggest that principals can and should engage in instructional leadership behaviors to improve students' academic outcomes. At reality, studies show that instructional leadership is unique among leadership models since it is implemented exclusively in academic institutions and is thus highly nuanced and subject to a wide range of contextual influences (Kelly, 2020).

According to Hopkins, (2020), The function of leadership at all levels, or distributed leadership, is to build the organizational conditions that foster high-quality teaching and generate improvements in learner outcomes. The ability of persons exercising leadership to make discretionary decisions is necessary for performing this duty. This claim indicates that school leadership is essential for school success; however, effective school leadership in each school could vary depending on who is involved in leading and how leaders make decisions in different contexts.

Instructional leadership is an educational leadership approach in which principals consistently focus their efforts directly on the core activities of schooling—teaching and learning—so that students can achieve academic success. (Hallinger et al., 2020).

In the same fashion, instructional leadership, as defined by Sukarmin and Sin (2022), entails the principal's day-to-day duty to address concerns about instruction and professional growth for teachers, as well as any other activities aimed at fostering an environment in the classroom that encourages both teacher fulfillment and student achievement. It is also advised that principals, in their capacity as instructional leaders, should place a priority on fostering an environment in the classroom where teachers can teach more effectively and students can learn better. To do this, they should offer suggestions, input, effective learning models, solicit feedback, encourage collaboration, offer professional development, and reward or commend effective teaching. Currently, there are many well-known models of instructional leadership. The principal's role as an instructional leader is broken down into eleven distinct tasks in this model, including setting and communicating school goals, supervising and evaluating instruction, coordinating curriculum, monitoring student progress, safeguarding classroom time, encouraging professional growth, keeping a public profile, rewarding teachers, enforcing academic standards, and rewarding students.

Leaders in educational teaching pay attention to students, teachers, and the school's overall mission and vision. The most widely accepted model of instructional leadership is Mitchell's (2017), which suggests three facets: setting the school's mission, overseeing the curriculum, and fostering a supportive learning environment. An important part of being an effective instructional leader is getting involved in discussions about how the curriculum and teaching methods impact student learning and performance.

The school-based management program was developed in response to this need, and it aims to improve openness and accountability in two key ways: by giving parents and teachers more say over how funds are spent and by requiring annual implementation plans and report cards to more clearly outline how funds are being allocated. However, the SBM program did not make any explicit assumptions about when improvements in student achievement would be expected to take place. It is also impossible to get reliable data on how widely the main reforms have been implemented (Pepugal, 2022).

In like manner, according to Pepito & Acibar, (2019) School-Based Management practices are an aspect of improving the school system. It is incredibly helpful in fulfilling the DepEd's purpose, vision, goals, and main thrust. It evaluates how well school principals are doing their responsibilities under Republic Act 9155. It evaluates the degree to which school leaders are prepared to address the many problems, difficulties, gaps, and objectives the institution faces. Lastly, it identifies factors that need to be taken into consideration if results are to be improved. School-Based Management's (SBM) primary goal is to enhance learning outcomes, which is why educational institutions throughout the world have been making so many attempts to raise standards in recent decades. There are a lot of education managers and experts interested in school-based management right now, and that's especially true in the Philippines, where school administrators want to see improvements in student engagement, attendance, retention, and graduation rates, as well as, most importantly, student learning outcomes. The School-Based Management (SBM) in the Philippines is an initiative of the Department of Education that transfers authority from the Central Office to local schools so that they may address local issues and concerns. Among the means by which the SBM award helps schools become more effective is (DepEd Order No. 45, s.2015).

School-Based Management (SBM) assessment tool was crafted with contextualized Means of Verifications (MOVs). This tool is in consonance to DepED Order No. 83 s. 2012. The School-Based Management Assessment Tool is guided by the four principles of ACCESs (A Child (Learner) -and Community-Centered Education Systems).

The evaluation instrument for school-based management (SBM) was designed with contextualized Means of Verifications (MOVs). This instrument complies with DepED Order No. 83 s. 2012. The four guiding concepts of ACCESs (A Child (Learner) and Community-Centered Education Systems) serve as the foundation for the School-Based Management Assessment Tool.

Leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management are the four guiding principles for validating a school's SBM Level of Practice. Based on their respective importance to the goal of the school, the four principles were given percentage weights as follows: leadership and governance at 30%; curriculum and learning at 30%; accountability and continuous improvement at 25%; and resource management at 15%. The signs for each concept are numerous.

In addition, the points earned by the school for the particular will be calculated in this manner, and it will be described as Level I: Developing or the acceptable level with community participation , Level II: Maturing that sustain a continuous improvement or Level III: Advanced  all the standards of system are fully integrated and has an impact to the learning process.

Through the presentation of acceptable means of verification (MOVs), which can take the form of tangible or physical proofs, digital or online proofs, or other methods that the validation team deems appropriate, this ongoing activity seeks to determine how much the schools have improved and maintained their current level of practice.  With the passing of RA 9155 as legal protection in the Philippines, SBM was formally adopted as a governance structure of DepEd in 2001. The SBM is supported by TEEP, SEDIP, and BEAM, two pilot initiatives run by DepEd that work to raise the caliber of instruction at the elementary level. Currently, all 24 elementary schools in Pandi, Bulacan have achieved level III status of SBM. The different practices helped these schools in attaining this level and will be benefitted those schools through benchmarking that only have SBM level I and II designation.

Policies based on SBM have widespread support from a variety of policymakers and even governments worldwide. This is because principals, teachers, and parents are in the best position to decide how to allocate school funds to best serve the community. It also takes into account the long-term objective of achieving greater educational efficiency and effectiveness through expanded school autonomy and public engagement. The availability of relevant information or knowledge is a primary factor in SBM's efficiency and efficacy. Having this would be useful for educational institutions, and it makes a strong statement about the importance of academic communities taking responsibility for their own actions and decisions. SBM's primary goal is, first

and foremost, to raise standards of learning. The success of a school can be judged primarily by the results its students achieve. (Villanueva & Dela Cruz, 2020).

The researcher was impelled to undertake this study to shed light on the relationship between instructional leadership and school performance in school based management.

**Statement of the Problem**

This study explored the instructional leadership of school-based management level III schools in Pandi North and South District during the School Year 2022-2023.

Specifically, it sought answers to the following questions:

1. How may the school head' instructional leadership of school-based management level III schools as assessed by the school heads themselves and the teachers under their supervision be described in terms of:

1.1 instructional resource provider;

1.2 maintaining visible presence;

    1.3 teacher professional development;

    1.4 maximizing instructional time;

    1.5 monitoring pupils' progress;

    1.6 feedback on teaching and learning; and

    1.7 curriculum implementer?

2. How may the SBM performance of the school respondents be described in terms of:

    2.1 Leadership and Governance;

    2.2 Curriculum and Instruction;

    2.3 Accountability and Continuous Improvement; and

    2.4 Management of Resources?

3. Is there a significant difference between the assessments of the teachers and the school heads themselves as regards their instructional leadership?

4. Is there a significant relationship between the school heads' instructional leadership and their school performance in SBM?

5. How important are the school heads' instructional leadership in attaining level III performance in SBM?

6. What program of activities that can be derived from the findings of the study?

**Hypotheses**

The following hypotheses were tested in the study:

1. There is no significant difference between the assessments of the teachers and school heads themselves with regard to their instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning and curriculum implementer.

2. There is a relationship between school heads' instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning, and curriculum implementer, and their school performance in SBM.

**Conceptual Framework**

The role of the learning process as a predictor of academic performance has shifted dramatically. It described the role of principals in managing their schools as well as instructors' ability to assist their students. Higher education institutions can now begin to question the fundamental concept of education. In general, it will have an impact on the institution's educational quality. As a result, one could say that what happens in schools is a type of learning to learn.

According to Widiyan et al. (2020), the nature of learning is more closely related to the subject matter, its interrelationships, and educational aims than to the question of what learning is. In light of this change, a new definition of education is proposed. As a result, the presence of a teacher denotes the ability to transform the concept of education into the context of curriculum development and student instruction. Furthermore, this appealing reflection

of teaching and learning has significantly impacted the school's function as a location of learning. As a result, there has been a movement in how education is regarded and done, and classroom instruction is being offered in new ways.

SBM refers to the devolution of power from the federal government to the local school level. According to the authors, school-based management can be conceptualized as a formal change in governance structures that recognizes the particular school as the primary unit of improvement and relies on the redistribution of decision-making authority as the main way to promote and sustain improvement.

Organizational theory suggests that in a decentralized environment, employees that are responsible for decisions and are empowered to make decisions have more control over their work and are accountable for their decisions. The effectiveness of the organization is improved because the employee, who deals with and knows the client, can alter the product or service to meet the client's needs. Many benefits of school decentralization derive from making the school focus on autonomous planning activities and accountability. The school can focus on the student and the desired outcomes and performance measures specific to the school. By making the school the focal point and transferring the decision-making power to the school, the opportunities are created for leadership and professional growth. Further, the local nature of the goal setting will increase the commitment to achieving those goals. Because the decisions are made closer to the student being served and the people most aware of the student needs are making the decision, decentralization will result in programs more relevant to student needs

In the same manner, In modern management theory and practice accountability is a key concept. It means that managers are held responsible for carrying out a defined set of duties or tasks, and for conforming with rules and standards applicable to their posts. Accountability is the responsibility an individual or group has for their actions, accepting accountability for them and being upfront about the outcomes. Managing money or other assets that have been entrusted to you is also included. The person or body which the manager must report and answer for his or her actions are made explicit and he or she may be rewarded for good performance or suffer the consequences of inadequate performance. The actions of subordinate personnel may also be held accountable to a management of an organizational unit or school. Accountability is essentially described as taking ownership of one's acts and accepting responsibility for them. Accountability in school management can also involve adhering to the laws and regulations of school governance, reporting to those in charge of the school, and tying rewards and sanctions to the intended outcomes. On the other hand, Instructional Leadership Theory by Hallinger and M.urphy created a comprehensive model of instructional leadership (1985 in Sukarmin & Sin, 2022). This dominating paradigm suggests three major components of the instructional leadership construct: identifying the mission of the school, administering the instructional program, and promoting a positive school-learning climate. These dimensions are further subdivided into ten instructional leadership functions: framing the school's goals, communicating the school's goals, curriculum coordination, supervising and evaluating instruction, monitoring student progress, protecting instructional time, providing incentives for teachers, providing incentives for learning, promoting professional development, and maintaining high visibility. The first two tasks, describing the school's mission and framing the school's aims, are combined into the first broad dimension, defining the school's goals.

These two leadership techniques highlight the principal's responsibility in building and communicating a clear school vision with an emphasis on improved student learning. This component is designed to highlight the principal's duty for collectively developing a suitably context-based vision, ensuring that all school stakeholders are aware of it, and ensuring that teaching and learning procedures are aligned with the vision. The second component contains three leadership tasks: supervising and evaluating education, curriculum coordination, and student progress monitoring. This dimension presupposes the principal's involvement in overseeing, monitoring, and assessing school-based instruction and curriculum-based activities. In the current paradigm, these major roles are seen as crucial leadership tasks. The third dimension includes five leadership tasks: safeguarding instructional time, encouraging professional development, maintaining high visibility, rewarding instructors, and rewarding learning. This dimension has a greater reach and intent than the previous two dimensions. This dimension's leadership functions are expected to be highly influential principal practices. This component emphasizes the need of establishing and sustaining a school atmosphere that supports teaching and learning activities while also encouraging teachers' professional growth (Ng et al., 2015; Sukarmin & Sin, 2022).

Furthermore, studies on instructional leadership indicated that instructional leadership had an impact on student academic attainment, either directly or indirectly. Furthermore, some studies have indicated that instructional leadership specifically leads to student academic improvement (Basri et al., 2017). Other research findings indicate that principal instructional leadership has an indirect positive affect on student academic performance via teacher organizational commitment.

Numerous research have discovered a significant association between instructional leadership and teacher dedication. These data suggest that when principals exercise instructional leadership at a high level, teacher commitment to the school increases. When teachers' commitment to the school grows, it motivates them to work more, which leads to an improvement in student academic achievement. (Alazmi & Alenezi, 2020).

Setting high expectations and standards for instructors and students, instructional leaders are goal-oriented, focused on enhancing students' academic achievement, and are seen as culture builders (Cilek, 2019). According to some academics, instructional leadership is a directive, top-down approach to school leadership that places a focus on directing and regulating individuals to accomplish objectives that may have been set at the organization's top. Despite the fact that educational leaders must have a strong foundation in teaching and learning, it is a problem in instructional leadership that great leaders are not always effective classroom teachers (Sisneros, 2019).

However, recent research has demonstrated that SBM enhancements are associated with improved educational results and procedures (Villanueva & Daud, 2019). Nonetheless, there is scant evidence to back up SBM's capacity to boost student performance. According to a comprehensive review of the empirical literature published since 1995, just 14 studies used rigorous procedures to analyze the impact of SBM, and only six of those studies showed positive outcomes on children's test scores. 2022) (Pepugal). Eleven Latin American studies are country-specific, one is from Kenya, and two use data

from many countries. There is no empirical data from East Asia. School-based management (SBM) restructuring tries to incorporate teachers and other persons who interact closely with kids in decision-making processes.

When this occurs, a variety of factors may be considered as causes, including poor teaching-learning experiences provided by teachers, having incompetent faculty on teacher rosters, improper management of the educational system by school heads, poor leadership potential, and misguided school administrator governance. Everything will be determined by how schools embrace and implement school-based management. (Pepugal, 2022).

To raise academic achievement, school administrators, teachers, and students collaborate with members of the local government, proprietors of businesses, and other interested parties. According to Garcia and Cerado (2020), decentralization in the context of SBM is the transfer of accountability for school improvement planning, resource raising, assignment, and management to the school sites from the central, regional, and division levels.

In relation to this, Bucud (2017) asserted emphatically that the concept of local community participation and partnership in school-based management (SBM) is a major concern in school reforms in which decentralization and delegation of authority occur at the school level, empowering the school community to perform the majority of the functions previously performed by the central region or the district. Individuals closest to the kids, such as teachers, school administrators, parents, and community members, are best qualified to identify the ways that will best suit the needs of their individual students.

According to Cansoy et al. (2020), effective education requires not only physical input, such as classrooms, teachers, and textbooks, but also incentives that promote better instruction and learning. They emphasized that institutional incentives, which can be divided into three categories: choice and competition, school autonomy, and school responsibility, influence learning outcomes.

The SBM initiative implemented in randomly selected schools had large positive effects on student test scores, owing to a combination of smaller class sizes, more teacher incentives, and greater parental oversight (Pepugal, 2022).

From the theory, related studies and literature cited, presented and explained above, the researcher came up with the paradigm that will serve as guide in the conduct of the study.

Figure 1 shows that the independent variable is the instructional leadership of school-based management level III schools. This variable was hypothesized to influence (as implied by the arrowhead) the dependent variable which is the school performance in SBM.

Independent Variable                                                  Dependent Variable



Paradigm of the Study
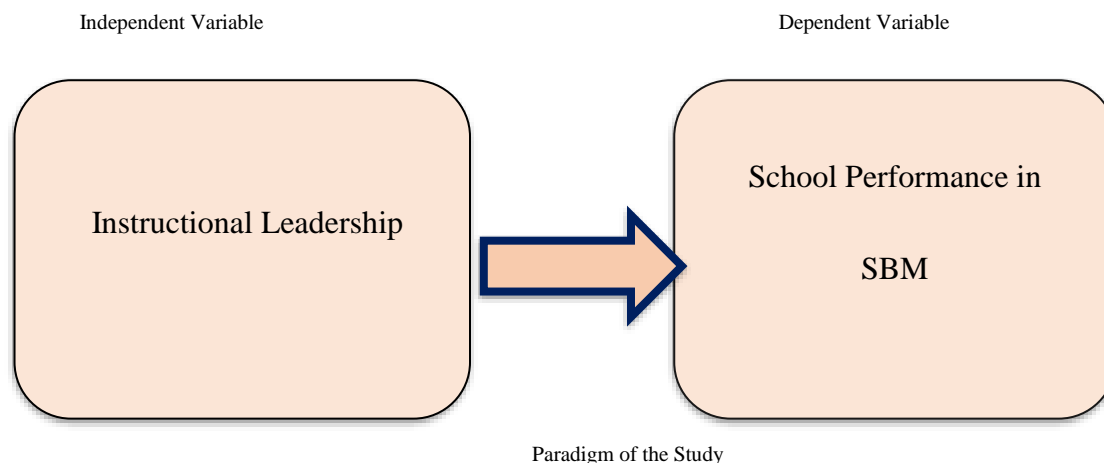
**Significance of the Study**

This study is beneficial and important in the educational arena. It will help the educators understand the influence of instructional leadership of school-based management level III schools to their performance in SBM, and it will ultimately benefit the following:

Students. The students being the primary beneficiary of this research study, this will be a great help for their holistic development because the outcome of the SBM evaluation is the improvement of services rendered to them in all aspects of learning.

School Administrators. The findings of this study will help the school administrators to plan accordingly relating to their strategies in instructional leadership to help everyone in the school work toward a common goal of achieving a high performance rating in the SBM.

Teachers. The teachers will also benefit from this study as their school principal will adjust their leadership styles to fit the needs of the school and everyone in it including the teachers. The teachers can work harmoniously with the principal to help the school achieve high numerical ratings in the SBM.

Future Researchers. Results of the study will serve a reference for researchers who have the same interests. The researcher ultimately believe that the findings of this study will help the future researchers to fully understand influence of school principal leadership to the school performance in SBM.

**Scope and Limitation of the Study**

This research was focused only on the influence of instructional leadership of the school heads to the numerical rating that they received in four variables in SBM, which are Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources.

The school heads` instructional leadership of school-based management level III schools as assessed by the school heads themselves and the teachers under their supervision were described in terms of instructional resource provider; maintaining visible presence; teacher professional development; maximizing instructional time; monitoring pupils' progress; feedback on teaching and learning; and curriculum implementer. On the other hand, the performance of the school respondents were described in terms their numerical ratings in the SBM.

### Location of the Study

The study was conducted in Pandi North and Pandi South District, Pandi, Bulacan. The schools respondents were:  Bagong Barrio Elementary School, Cacarong Elementary School, Cacarong Bata Elementary School, Eusebio, Elementary School, Mamerto C. Bernardo Elementary School, Mapulang Lupa Elementary School, Matias B. Salvador Memorial Elementary School, Pandi Heights Elementary School, Pandi Residences Elementary School, Pinagkuartelan Elementary School, Real de Cacarong Elementary School, San Antonio Abad Elementary School, and Siling Matanda Elementary School which consist of 412 teachers. In Pandi South the schools are Bagbaguin Elementary School, Baka-bakahan Elementary School, Bunsuran Elementary School, Cupang Elementary School, Malibo Bata Elementary School, Malibo Matanda Elementary School, Manatal Elementary School, Masagana Elementary School,

Masuso Elementary School, San Roque Elementary School, and San Antonio Elementary School Elementary School with total of 184 teachers.

## METHODOLOGY

### Research Design

The study utilized the explanatory sequential mixed-methods design. In order to analyze and explore the instructional leadership of school-based management level III schools in Pandi North and South, Pandi Bulacan, both quantitative and  qualitative phase carried out in the research.

 The findings from the second phase of this design are qualitative, thus they are utilized to supplement the findings from the first phase, which were quantitative, and to explain the intricacies behind those findings.

The findings of this study shed light on the school heads` instructional leadership of school-based management level III schools as assessed by the school heads themselves and the teachers under their supervision in terms of instructional resource provider; maintaining visible presence; teacher professional development; maximizing instructional time; monitoring pupils' progress; feedback on teaching and learning; and curriculum implementer. Third, this research presupposes that instructional resource provider; maintaining visible presence; teacher professional development; maximizing instructional time; and monitoring pupils' progress are all important components of effective instructional (Cresswell, 2018).

### Data Gathering Techniques

Before collecting data from the intended respondents, the researcher sought  permission from the Bulacan Schools Division Superintendent to conduct research in Pandi North and Pandi South District, Pandi Bulacan, consisting of 20 School heads/principals, 4 OICs/Head Teacher and 596 teachers. The researcher was guided by Regional Memo No.228, s. 2020 or the Policy Guidelines on the Adherence to Ethical Research Principles and Responsibilities in Studies Involving Teaching, Teaching-Related, Non-Teaching Personnel and Learners. Informed consent were obtained from the respondents before the conduct of the study.

Respondents of the study were informed and oriented on the goal of the research and provisions of the agreement including the potential risks (i.e. limits to confidentiality) and the possible benefits of taking part in the study and details of alternative options that may benefit the respondents. During this process, the respondents were given the option to ask questions or clarifications. It emphasized also that participation of every respondent is voluntary and that they have the right to withdraw at any time. The content of the informed consent form was written in plain language for clarity and easy to be understand by the respondents. The researcher ensured that the inform consent form has no misleading or deceptive statements and that the consent form has undergone a critiquing from competent reviewer or panel of experts. The respondents were guaranteed anonymity. All information were obtained would be stored electronically, and at no time would participants be identifiable, as no identifiable information was collected. For the security of collected data, storage, transfer, destruction procedures, data gathered was stored in password-protected computer and files. Consistent with the presumption that anonymity accords with the privacy preference of respondents. Only the researcher had an access to gathered data for security purpose and confidentiality of the respondents. For the disposal of research data, unless a researcher has received approval from participants to archive their data, the researcher is eventually faced with task of destroying the data.

The data gathering for both survey and interview were done online. Google Forms was used in quantitative part and sent to the respondents to identify the instructional leadership of the school heads in SBM level III Schools.  It was utilized using Instructional Leadership Questionnaire that will be rated as 4 Outstanding (O), 3 Very Satisfactory (VS), 2 Satisfactory, and 1 Needs Improvement (NI) with item statements about being Instructional Resource Provider, Maintaining Visible Presence, Teacher Professional Development, Maximizing Instructional Time, Monitoring Pupils' Progress, Feedback on Teaching and Learning, and Curriculum Implementer. After that, qualitative interview was utilized through phone call in accordance with the issues presented in the first part of the data gathering process.

This online survey and interview adhered to College Memorandum No. 9 s. 2022. Furthermore, in order to observe the ethical standards in research, informed consent sought from the researchers before they proceed to answering the questionnaires as it is mandated by Republic Act 10173 or the Data Privacy Act of 2012 titled "An Act Protecting Individual Personal Information in Information and Communications Systems in the Government and the Private Sector, Creating for this Purpose a National Privacy Commission, and for other Purposes."

**Sampling Procedures**

Total population or universal sampling was utilized in the conduct of the study. All school heads and teachers were served as respondents of the study.

Table 1. Distribution of Respondents of the Study

| School in Pandi North | Teachers | Principals |
|---|---|---|
| 1. Bagong Barrio ES | 21 | 1 |
| 2. Cacarong ES | 27 | 1 |
| 3. Cacarong Bata ES | 45 | 1 |
| 4. Eusebio Roque ES | 13 | 1 |
| 5. Mamerto C. Bernardo Memorial ES | 38 | 1 |
| 6. Mapulang Lupa ES | 38 | 1 |
| 7. Matias B. Salvador Memorial Elementary School | 33 | 1 |
| 8. Pandi Height ES | 39 | 1 |
| 9. Pandi Residences ES | 63 | 1 |
| 10. Pinagkuartelan ES | 25 | 1 |
| 11. Real De Cacarong | 9 | 1 |
| 12. San Antonio Abad ES | 46 | 1 |
| 13. Siling Matanda ES | 15 | 1 |
| Total | **412** | **13** |
| School in Pandi South | | |
| 1. Bagbaguin ES | 21 | 1 |
| 2. Baka-bakahan ES | 27 | 1 |
| 3. Bunsuran ES | 45 | 1 |
| 4. Cupang ES | 13 | 1 |
| 5. Malibo Bata ES | 38 | 1 |
| 6. Malibo Matanda ES | 38 | 1 |
| 7. Manatal ES | 33 | 1 |
| 8. Masagana ES | 39 | 1 |
| 9. Masuso ES | 63 | 1 |
| 10. San Roque ES | 25 | 1 |
| 11. SanAntonio ES | 9 | 1 |
| Total | **184** | **11** |
| Grand Total | **596** | **24** |

For the qualitative part, 5 school heads and 10 teachers per district selected at random and participated in the semi-structure interview. Findings from this part was used to validate and for a more comprehensive discussions of the results of the study

**Data Analysis Scheme**

After collecting all the questionnaires, these were organized, tallied, tabulated, and analyzed using some statistical tools.

Weighted mean was computed to describe the public school principal instructional leadership.

Correlation analysis was performed to determine the significant relationship existed between the independent variables (public school heads instructional leadership) and dependent variable (school performance in SBM).

For the gathered qualitative data, thematic analysis was utilized to analyze the gathered qualitative data. Thematic analysis allows researchers to choose a wide range of options, such as data type and guiding theory (Braun & Clarke, 2022)

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# RESULTS AND DISCUSSIONS

**The School Heads' Instructional Leadership**

The school heads' instructional leadership refers to the role and responsibilities of school principals or head teachers in providing effective leadership and guidance in matters related to instruction and learning within the school.

The school heads' instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning, and curriculum implementer are presented in Tables 2 to 8.

### *Instructional Resource Provider*

School heads are responsible for ensuring that teachers have access to the necessary instructional resources, such as textbooks, teaching aids, technology tools, and other materials. They need to ensure that teachers have the resources they need to effectively deliver the curriculum.

Table 2. The School Heads' Instructional Leadership in terms of Instructional Resource Provider

| Item Statement | School Heads | | Teachers | |
| *The school head…* | Mean | VD | Mean | VD |
| --- | --- | --- | --- | --- |
| 1. encourages teachers to use instructional materials freely. | 3.96 | O | 4.00 | O |
| 2. organizes and deliver the instructional materials to teachers. | 3.96 | O | 4.00 | O |
| 3. ensures pupils have sufficient access to the instructional materials. | 4.00 | O | 4.00 | O |
| 4. makes teachers have sufficient access to instructional material. | 4.00 | O | 4.00 | O |
| 5. recommends resources in areas in which teachers need. | 3.88 | O | 3.92 | O |
| 6. guides teachers in using instructional resources. | 4.00 | O | 4.00 | O |
| Overall Mean | 3.97 | O | 3.99 | O |

Legend:

| | |
| --- | --- |
| 3.25 – 4.00 | Outstanding (O) |
| 2.50 – 3.24 | Very Satisfactory (VS) |
| 1.75 – 2.49 | Satisfactory (S) |
| 1.00 – 1.74 | Needs Improvement (NI) |

The statements 3,4, and 6 obtained the highest weighted mean of 4.0 (Outstanding) from the school heads. On the other hand, the statements 1,2,3,4, and 6 received the highest weighted mean of 4.0 (Outstanding) from the teacher respondents. The overall mean of the tables is 3.97 (Outstanding) from the school heads that is lower than 3.99 (Outstanding) from the teachers.

The results imply that the principals and teachers value the importance of providing necessary and quality resources and materials to support learning. It suggests a commitment to creating an environment where students can access educational materials easily, which can enhance their educational experience to support a high-quality education.

In consonance with, Leithwood and Sun (2018), research has shown that effective principals play a crucial role in supporting teachers as instructional resource providers. They provide teachers with access to high-quality instructional materials, resources, and professional development opportunities. This support positively impacts teachers' instructional practices and student achievement outcomes.

In the interview, the principals were asked "Do you ensure that pupils and teachers have sufficient access to the instructional materials?"

Majority of the respondents answered ``*Yes, as the school head, it is their responsibility to ensure that pupils and teachers have sufficient access to instructional materials*``. They work closely with the teaching staff and administration to ensure that the necessary resources, such as textbooks, workbooks, digital materials, and other relevant resources, are available for effective teaching and learning.

Also, the teachers were asked "Does the school head organize and deliver the instructional materials to teachers?"

Majority of the respondents answered ``*Yes, as a teacher, it is their responsibility to ensure that their students have sufficient access to instructional materials*``. They strive to provide a variety of resources, such as textbooks, handouts, digital materials, and supplementary materials, to support their learning. They also work closely with the school administration and colleagues to address any limitations or challenges in accessing instructional materials.

### *Maintaining Visible Presence*

School heads play a crucial role in maintaining a visible presence within the school community. This involves being actively engaged with students, teachers, and other staff members on a regular basis. By being visible, school heads can build relationships, address concerns, and provide support to enhance the overall school environment.

Table 3. The School Heads' Instructional Leadership in terms of Maintaining Visible Presence

| Item Statement | School Heads | | Teachers | |
| --- | --- | --- | --- | --- |
| *The school head…* | Mean | VD | Mean | VD |
| 1. visits classes regularly to observe teaching and learning. | 3.92 | O | 3.96 | O |
| 2. physically available for instructional issues. | 4.00 | O | 3.99 | O |
| 3. attends personally in co-curricular activities of the school. | 3.83 | O | 3.96 | O |
| 4. conducts meetings to discuss instructional matters. | 4.00 | O | 3.99 | O |
| 5. discusses with teachers the matters related to the instruction. | 3.96 | O | 4.00 | O |
| 6. visibly present in school for teachers and pupils. | 4.00 | O | 4.00 | O |
| Overall Mean | 3.95 | O | 3.98 | O |

Legend:

| | |
| --- | --- |
| 3.25 – 4.00 | Outstanding (O) |
| 2.50 – 3.24 | Very Satisfactory (VS) |
| 1.75 – 2.49 | Satisfactory (S) |
| 1.00 – 1.74 | Needs Improvement (NI) |

The statements 2,4, and 6 obtained the highest weighted mean of 4.0 (Outstanding) from the school heads. Meanwhile the statements 5 and 6 got the highest weighted mean of 4.0 (Outstanding) from the teachers. The overall mean of the table is 3.95 (Outstanding) from the school heads that is lower than 3.98 (Outstanding) from the teachers.

The results imply that the principal is present and accessible to address any instructional issues that may arise. The principal recognizes the value of open communication and collaboration among teachers and staff by conducting meetings and discussing instructional matters to gain insights about the challenges and successes experienced by teachers.

In conformity with the findings of William (2018), studies indicate that principals who maintain a visible presence in their schools have a significant impact on school climate and student outcomes. When principals actively engage with students, teachers, and parents, it fosters a sense of community and increases trust. This presence also allows principals to effectively address issues, reinforce positive behavior, and create a safe and supportive learning environment

In the interview, the principals were asked "Are you physically available for instructional issues?", majority of the respondents answered

``*Yes, as much as possible, they make themselves physically available for instructional issues*``. They understand the importance of being present and accessible to address any concerns or challenges that teachers may face in their instructional practices. They schedule regular office hours and encourage teachers to approach them with any issues or questions they may have.

Meanwhile, teachers were asked "Is the school head visibly present in school for teachers and pupils?"

Majority of the respondents answered ``*Yes, and it is important for the school head to be visibly present in the school for both teachers and pupils*``. Their presence helps create a sense of support and leadership within the school community. When the school head is visible and accessible, it promotes open communication, allows for timely guidance, and fosters a positive working and learning environment.

***Teacher Professional Development***

School heads are responsible for facilitating and promoting ongoing professional development for teachers. This includes identifying relevant training opportunities, organizing workshops or seminars, and encouraging teachers to continuously improve their skills and knowledge. By investing in professional development, school heads can ensure that teachers stay updated with the latest educational practices.

Table 4. The School Heads' Instructional Leadership in terms of Teacher Professional Development

| Item Statement | School Heads | | Teachers | |
| --- | --- | --- | --- | --- |
| *The school head …* | Mean | VD | Mean | VD |
| 1. makes time for teachers' professional development. | 4.00 | O | 3.99 | O |
| 2. plans faculty meetings for professional development. | 4.00 | O | 3.99 | O |
| 3. arranges teachers' meetings to help them grow professionally. | 4.00 | O | 3.97 | O |
| 4. develops follow up plans for assessing professional development. | 4.00 | O | 3.98 | O |
| 5. encourages teachers to take steps to solve instructional issues. | 3.92 | O | 4.00 | O |
| 6. plans professional development opportunities according to needs. | 4.00 | O | 3.99 | O |
| Overall Mean | 3.99 | O | 3.99 | O |

Legend:

| | |
| --- | --- |
| 3.25 – 4.00 | Outstanding (O) |

| 2.50 – 3.24 | Very Satisfactory (VS) |
| 1.75 – 2.49 | Satisfactory (S) |
| 1.00 – 1.74 | Needs Improvement (NI) |

The statements 1,2,3,4,6 got the highest weighted mean from the school heads and the statement 5 received the highest weighted mean of 4.0 (Outstanding) from the teachers. The overall mean of the table is 3.99 (Outstanding) from the school heads and the teachers.

The results imply that that the principal organizes meetings specifically focused on professional development for the entire faculty to support teachers` professional growth. This also suggests that the principal promotes a problem-solving approach among teachers and encourage them to address instructional issues and take ownership of their classrooms, develop innovative solutions, and create a positive learning environment.

Correspondingly, Darling-Hammond et al. (2017), supports the idea that principals have a crucial role in facilitating and supporting teacher professional development. Effective principals prioritize and provide opportunities for ongoing professional growth, such as workshops, conferences, and collaboration time. They also create a culture of continuous learning, where teachers are encouraged to explore innovative instructional practices and reflect on their teaching methods

During the interview, the principals were asked "Do you arrange teachers' meetings to help them grow professionally?"

Majority of the respondents answered ``*Yes, Professional growth and development of teachers are essential for maintaining high-quality education. I actively arrange teachers' meetings, workshops, training sessions, and other professional development opportunities. These activities provide a platform for teachers to enhance their knowledge, share best practices, and learn from one another*``.

Teachers, on the other hand were asked "Does the principal encourage teachers to take steps to solve instructional issues?"

Majority of the respondents answered ``*Yes, a good principal encourages teachers to take steps to solve instructional issues*``. They provide guidance, support, and resources to assist teachers in overcoming challenges and finding effective solutions. The principal promotes a culture of professional growth and collaboration, encouraging teachers to seek innovative approaches and continuously improve their instructional practices.

### *Maximizing Instructional Time*

School heads are tasked with maximizing instructional time within the school. This involves creating schedules that optimize the use of time, ensuring minimal disruptions, and addressing any factors that may hinder effective teaching and learning. By managing instructional time effectively, school heads can enhance student outcomes.

Table 5. The School Heads' Instructional Leadership in terms of Maximizing Instructional Time

| Item Statement | School Heads | | Teachers | |
| *The school head…* | Mean | VD | Mean | VD |
| 1. ensures that all pupils are present in the class during class time. | 4.00 | O | 3.99 | O |
| 2. protects classroom instructional time from outside interruptions. | 4.00 | O | 4.00 | O |
| 3. encourages all teachers to come to class well-prepared and in time. | 4.00 | O | 3.99 | O |
| 4. uses class time of teachers for regular meetings. | 4.00 | O | 3.98 | O |
| 5. makes sure that pupils are not allowing to office during class. | 4.00 | O | 3.99 | O |
| 6. solves issues related to discipline to maximize instructional time. | 3.96 | O | 4.00 | O |
| Overall Mean | 3.99 | O | 3.99 | O |

Legend:

| 3.25 – 4.00 | Outstanding (O) |
| 2.50 – 3.24 | Very Satisfactory (VS) |
| 1.75 – 2.49 | Satisfactory (S) |
| 1.00 – 1.74 | Needs Improvement (NI) |

The statements 1,2,3,4, and 5 received the highest weighted mean of 4.0 (Outstanding) from the school heads and the statement 2 got highest weighted mean of 4.0 (Outstanding) from the teachers. The overall mean of the table is 3.99 (Outstanding) from the teachers and the school heads.

The findings imply that their school heads when in terms of Maximizing Instructional Time placed a high value on students' punctuality and attendance. And to foster regular learning opportunities, school heads took measures to avoid interruptions during teaching and learning process. They also urged teachers to come to class prepared and on time.

In accordance with, Farrington and Polikoff (2017) which showed that principals who prioritize and maximize instructional time have a significant impact on student learning outcomes. They create schedules and routines that minimize disruptions and create a focused learning environment. Additionally,

effective principals provide teachers with strategies and support to manage classroom transitions, routines, and instructional strategies that optimize instructional time

In the interview, school heads were asked "Do you encourage all teachers to come to class well-prepared and in time?"

Majority of the respondents answered ``*yes, preparation can help to increase confidence. You can avoid any stress associated with being unprepared or even wastage of time. Being prepared allows you to edit existing problems or make plans for unforeseen ones. Therefore, protecting classroom from outside interruptions, checking of lesson plans and instructional materials are their priority to avoid class distraction*``.

Meanwhile, teachers were asked "Does the principal solve issues related to discipline to maximize instructional time?"

Majority of the respondents answered ``*yes, their school head encourage them to use technology to maximize instructional time and keep things exciting and engaging that can capture pupils` interest to maximize the instructional time during the teaching and learning process and also attendance policy for both teachers and learners are strictly observed and implemented*``.

### Monitoring Pupils' Progress

School heads are responsible for monitoring the progress of students and their academic performance. This may involve analyzing assessment data, conducting regular evaluations, and implementing strategies to support students who are struggling. By closely monitoring pupils' progress, school heads can identify areas of improvement and provide targeted interventions.

Table 6. The School Heads' Instructional Leadership in terms of Monitoring Pupils' Progress

| Item Statement | School Heads | | Teachers | |
|---|---|---|---|---|
| *The school head...* | Mean | VD | Mean | VD |
| 1. meets teachers individually to discuss pupil progress issues. | 3.96 | O | 3.99 | O |
| 2. discusses pupils' results with teachers for curricular strengths. | 3.96 | O | 3.99 | O |
| 3. reviews pupils' work when evaluating classroom instruction. | 3.96 | O | 3.99 | O |
| 4. asks the teachers to send the pupils' progress reports to parents. | 3.75 | O | 3.98 | O |
| 5. meets parents to discuss pupils' progress issues. | 3.92 | O | 3.97 | O |
| 6. identifies learning gaps or areas for growth. | 4.00 | O | 3.99 | O |
| Overall Mean | 3.92 | O | 3.99 | O |

Legend:

| | |
|---|---|
| 3.25 – 4.00 | Outstanding (O) |
| 2.50 – 3.24 | Very Satisfactory (VS) |
| 1.75 – 2.49 | Satisfactory (S) |
| 1.00 – 1.74 | Needs Improvement (NI) |

The statement 6 got the highest weighted mean of 4.0 (Outstanding) from the school heads. Meanwhile, the statements 1,2,3, and 6 got the highest weighted mean of 3.99 from the teachers. The overall mean of the table is 3.92 (Outstanding) from the school heads that is lower than 3.99 (Outstanding) from the teachers.

The results imply that the principal actively seeks to identify areas where students may have gaps in their learning or areas for potential growth. By identifying these gaps, the principal can develop targeted interventions, provide additional support, and implement strategies to ensure students' educational needs are addressed effectively.

In the light of this, Schildkamp (2019) revealed that principals play a crucial role in monitoring and analyzing students' progress. They use various assessment data and tools to identify students' strengths and weaknesses, track growth, and inform instructional decision-making. Effective principals work collaboratively with teachers to develop data-driven strategies that address individual student needs and improve overall student achievement

During the interview, the principals were asked "Do you identify learning gaps or areas for growth?"

Majority of the respondents answered that ``*yes, they prioritize identifying learning gaps or areas for growth. Regular assessments, both formative and summative, are conducted to monitor student progress and identify areas where additional support may be needed. Collaborating with teachers, we analyze assessment results, track student performance, and develop strategies to address learning gaps and promote growth*``.

Teachers, on the other hand were asked "Do the principal meet teachers individually to discuss pupil progress issues?"

Majority of the respondents answered that ``*yes, their principal ideally meet teachers individually to discuss pupil progress issues*``. These meetings provide an opportunity to address specific concerns, share insights on student performance, and collaborate on strategies to support student learning and growth. Individual meetings also allow teachers to seek guidance and input from the principal to improve their instructional practices.

### Feedback on Teaching and Learning

School heads provide feedback to teachers regarding their instructional practices and classroom management. This feedback can help teachers reflect on their teaching methods, identify areas for growth, and make necessary adjustments to improve student learning outcomes.

Table 7. The School Heads' Instructional Leadership in terms of Feedback on Teaching and Learning

| Item Statement | School Heads | | Teachers | |
|---|---|---|---|---|
| *The school head…* | Mean | VD | Mean | VD |
| 1. provides public praise to those teachers who perform well. | 4.00 | O | 3.98 | O |
| 2. reinforces the teachers in staff meetings/newsletters/ memos. | 4.00 | O | 3.97 | O |
| 3. praises outstanding pupils on their achievement publicly. | 3.83 | O | 3.83 | O |
| 4. communicate pupils' performance in parent teacher meetings. | 3.88 | O | 3.96 | O |
| 5. provides verbal and written feedback to teachers. | 3.92 | O | 3.98 | O |
| 6. evaluates and gives feedback timely and specific. | 4.00 | O | 3.99 | O |
| Overall Mean | 3.94 | O | 3.95 | O |

Legend:

| | |
|---|---|
| 3.25 – 4.00 | Outstanding (O) |
| 2.50 – 3.24 | Very Satisfactory (VS) |
| 1.75 – 2.49 | Satisfactory (S) |
| 1.00 – 1.74 | Needs Improvement (NI) |

The statements 1, 2, and 6 obtained the highest weighted mean of 4.0 (Outstanding) from the school heads. Meanwhile the statement 6 got the highest weighted mean of 3.99 (Outstanding) from the teachers. The overall mean of the table is 3.94 from the school heads that is lower than 3.95 from the teachers.

The results imply that the principal recognizes and acknowledges the achievements and exemplary performance of teachers in a public manner, reinforces them in staff meetings/newsletters/memos, and evaluates and gives feedback timely and specifically. This helps motivate and appreciate individual teachers and creates a positive culture of recognition and celebration within the school community.

Similarly, Wisniewski et al. (2019) found that principals' feedback on teaching and learning is essential for teachers' professional growth and improved instructional practices. Effective principals provide regular, specific, and constructive feedback to teachers, highlighting their strengths and areas for improvement. This feedback fosters a culture of continuous improvement and supports teachers in enhancing their instructional effectiveness.

During the interview, the school heads were asked "Do you evaluate and give feedback timely and specific?"

Majority of the respondents answered ``*Yes, that timely and specific evaluation and feedback are essential for professional growth*``. They ensure that evaluations are conducted regularly, and feedback is provided in a constructive and supportive manner. This helps teachers understand their strengths, areas for improvement, and provides guidance on how they can enhance their teaching practices.

Teachers were asked "Does the principal provide public praise to those teachers who perform well?"

Majority of the respondents answered ``*Yes, that their principal provides public praise and recognition to those teachers who demonstrate exceptional performance, dedication, and innovation in their teaching practices*``. Public appreciation boosts morale, motivates teachers, and fosters a culture of excellence and continuous improvement.

***Curriculum Implementer***

School heads are responsible for overseeing the implementation of the curriculum within the school. They ensure that teachers are effectively delivering the curriculum objectives, aligning instructional practices with curriculum standards, and assessing student progress based on the established curriculum guidelines.

Table 8. The School Heads' Instructional Leadership in terms of Curriculum Implementer

| Item Statement | School Heads | | Teachers | |
|---|---|---|---|---|
| *The school head/teacher…* | Mean | VD | Mean | VD |
| 1. ensures that teachers teach the required curriculum. | 4.00 | O | 3.99 | O |
| 2. encourages a lesson plan for making curriculum effective. | 3.83 | O | 3.98 | O |
| 3. encourages my teachers to engage their pupils in activities. | 3.96 | O | 3.97 | O |
| 4. meets teachers to get reports about curriculum implementation. | 4.00 | O | 3.97 | O |
| 5. pupils' marks provide info about curriculum implementation. | 4.00 | O | 3.99 | O |
| 6. uses data to focus attention on improving the curriculum or instruction | 4.00 | O | 4.00 | O |
| Overall Mean | 3.97 | O | 3.98 | O |

Legend:

| | |
|---|---|
| 3.25 – 4.00 | Outstanding (O) |
| 2.50 – 3.24 | Very Satisfactory (VS) |
| 1.75 – 2.49 | Satisfactory (S) |
| 1.00– 1.74 | Needs Improvement (NI) |

The statements 1,4,5, and 6 got the highest weighted mean of 4.0 (Outstanding) from the school heads. On the other hand, the statement 6 got the highest weighted mean of 4.0 from the teachers. The overall mean of the table is 3.97 (Outstanding) from the school heads and 3.98 (Outstanding) from the teachers.

The results imply that the teachers and school heads were agreed that their principal performed well when it terms of curriculum implementation and ensured teachers follow the prescribed curriculum guidelines and deliver the necessary content to students.

In consonance with the findings of O'Shea and McLeod (2022), principals play a critical role in curriculum implementation by ensuring alignment between instructional goals, standards, and classroom practices. They provide support to teachers in understanding the curriculum, adapting instructional materials, and implementing effective teaching strategies. Additionally, effective principals regularly monitor curriculum implementation to ensure fidelity and make necessary adjustments based on student needs and assessment data.

In the interview the principals were asked "Do you ensure that teachers teach the required curriculum?"

Majority of the respondents answered that ``*yes, it is their responsibility to ensure that teachers teach the required curriculum*``. They work closely with the curriculum coordinators and teachers to align instructional practices with the mandated curriculum standards. Regular monitoring and observation of classroom activities are carried out to ensure adherence to the curriculum and instructional guidelines.

In the interview the teachers were asked "Do you use data to focus attention on improving the curriculum or instruction?"

Majority of the respondents replied ``*yes, as a teacher, they believe that data-driven decision-making is crucial for improving the curriculum and instruction*``. A principal who effectively utilizes data can identify trends, patterns, and areas for improvement in student performance. By analyzing data, such as assessment results, attendance records, and other relevant metrics, the principal can focus attention on specific areas that require targeted intervention and provide support to teachers in enhancing their instructional strategies.

**The Performance of the School Respondents**

Table 9. The Performance of the School Respondents in SBM

| School | A | B | C | D | Total (SBM Rating) |
|---|---|---|---|---|---|
| 1 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 2 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 3 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 4 | 0.84 | 0.90 | 0.70 | 0.45 | 2.89 (A) |
| 5 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 6 | 0.90 | 0.75 | 0.75 | 0.45 | 2.85 (A) |
| 7 | 0.90 | 0.75 | 0.71 | 0.45 | 2.81 (A) |
| 8 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 9 | 0.90 | 0.74 | 0.75 | 0.45 | 2.84 (A) |
| 10 | 0.90 | 0.90 | 0.50 | 0.45 | 2.75 (A) |
| 11 | 0.90 | 0.85 | 0.62 | 0.45 | 2.82 (A) |
| 12 | 0.90 | 0.60 | 0.66 | 0.45 | 2.61 (A) |
| 13 | 0.90 | 0.50 | 0.75 | 0.45 | 2.60 (A) |
| 14 | 0.90 | 0.65 | 0.75 | 0.45 | 2.75 (A) |
| 15 | 0.90 | 0.75 | 0.75 | 0.45 | 2.85 (A) |
| 16 | 0.90 | 0.75 | 0.75 | 0.45 | 2.85 (A) |
| 17 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 18 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 19 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 20 | 0.90 | 0.75 | 0.75 | 0.45 | 2.85 (A) |
| 21 | 0.90 | 0.75 | 0.70 | 0.45 | 2.80 (A) |
| 22 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 23 | 0.90 | 0.90 | 0.75 | 0.45 | 3.00 (A) |
| 24 | 0.90 | 0.75 | 0.75 | 0.45 | 2.85 (A) |

Legend: A - Leadership and Governance     C - Accountability and Continuous Improvement

     B - Curriculum and Instruction     D - Management of Resources

| Numerical Rating Scale | Description |
|---|---|
| 0.50 – 1.49 | Developing (D) |
| 1.50 – 2.49 | Maturing (M) |
| 2.50 – 3.00 | Advanced (A) |

All school respondents garnered an "advanced" performance in the SBM. It can also be noted from the table that in leadership and governance (A) and management of resources (D) all schools yielded scores of 0.90 and 0.45, respectively. Result reveals that in curriculum and instruction (B), the highest rating was registered at 0.90 while the lowest rating was recorded at 0.50. Meanwhile, in accountability and continuous improvement the highest rating was registered at 0.75 while the lowest rating was recorded at 0.50.

The results imply that almost all schools have the same outstanding performance in all aspects of the SBM. This only shows that these schools worked so hard with the assistance of school stakeholders to fully implement SBM.

**The Difference between the Assessments of the Teachers and School Heads themselves as regards their Instructional Leadership**

In this part of the study, Table 10 reveals the results of the t-test analysis which was done to determine if significant difference existed between the assessments of the teachers and school heads themselves as regards their instructional leadership.

Table 10. Results of the t-test Analysis on the Difference between the Assessments of the Teachers and School Heads themselves as regards their Instructional Leadership

| Item | Mean | | Mean Diff. | t-value | p-value |
|---|---|---|---|---|---|
| | Head Teacher | Teacher | | | |
| instructional resource provider | 3.97 | 3.99 | -0.02 | -0.859ns | 0.411 |
| maintaining visible presence | 3.95 | 3.98 | -0.03 | -1.105ns | 0.295 |
| teacher professional dev. | 3.99 | 3.99 | 0.00 | 0.000ns | 1.000 |
| maximizing instructional time | 3.99 | 3.99 | 0.00 | 0.000ns | 1.000 |
| monitoring pupils' progress | 3.92 | 3.99 | -0.07 | -1.637ns | 0.133 |
| feedback on teaching & learning | 3.94 | 3.95 | -0.01 | -0.344ns | 0.738 |
| curriculum implementer | 3.97 | 3.98 | -0.01 | -0.650ns | 0.530 |

Legend: ns = not significant (p>0.05)

No significant difference was found between the assessments of the teachers and school heads themselves with regard to their instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning and curriculum implementer. This no significant difference is indicated by the computed probability values that ranged from 0.133 to 1.000. This only shows that teachers and head teachers had the same perceptions in so far as instructional leadership is concerned.

These results imply that teacher respondent validated that the assessments of their school heads are true and correct. Further, these results disclose that teacher respondents are contented of the instructional leadership of their school heads.

In the same manner, Le Fevre (2021) asserted that instructional leadership is the most effective type of leadership practice for improving student learning outcomes. Syntheses of international research on educational leadership concur that instructional leadership has demonstrated the strongest impact on student learning. A number of large international studies have shown that, even after controlling for other variables such as school context and student demographics, principal instructional leadership accounts for a significant amount of variance in student achievement. In addition, these metanalyses that compare different leadership practices indicate instructional leadership to be the most effective in improving student achievement across a range of school contexts and levels.

**The Relationship between School Heads' Instructional Leadership and their School Performance in SBM**

Table 11 exhibits the results of the correlation analysis which was performed to determine if significant relationship existed between school heads' instructional leadership and their school performance in SBM.

Table 11. Results of Correlation Analysis on the Relationship between School Heads' Instructional Leadership and their School Performance in SBM

| School Heads' Instructional Leadership | School Performance in SBM | |
|---|---|---|
| | r-value | p-value |
| instructional resource provider | 0.847** | 0.000 |
| maintaining visible presence | 0.812** | 0.000 |

| | | |
|---|---|---|
| teacher professional dev. | 0.867** | 0.000 |
| maximizing instructional time | 0.887** | 0.000 |
| monitoring pupils' progress | 0.792** | 0.000 |
| feedback on teaching & learning | 0.769** | 0.000 |
| curriculum implementer | 0.808** | 0.000 |

Legend: ** = highly significant (p≤0.01)

Highly significant relationship was found between school heads' instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning, and curriculum implementer, and their school performance in SBM. This highly significant relationship was brought about by the fact that the computed probability values for these variables which are all equal to 0.000 is less than the significance level of 0.01. Further perusal of the same table reveals that direct relationship existed between the aforementioned variables as indicated by the positive sign of the computed correlation values that ranged from 0.769 to 0.887.

This discloses that as the level of school heads' instructional leadership increases, the level of their school performance in SBM also increases.

In conformity with the findings of the present study, Sanchez (2021) conducted a research which aims to investigate the connection between principals' instructional leadership practices and student achievement and school performance. A phenomenological case study examined 13 elementary schools that exhibited a) a high percentage of students from poverty, b) higher than average state assessment results, and c) principals that remained in their schools for 3 years or more during the same time period. The study analyzed and found highly significant correlations between instructional leadership practices (ILP) and the monitoring tools used by the principals and student achievement and school performance as a whole. The impact of this study provides a model for ILP of principals that can be incorporated into their daily habits that provide opportunities for instructional changes that can lead to increased student achievement.

In the conducted interview with the teacher respondents, they were asked about the importance of school head's instructional leadership to attain outstanding performance in SBM. These teachers answered that although SBM stressed on empowering teachers and parents through the development of multiple and shared leadership roles, the principals remain "pivotal players" in initiating, implementing and sustaining viable for SBM activities. This is clear that the school principal plays important roles in ensuring effectiveness in school-based management. Under SBM system, principal leadership is important but a change in leadership roles is the most important. SBM demands more of the school principal in terms of principal instructional leadership.

**Program of Activities Created from the Results of the Study**

Results of the study revealed that the assessments of the teachers and their respective school heads themselves with regard to their instructional leadership was outstanding. Thus, the researcher proposed a program to share the best practices of the schools under study to other schools who are not outstanding performer in the SBM.

Table 12. Proposed Program of Activities

| Objectives | Action | Timeline | Persons Involved | Expected Outcome |
|---|---|---|---|---|
| To share the practices of the school heads in performing their duties as instructional leaders. | Conduct lecture focusing on instructional leadership of school heads with an advance level in SBM. | 1st Quarter of S.Y. 2023-2024 | Researcher, School Heads | At the end of the lecture, other school heads are expected to gather some instructional practices that can be used to attain higher in the SBM. |
| To disseminate among other schools the best practices to obtain advanced level in SBM. | Conduct lecture focusing on best practices in SBM | | Researcher other teachers in the district | Other schools are expected to obtain advanced level in the SBM. |

# FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## *Findings*

This study explored the instructional leadership of school-based management level III schools in Pandi North and South District during the School Year 2022-2023.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that the teachers and the school heads themselves assessed their instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning, and curriculum implementer as "outstanding."

All school respondents garnered an "advanced" performance or Level III in the SBM.

No significant difference was found between the assessments of the teachers and school heads themselves with regard to their instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning and curriculum implementer.

Highly significant relationship was found between school heads' instructional leadership in terms of instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring pupils' progress, feedback on teaching and learning, and curriculum implementer, and their school performance in SBM.

### *Conclusions*

Based on the findings of the study, the following conclusions were drawn: The assessments of the teachers and the school heads themselves with regard to their instructional leadership are the same.

The instructional leadership of the school heads is positively correlated to school performance in the SBM.

### *Recommendations*

In light of the findings and conclusions of the study, the following recommendations are hereby offered:

1. Elementary schools may implement or conduct the program of activities offered by the researcher.

2. For future researchers, further research along this line could be conducted. The same study may be conducted to elementary schools using purely qualitative research design to validate the results of the study.

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