



Principals Instructional and Transformational Leadership behaviors on their Performance

Lloyd G. Santos ^{a *}, Priscilla P. de Guzman, Ph D^b

¹ Bulacan Agricultural State College, Pinaod, San Ildefonso, Bulacan, Philippines

² Bulacan Agricultural State College, Pinaod, San Ildefonso, Bulacan, Philippines

DOI: <https://doi.org/10.55248/gengpi.4.1023.102826>

ABSTRACT

This study determined the relationship between the instructional and transformational leadership behaviors, and the performance of principals in Candaba East District, Schools Division of Pampanga during the School Year 2022 – 2023. With explanatory sequential mixed methods as research design and 188 teachers as respondents of the study, findings showed that teacher respondents stated that it very true that their principals practiced instructional leadership behavior in terms of determining and sharing the school's aims, managing educational program, assessing educational process, supporting teachers, and creating an organized environment. Likewise, teacher respondents stated that it very true that their principals exercised transformational leadership in terms of idealized influence, inspiration motivation, intellectual stimulation, individual consideration, contingent reward. The principals' performance in terms of their ratings in the Office Performance Commitment Review Form (OPCRF) in the last three years was described as "outstanding." Based on the findings of the study, the following conclusions were drawn: The instructional leadership behavior of the school principals is positively correlated to school performance. In the same vein, the transformational leadership behavior of the school principal is positively correlated to school performance.

Keywords: Instructional Behavior, Transformational Behavior, Inspirational Motivation, Individual Consideration, Idealized Influence

Introduction

School principals at the top of hierarchical order in schools are responsible for improving instruction and learning. As leaders, they must acquire knowledge about curriculum and instruction, intervene directly with teachers for instructional improvement, engage deeply in the school's instructional development, and exercise instructional, transformational and technology leadership since their teachers consider them as the source of instructional advice influencing pupils and schools' outcomes. Quality teaching has a significant relationship with the level of instructional leadership behaviors showed by school leaders. Most studies studying the relationship between instructional leadership behavior and the quality of teacher teaching found significant relationship between the two. Moreover, eighty-nine per cent of reviewed literature about school heads' instructional leadership behaviors referred to quality assuring practice. These applied to defining shared expectations, resourcing strategically, managing the instructional program, and promoting a positive school learning environment. (Mertem, 2021).

Interestingly, results of the interview with school heads reveal that instructional leadership behavior is about: (a) making sure the bulk of your conversations are around teaching and learning, and improving student outcomes; (b) being able to get in the classroom with teachers, working collaboratively and together; (c) principal supporting the school staff and to do the best work, to grow, and improve, and to develop a culture of loving learning; and (d) it is about putting student learning as a part of their strategic agenda (Pitt, 2020).

Meanwhile, one of the most central issues in today's school principal leadership is of how to motivate teachers to effectively participate in the process of making decision. Vary of studies have been conducted to investigate the important roles played by the principals in running schools to its success, but the lack of empirical studies that specifically explore the effect of principals' transformational leadership on their own performance which makes this present study robust.

Though there are various styles of leadership, in this study the researcher focuses on transformational leadership style as it emerged as the most popular approach to explain leaders' way of directing the organization's life in today's world. According to Northouse, (2007) as cited by Tambajong (2016), transformational leadership theory has continually highlighted the importance of leaders "influence on followers" emotional states. In order to be able to influence his or her followers, transformational leader aims to ensure that the employees are capable to identify themselves with the goals of the organization and are able therefore to do more than what is required of them. Further he added that transformational leadership is the leader's ability to influence employees' attitudes, values, beliefs, and behaviors by working through them and with them in order to accomplish the organization's goals, missions, and purposes. Moreover, he stated that transformational leadership is the ability to get people who want to change, improve, and be led. It involves assessing associates' motives, satisfying their needs, and valuing them.

A study conducted by Ramos (2019) determined the transformational practices of school leaders of city schools in the Division of First District of Laguna, Philippines.

Further, the research also determined the extent of transformational leadership practices among public elementary school heads and teachers in terms of: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration; assessed the performance of public elementary schools in terms of: drop-out rate, cohort survival rate, completion rate, and achievement rate and determined the significant relationship between transformational leadership practices and the performance of public elementary schools.

The above-mentioned realities inspired and motivated the researcher to undertake and conduct this research with the aim of determining the influence of instructional and transformational leadership behaviors to performance of public elementary school principals.

1. Statement of the Problem

This study determined the relationship between the instructional and transformational leadership behaviors, and the performance of principals in Candaba East District, Schools Division of Pampanga during the School Year 2022 – 2023.

Specifically, it sought answers to the following questions:

1. How may the principals' instructional leadership behavior be described in terms of:
 - 1.1 determining and sharing the school's aims;
 - 1.2 managing educational program;
 - 1.3 assessing educational process;
 - 1.4 supporting teachers; and
 - 1.5 creating an organized environment?
2. How may the principals' transformational leadership be described in terms of:
 - 2.1 idealized influence;
 - 2.2 inspiration motivation;
 - 2.3 intellectual stimulation;
 - 2.4 individual consideration; and
 - 2.5 contingent reward?
3. How may the principals' performance be described in terms of their numerical ratings in the Office Performance Commitment Review Form (OPCRF) in the last three years?
4. Is there a significant relationship between the principals' instructional leadership behaviors and their performance?
5. Is there a significant relationship between the principals' transformational leadership behaviors and their performance?
6. What are the issues and challenges that are encountered by the principals in performing their duties as transformational leaders?
7. What are the best practices of the respondents in terms of the observance of transformational and instructional leadership behaviors to school performance?
8. What program of activities can be crafted from the results of the study?

2. Hypotheses

The following hypotheses were tested in the study:

1. There is no significant relationship between the principal's instructional leadership behaviors and their performance
2. There is no significant relationship between the principal's transformational leadership and their performance.

3. Conceptual Framework

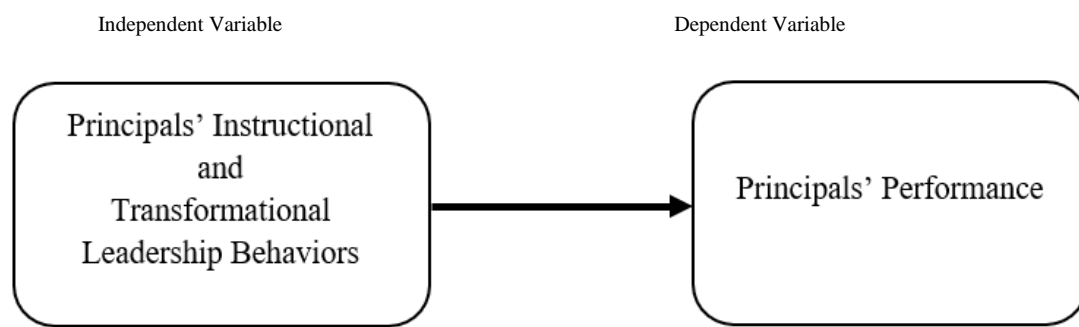


Figure 1. Paradigm of the Study

Figure 1 shows that the independent variables are principals' instructional and transformational leadership behaviors. These variables were hypothesized to influence (as implied by the arrowhead) the dependent variable which is the principal performance.

METHODOLOGY

4. Research Design

The study utilized the mixed method technique specifically the explanatory sequential research design. According to Creswell and Clark (2017), the explanatory sequential design of mixed methods research emphasizes the quantitative phase, followed by the qualitative phase. The purpose of the second qualitative phase is often to explain the results discovered in the first quantitative phase, and sometimes to explain outliers that are not entirely consistent with the collected data. Since the analysis of qualitative data is used to explain the quantitative phase's results, thus the term 'explanatory'. Researchers often choose this design if they are quantitatively oriented and comfortable doing research in this manner.

A sequential explanatory mixed methods design was adapted to undertake this study as it will be the best fit to answer the proposed research questions and draw on broader conclusions of findings. In the study, a sequential explanatory design, commenced with a quantitative phase and will be followed by a qualitative phase. Both quantitative and qualitative data were collected, analyzed separately during the research process then integrated. Triangulation was used to integrate the two phases, and this enabled interpretation of the combined findings. Findings from the qualitative phase used to explain and provide a more comprehensive contextualization of findings and interpretations drawn from quantitative phase.

5. Data Gathering Technique

Prior to the study, permission was sought from the Schools Division Superintendent of Pampanga to use the 15 Elementary Schools of Candaba East District as subjects. The researcher followed the guidelines outlined in Regional Memorandum No. 228 s. 2020 for ethical research principles and responsibilities in studies involving teaching, teaching-related, non-teaching personnel, and learners in Central Luzon. Face-to-face interviews were conducted for data collection, with informed consent obtained from the respondents. The respondents were informed about the research goals, agreement provisions, potential risks, and possible benefits of participation. They were given the option to ask questions and were assured of the voluntary nature of their participation and their right to withdraw. The informed consent form was written in plain language, without any misleading or deceptive statements, and underwent critique by competent reviewers or a panel of experts. The researcher ensured that the signatures of each respondent were affixed to the consent form. Anonymity of the respondents was guaranteed, with electronically stored information ensuring no identifiable data was collected.

For data security, storage, transfer, and destruction procedures were implemented using password-protected computers or files. Only the researcher had access to the gathered data to maintain security and confidentiality. Paper records were destroyed in a manner that prevented reconstruction of information, such as burning, shredding, pulping, or pulverizing. The researcher ensured that data was not retained beyond its specific purpose and would be disposed of appropriately. Informed consent was provided to the respondents regarding the purposes, uses, and retention of the collected data. The researcher abided by confidentiality and ethics in data processing. After receiving the permit, the researcher scheduled a date and time for data collection from the school's principal, interacting with the respondents in person.

For quantitative data collection, a modified closed-ended questionnaire was utilized, consisting of two parts. Part I gauged the instructional leadership behavior of the principals, adapted from Zorlu and Arseven (2016). Part II described the principals' transformational leadership, adapted from Francisco (2019).

After collecting the quantitative data, it was consolidated, analyzed, and interpreted. Open-ended questions for the semi-structured interview were formulated based on the quantitative results. The qualitative results were integrated with the quantitative results to provide comprehensive discussions and explanations of the collected data.

Sampling Procedures

For the quantitative data collections, total enumeration or universal sampling was utilized. All the 188 elementary public-school teachers in Candaba East District were requested to participate in answering the closed-ended questionnaire.

For the qualitative part, one (1) teacher per school - with a total of fifteen (15) teachers - was selected at random to participate in the interview. These 15 teachers were chosen using the lottery technique. Each member of the population was assigned a number, and numbers were randomly selected to determine the 15 respondents. The selected respondents were subjected to a semi-structured interview to gather their views and insights about the influence of principals' instructional

6. Data Analysis Scheme

After collecting all the needed quantitative data, the data was organized, tallied, tabulated, analyzed, and interpreted using various statistical tools.

To describe the principals' instructional and transformational leadership behaviors, the weighted mean was used.

To describe the principals' performance, the range, mean, and standard deviation were computed. The standard deviation was computed to determine the homogeneity or heterogeneity of the principals' performance based on their ratings in the OPCRf for the last three years.

To determine if a significant relationship exists between the principals' instructional and transformational leadership behaviors and their performance, correlation analysis was performed.

To interpret the collected qualitative data from the conducted semi-structured interviews with the respondents, content analysis was utilized. Content analysis is a research tool used to identify and analyze the presence of specific words, themes, or concepts within qualitative data. Through content analysis, researchers can quantify and analyze the presence, meanings, and relationships of these words, themes, or concepts Owen (2012).

RESULTS AND DISCUSSIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

This study determined the relationship between the instructional and transformational leadership behaviors, and the performance of principals in Candaba East District, Schools Division of Pampanga 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 teacher respondents stated that it very true that their principals practiced instructional leadership behavior in terms of determining and sharing the school's aims, managing educational program, assessing educational process, supporting teachers, and creating an organized environment.

Likewise, teacher respondents stated that it is very true that their principals exercised transformational leadership in terms of idealized influence, inspiration motivation, intellectual stimulation, individual consideration, contingent reward.

The principals' performance in terms of their ratings in the Office Performance Commitment Review Form (OPCRf) in the last three years was described as "outstanding."

Highly significant relationship was found between principals' instructional leadership behaviors in terms of determining and sharing the school's aims, managing educational program, assessing educational process, supporting teachers and creating an organized environment, and their respective school performance.

Similarly, highly significant relationship was found between principals' transformational leadership behaviors in terms of idealized influence, inspiration motivation, intellectual stimulation, individual consideration, and contingent reward, and the school performance of their respective schools.

Highly significant relationship was found between principals' instructional leadership behaviors in terms of determining and sharing the school's aims, managing educational program, assessing educational process, supporting teachers and creating an organized environment, and their respective school performance.

Similarly, highly significant relationship was found between principals' transformational leadership behaviors in terms of idealized influence, inspiration motivation, intellectual stimulation, individual consideration, and contingent reward, and the school performance of their respective schools.

Conclusions

Based on the findings of the study, the following conclusions were drawn: The way school principals lead and guide their teachers has a positive connection to how well the school performs. When principals focus on teaching and leading effectively, it tends to result in better school performance. Similarly, when principals inspire positive changes and show strong leadership, it also leads to improved school performance.

Recommendations

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

1. The Schools Division of Pampanga may implement the proposed program of activities offered by the researcher.
2. The school may share their best practices as a guide to other schools within the Division of Pampanga through benchmarking activities to serve as model for them to improve their performance.
3. For future researchers, further research along this line could be conducted. The same study may be conducted in other schools to further validate the significance of principals' instructional and transformational leadership behaviors.

REFERENCES

- Agasisti, T., Bowers, A. J., & Soncin, M. (2019). School principals' leadership types and student achievement in the Italian context: Empirical results from a three-step latent class analysis. *Educational Management Administration & Leadership*, 47(6), 860–886. <https://doi.org/10.1177/1741143218768577>
- Akbayir, K. (2019). Investigation of the Prospective Teachers' Research and Reporting Capabilities of the Written Resources According to Their Branches. *Journal of Education and Training Studies*, 7(4), 215-223.
- Anderson, M. (2017). Transformational leadership in education: A review of existing literature. *International Social Science Review*, 93(1), Article 4.
- Atalay, D. (2020). The place and importance of transformational and instructional leadership in education. In book: *Management & Strategy* (pp.413-431), Artikel Akademi
- Berkovich, I. (2016). School leaders and transformational leadership theory: Time to part ways? *Journal of Educational Administration*, 54(5), 609-622. <https://doi.org/10.1108/JEA-11-2015-0100>
- Cahyono, Y., Novitasari, D., Sihotang, M., Aman, M., Fahlevi, M., Nadeak, M., ... & Purwanto, A. (2020). The effect of transformational leadership dimensions on job satisfaction and organizational commitment: case studies in private university Lecturers. *Solid State Technology*, 63(1s), 158-184.
- Christie, M., Carey, M., Robertson, A., & Grainger, P. (2017). Putting transformative learning theory into practice. *Australian Journal of Adult Learning*, 55(1), 9–30.
- Corrigan J & Merry M (2022). Principal Leadership in a Time of Change. *Front. Educ.* 7:897620. doi: 10.3389/educ.2022.897620
- Cox, E. (2015). Coaching and adult learning: Theory and practice. *New Directions for Adult and Continuing Education*, (148), 27–38. <https://doi.org/10.1002/ace.20149>
- Cox, E., Bachkirova, T., & Clutterbuck, D. A. (2018). *The complete handbook of coaching* (3rd ed.). SAGE.
- Creswell, J., & Clark, V. (2017). *Designing and Conducting Mixed Methods Research* (3rd ed.). London: SAGE
- Francisco, CDC. (2019). School principals' transformational leadership styles and their effects on teachers' self-efficacy. *Int. J. Adv. Res.* 7(10), 622-635.
- Gayle, W. (2022). *Principal Transformational Leadership and the Texas Instructional Leadership Action Coaching Program: A Qualitative Case Study*. Dissertation. Baylor University.
- Glanz, J and S. Zepeda (Editors) (2016). *Supervision: new perspectives for theory and practice*. New York, NY: Rowman & Littlefield.
- Goddard, Y. L., Goddard, R. D., Bailes, L. P., & Nichols, R. (2019). From school leadership to differentiated instruction: A pathway to student learning in schools. *The Elementary School Journal*, 120(2), 197–219. <https://doi.org/10.1086/705827>
- Kwan, P. (2020). Is transformational leadership theory passé? Revisiting the integrative effect of instructional leadership and transformational leadership on student outcomes. *Educational Administration Quarterly*, 56(2), 321–349. <https://doi.org/10.1177/0013161X19861137>
- Lambrecht, J., Lenkeit, J., Hartmann, A., Ehlert, A., Knigge, M., & Spörer, N. (2020). The effect of school leadership on implementing inclusive education: How transformational and instructional leadership practices affect individualised education planning. *International Journal of Inclusive Education*. Advance online publication. <https://doi.org/10.1080/13603116.2020.1752825>

- Lee, M. C. C., Idris, M. A., & Tuckey, M. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention. *Human Resource Development International*, 22(3), 257–282. <https://doi.org/10.1080/13678868.2018.1530170>
- Leithwood, K., & Azah, V. N. (2016). Characteristics of effective leadership networks. *Journal of Educational Administration*, 54(4), 409–433. <https://doi.org/10.1108/JEA-08-2015-0068>
- Levin, S., & Bradley, K. (2019). Understanding and addressing principal turnover: A review of the research. *National Association of Secondary School Principals*.
- Liu, S., and Hallinger, P. (2018). Principal instructional leadership, Teacher Self-efficacy, and teacher professional learning in China: testing a mediated-effects model. *Educ. Adm. Q.* 54 (4), 501–528.
- Mangulabnan, BT. (2021). Transformational leadership styles of school principals in Central Luzon, Philippines. *School Effectiveness and School Improvement*, 17(2), 101-128.
- Mansor, NR, Muda, MS, and Ibrahim, MY (2017). Literature Review on Instructional Leadership Practice among Principals in Managing Changes. *International Journal of Academic Research in Business and Social Sciences*, Vol. 7, No. 12.
- Mason, M. (2018). Understanding Complexity theory in education governance. *Journal of Education Administration Quarterly*, 20, 41-68.
- Mertem, HY (2021), 'Relationship of instructional leadership behaviors with school outcomes: A meta-analysis study', *International Education Studies*, vol. 14, no. 5, pp. 31–41.
- Menken, K., & Sánchez, M. T. M. (2019). Distributed leadership in schools with “emergent bilingual leadership teams” for collaborative decision making. In *Educational Leadership of Immigrants* (pp. 147-154). Routledge.
- Mohd Siraj, M. A., Md Rami, A. A., Abdul Aziz, N. A., & Mohd Anuar, M. A. (2022). The Relationship Between School Heads' Transformational and Structural Leadership Styles Towards Teachers' Teaching Motivation. *Asian Journal of University Education*, 18(1), 244. <https://doi.org/10.24191/ajue.v18i1.17193>
- Moon, Y. J., Choi, M., & Armstrong, D. J. (2018). The impact of relational leadership and social alignment on information security system effectiveness in Korean governmental organizations. *International Journal of Information Management*, 40, 54-66.
- Pardosi, J. (2022). Effective principal leadership behaviors to improve the teacher performance and the student achievement. *F1000Research* 2022, 10:465 <https://doi.org/10.12688/f1000research.51549.2>
- Pitt, RM (2020). School leaders' instructional leadership behavior: Creating practice out of theory. *Journal of School Leadership and Management*, 8(1), pp. 27–42.
- Ramos, TS. (2019). Transformational leadership practices of school heads and performance of city schools in the division of first district of Laguna, Philippines. *International Journal of Social Sciences*, Volume 4 Issue 3, pp.799-812.
- Reiss, K. (2015). *Leadership coaching for educators: Bringing out the best in school administrators* (2nd ed.). Corwin Press.
- Santiago, I. (2018). School Principals' Leadership Behaviors Vis-à-vis Teachers' Instructional Practices. *West Visayas State University Research Journal* Vol. 7 No. 2 pp. 15-39.
- Sebastian, J., Allensworth, E., & Huang, H. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education*, 123(1), 69–108. <https://doi.org/10.3102/0034654319866133>
- Sebastian, J., Huang, H., & Allensworth, E. (2017). Examining integrated leadership systems in high schools: Connecting principal and teacher leadership to organizational processes and student outcomes. *School Effectiveness and School*.
- Senyamator, F., Minadzi, V. M., Dankyi, L. A., & Maison, R. S. (2019). Relationship between Teacher Job Satisfaction and Productivity in the Asante Akim South District of the Ashanti Region of Ghana. *Journal of Education and Learning*, 8(3), 193-201.
- Shepherd-Jones, A., and Salisbury-Glennon, J. (2018). Perceptions Matter: the Correlation between Teacher Motivation and Principal Leadership Styles. *J. Res. Educ.* 28, 93– 131.
- Tambajong, H. (2016). The effect of principals' transformational leadership on schools' life in Indonesia: an empirical study in elementary schools. *International Journal of Research in Social Sciences*, 6(10), 256-273.
- Tamim, T. (2021). Language, Class, and Education: Deconstructing the Centre to Rethink Inclusivity in Education in Pakistan. *Cogent Education*, 8(1), 1897933.
- Udin U (2020). Transformational leadership and organizational citizenship behavior: an empirical investigation. *Revista ESPACIOS* 41(01)

Puni, A., Mohammed, I., & Asamoah, E. (2018). Transformational leadership and job satisfaction: the moderating effect of contingent reward. *Leadership & Organization Development Journal*.

Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and teacher education*, 61, 47-59.

Zhu, L., Karim, M. M., Sharif, K., Li, F., Du, X., & Guizani, M. (2019). SDN controllers: Benchmarking & performance evaluation. *arXiv preprint arXiv:1902.04491*.

Zorlu, H. and Arseven, A. (2016). Instructional Leadership Behaviors of School Administrators on the Implementation of Secondary School Curricula. *International Journal of Higher Education Vol. 5, No. 1; 276-291*.