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## **School administrators' instructional leadership: Basis for pedagogical enhancement**

**Edna I. Banua\***

Department of Education, Zamboanga City

**Nolan S. Iglesia**

Almira E. Nochefranca, Ma. Nora D. Lai, Western Mindanao State University, Philippines

**Veronica C. Muarip**

Basilan State College, Philippines

**Abstract**--A school organization like any other organization needs a strong leadership. The school heads should possess strong characteristics that is capable of building a school community, and as leaders, they set the directions of the school, and they are responsible in the over-all operation of the school. This paper was undertaken to determine the principals' instructional leadership competence in terms of instructional leadership; learning environment; human resource management and development; parent involvement and community partnership; and school leadership management and operations. This research utilized the Descriptive-Quantitative Research Design which was confined among the selected secondary schools in one of the Divisions of the Department of Education in the Philippines. Based on the interpreted data taken from the principals' rating in their Office Performance Commitment Review Form (OPCRF) and using the DepEd Order no. 42 series of 2017 as the rubric in interpreting the principals' rating, this study found out that the respondents' instructional leadership is very satisfactory. It is safe to say that the principals are very satisfactorily contribute success to a school's improvement initiatives and in the overall effectiveness of their school. They were able to perform their primary responsibility which is to promote the learning and success of all students. They were able to accomplish their goal set in their OPCRf by focusing on learning, encouraging collaboration, using data to improve learning, providing support, and aligning curriculum, assessment, and instruction. Therefore, on the findings that the respondents' instructional leadership is very satisfactory, this study recommends that school principals should continue to manifest high-quality instructional leadership that will result to positive school outcomes.

Attendance to regular trainings, and workshops may be continuously conducted for them to acquire meaningful experience and in-depth knowledge of supervisory practices. To maintain this high level, principals need to be experienced and specialists in all subject areas because having strong instructional skills and being actively engaged in instructional supervision can be helpful for them.

**Keywords**---instructional leadership competence, school administrators, learning environment, human resource management and development, parent involvement, community partnership, school leadership management and operations.

## **Introduction**

The success and failure of an organization greatly depends on the performance of the leaders (Amory, 1993). That is why their characteristic is very significant because of the crucial role they play in an organization.

In the basic structure of the society, the father is known to be “the head of the family”. No wonder, the decisions and rules at home mostly come from him. In the same way, in an educational context, the school head who is commonly known as the “principal” is the decision-maker and he commonly functions as the instructional leader.

As defined by March (1992) cited in the article of Hidalgo (2016), leadership is something specific to a principal. It pertains to anything that school leaders do to improve teaching and learning. This is the reason why principals or instructional leaders are also called “learning leaders”.

A school organization like any other organization needs a strong leadership. The school heads should possess strong characteristics that is capable of building a school community, and as leaders, they set the directions of the school, and they are responsible in the over-all operation of the school. The tremendous changes in scope, variety of competencies and necessary skills of managing the school make their functions more complex, diverse and challenging. It is in this context that principals should also manifest behavioural competence which is essential to their everyday functions such as the vision, mission, goals of the institution, curriculum and instruction, financial and budgeting, school plants and facilities, students services, community relations and the school improvement plan.

With these huge tasks, obviously a principal should be empowered and should be capable in reforming and improving the quality of education and services as well as the school clientele especially the teaching force. As a matter of fact, the quality of an education system cannot exceed the quality of its teachers (McKinsey Report, 2007). The teachers help one or more individual learners in order to become future leaders and better citizens of the country. With that, they must be empowered to improve on their instructional practice. They must be provided with the necessary trainings and experiences, directions and guidelines

for them to translate into action the salient concepts to improve their teaching tasks (Punongbayan et.al, 2015).

Improving the school performance cannot only be correlated to the teaching tasks of the teachers, many factors are attributed to this. However, several show that instructional leadership had the biggest impact to the school. That is why, this paper was conducted to determine the principals' instructional leadership competence in one of the cities in the Philippines.

### **Research Question**

What is the principals' instructional leadership competence in terms of the following components:

- a. instructional leadership;
- b. learning environment;
- c. human resource management and development;
- d. parent involvement and community partnership; and
- e. school leadership management and operations?

### **Research Literature and Related Studies**

#### **On the Instructional Leadership**

Instructional leadership encompasses those actions that a principal takes or delegates to others, to promote growth in student learning. It comprises the tasks such as defining the purpose of schooling, setting school-wide goals, providing resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development program, creating collegial relationships with and among teachers (Hidalgo (2016)

Instructional leaders also improve teaching and learning in the school, lead in setting the school vision and formulating strategies. They too are resource provider, instructional resource and provide a visible presence in the school. It is also important that instructional leaders can understand effective practices in school, define the school mission understand effective practices in curriculum, instruction and assessment and most importantly promote and participate in teacher learning and development.

Also, Vernon-Dotson (2008)'s notion that principals' leadership may help a school's success, and the situation that private school students' academic performance is better than public school students' academic performance may be because of private school principals' higher leadership behaviors. For example, this study found that private school principals are better than public school principals in showing various leadership behaviours.

### **On the Core Functions of Leadership in Schools**

Instructional supervision includes all functions directly related to providing teaching and learning within schools. In other words, this involves activities that help attain educational goals. The concept of instructional supervision varies across countries.

Many Southeast Asian school heads view school management as their primary responsibility (Chapman, 2002). Because of this administrative role, there is a tendency for them to lose track in implementing instructional leadership. A true instructional leader does not lose focus of his two most important target audiences: the students and the teachers. These three stakeholders form the core triangle in educational systems.

As a school leader, a principal is expected to function in many different ways. In a study by the Center on Reinventing Public Education, University of Washington (2003) titled “Making Sense of Leading Schools: A Study of the School Principals,” these functions were expounded as follows:

- **Strategic Leadership** - promoting vision, mission and goals and developing a means to reach them.
- **Instructional Leadership** - ensuring quality of instruction, modelling teaching practice, supervising curriculum, and ensuring quality of teaching resources.
- **Managerial Leadership** - overseeing the operations of the school (its budget, schedule, facilities, safety and security, and transportation).
- **Human Resources Leadership** - recruiting, hiring, firing, inducting, and mentoring teachers and administrators; developing leadership capacity and professional development opportunities.
- **Cultural Leadership** - tending to the symbolic resources of the school (its traditions, climate, and history).
- **Micropolitical Leadership** - buffering and mediating internal interests while maximizing resources (financial and human).
- **External Development Leadership** - representing the school in the community, developing capital, tending to public relations, recruiting students, buffering and mediating external interests, and advocating for the school’s interests.

### **On the Characteristics of Effective Instructional Leadership**

Many researchers have studied the characteristics of active instructional leadership. Instructional leadership requires the possession of several characteristics and skills that help improve the overall performance of a school in terms of delivering quality education. As cited in the study of Noche Franca (2022),

good instructional leadership motivates the teachers in continuously improving their teaching performance which also leads to students' academic achievement. Trespeces (2003) maintains that active instructional leadership is present only when the following characteristics are observed:

1. The principal is seldom seen at the office; he/she is walking about.
2. An annual instructional program is being implemented and monitored periodically by a committee chaired by the principal.
3. Regular meetings with staff are held. These aim to address problems encountered during program implementation.
4. The school's plan for supervision is prepared cooperatively by the staff and monitored by the principal.
5. There is active documentation of instructional practice and materials that teachers consider worthy of adoption.

Variable principal managerial competency has positive influence and significant impact on teacher productivity variable as evidenced from the results of hypothesis testing. Therefore, the higher the managerial competency of the principal has impact on the higher the level of teacher productivity and as vice versa. Furthermore, the influence of positive and significant shows that managerial competency the principal could encourage teachers to prepare plans for the learning process (using the syllabus in designing lesson plans, preparing lesson plans for the teaching and learning activities, prepare instructional media, set up your device learning assessment), the implementation of the learning process (deliver the nature and purpose of learning, use of textbooks in accordance with the needs of learners, adjust the volume with the number of students and spacious room, using words mannered and easy to understand language students, well-dressed and polite when teaching a class, creates discipline and order students in the classroom, encourages students to ask questions and express opinions, to make teaching and learning can change the attitudes and behaviour of students towards a better, implementing the learning process in accordance with the allocation set time), assessment of learning outcomes (draw a conclusion from the material being taught, giving an evaluation of the learning process), the follow-up (use the assessment results for program improvement (remedial) and enrichment (enrichment)). As stressed out in the study of Saavedra (2016), the school administrators' support is very essential in developing the teachers linguistic competence.

Good managerial competency by the principal will increase the teacher productivity at State High Vocational School South Tapanuli. Productivity increased teacher can be seen from the lesson plan, lesson plan appropriate implementation of the learning process, the assessment of learning outcomes and their follow-up study. Therefore, the teacher productivity at State High Vocational School South Tapanuli can be improved by increasing the application of principal managerial competency. Alejandro, Saavedra, & Espinosa, (2022) also found out in their study that school administrators efficacy and support towards

improvement of the teachers pedagogy in teaching research contributed positively to their competence in conducting research as perceived by the students.

### **Methodology**

This study aimed to find out the principals' instructional leadership competence which was confined among the selected secondary schools in one of the Divisions of the Department of Education in the Philippines

Using Slovin's Formula, 37 from the total population of the principals managing the school for at least one school year (SY 2018-2019) who voluntarily made part of the study were selected as respondents. Other teachers with higher ranks and those who did not voluntarily participate were part of the exclusion of the study.

This research utilized the Descriptive-Quantitative Research Design. The respondents' ratings on the standardized instruments used in this study were the researcher's basis in describing the principal instructional leadership and behavioural competence and teachers' teaching performance. The quantitative part was taken from the results of the OPCRf which was the assessment tool for the principals' instructional leadership and behavioural competence. The data were taken from the principal respondents and from the records of the Human Resource Development Office with the consent of the respondents.

### **Results and Discussions**

#### **On the Principals' Instructional Leadership Competence in terms of Instructional Leadership, Learning Environment, Human Resource Management and Development, Parent Involvement and community partnership, and School Leadership, Management and Operations**

Utilizing the Office Performance Commitment and Review Form (OPRCF) of the principals and the Classroom Observation Tool (COT) rating sheet of the teachers to gather data, herein are the results of the instructional leadership competence and behavioural competence of the principals and the teaching performance of the teachers.

Table 1. presents the principals' instructional leadership competence in terms of **instructional leadership**. The data reveal that the respondents performed instructional supervision to increase instructional competence and learning outcomes with a mean score of 4.64 which is described as outstanding. This means that the principals have conducted classroom observations regularly using the Classroom Observation Tool (COT). Furthermore, they are also accounted for the learning outcomes in comparison with goals and targets of the school with a mean score of 4.35 which is very satisfactory; and they check weekly DLL/DLP of teachers to ensure quality delivery of classroom instruction with a mean score of 4.3 described as very satisfactory.

The overall weighted mean score in their instructional leadership competence is 4.43 which is described very satisfactory. This means that the principals have the commitment and passion in performing their instructional supervision in order to

increase instructional competence among the teachers in terms of classroom observation, checking and monitoring of the daily lesson log or lesson plans, likewise in monitoring the learning outcomes and achievement of the goals and targets of the school such as enrolment , promotion and dropout rate.

**Table 1. Principals’ Instructional Leadership Competence in terms of Instructional Leadership**

| <b>KRA 1. Instructional Leadership</b>   | <b>Weighted Mean</b> | <b>Rank</b> | <b>Verbal Description</b> |
|--|----------------------|-------------|---------------------------|
| Performed instructional supervision to increase instructional competence and learning outcome. | 4.64                 | 1           | Outstanding               |
| Accounted for learning outcomes in comparison with goals and targets of the school.            | 4.35                 | 2           | Very Satisfactory         |
| Checked weekly DLL/DLP of teachers to ensure quality delivery of classroom instruction.        | 4.3                  | 3           | Very Satisfactory         |
| <b>Overall Weighted Mean</b>   | <b>4.43</b>          |             | <b>Very Satisfactory</b>  |

#### ***Adjectival Rating Scale***

|             |   |                          |
|-------------|---|--------------------------|
| 4.500-5.000 | - | <i>Outstanding</i>       |
| 3.500-4.499 | - | <i>Very Satisfactory</i> |
| 2.500-3.499 | - | <i>Satisfactory</i>      |
| 1.500-2.499 | - | <i>Unsatisfactory</i>    |
| 1.000-1.499 | - | <i>Poor</i>              |

Furthermore, as reflected in table 1., the principals manifest an effective and very satisfactory actions in instructional leadership through assessment of learning, development and implementation, instructional supervision and technical assistance for quality teaching and high level learning among the learners.

Table 2. displays the principals’ instructional leadership competence in terms of **Learning Environment**. The data reveal the highest weighted mean score of 4.59 which is described outstanding which means that the principals provide Health Care Programs by supporting national advocacies like immunization, vaccination , deworming, etc.; and make a child-friendly environment for the learners to achieve quality learning with a mean score of 4.43 described very satisfactory. Further, they also provide both the learners and the teachers functional ancillary services, internet connectivity and improve school physical plant and facilities with a mean score of 4.34 described very satisfactory.

As shown in table 2., the overall weighted mean of the principals’ instructional leadership in terms of learning environment is 4.45 which is very satisfactory. This means that the principals perform their responsibilities and accountabilities

not only by adhering to a child friendly school but also by providing interventions and implementing policies for the best interest of the learners.

**Table 2. Principals' Instructional Leadership Competence in Terms of Learning Environment**

| <b>KRA 2. Learning Environment</b>   | <b>Weighted Mean</b> | <b>Rank</b> | <b>Verbal Description</b> |
|--|----------------------|-------------|---------------------------|
| Provided a child-friendly environment for students to achieve learning.  | 4.43                 | 2           | Very Satisfactory         |
| Provided Health Care Programs by supporting national advocacies like immunization and deworming.   | 4.59                 | 1           | Outstanding               |
| Provided learners and teachers with functional ancillary services, internet connectivity, park and playground by improving school physical plant and facilities. | 4.34                 | 3           | Very Satisfactory         |
| <b>Overall Weighted Mean</b>   | <b>4.45</b>          |             | <b>Very Satisfactory</b>  |

***Adjectival Rating Scale***

- 4.500-5.000 - *Outstanding*
- 3.500-4.499 - *Very Satisfactory*
- 2.500-3.499 - *Satisfactory*
- 1.500-2.499 - *Unsatisfactory*
- 1.000-1.499 - *Poor*

Table 3. shows the principals' instructional leadership competence in terms of **human resource management and development**. The data reveal the highest mean score of 4.56 which is described as outstanding. This indicates that the principals established school-based human resource information system to improve school/personnel record in terms of tracking and monitoring the growth and development of the teachers for the improvement of their personal and professional aspect.

As shown in table 3., as part of the principals responsibility and accountability, they enhanced teachers' professional development by providing them In-Service Training (INSET), Seminars, Teachers Induction Program for the new teachers, and regular professional / faculty meetings and learning action cell (LAC) sessions with a mean score of 4.4 described as very satisfactory; likewise, the principals also motivated teachers to take masteral, doctoral, NCII assessment and the like for promotion and reclassification with a mean score of 4.2 which is described as very satisfactory. This means that the principals help teachers

improve their performance in terms of classroom instruction which in turn improves learning outcomes.

Furthermore, table 3. reveals the overall weighted mean (4.38) of the principals' instructional leadership competence in terms of human resource management and development. This means that effective school leaders develop the knowledge and pedagogical skills of the teachers for their continuous growth and development which in turn for the achievement of quality outcomes.

**Table 3. Principals' Instructional Leadership Competence in Terms of Human Resource Management and Development**

| <b>KRA 3. Human Resource Management and Development</b>   | <b>Weighted Mean</b> | <b>Rank</b> | <b>Verbal Description</b> |
|---|----------------------|-------------|---------------------------|
| Enhanced teachers' professional development through, INSET, seminars, professional and faculty meetings                       | 4.4                  | 2           | Very Satisfactory         |
| Established school-based human resource information system to improve school / personnel record.                              | 4.56                 | 1           | Outstanding               |
| Motivated teachers to take masteral, doctoral, NCII Assessment, major-related term course for promotion and reclassification. | 4.2                  | 3           | Very Satisfactory         |
| <b>Overall Weighted Mean</b>  | <b>4.38</b>          |             | <b>Very Satisfactory</b>  |

#### ***Adjectival Rating Scale***

- 4.500-5.000 - *Outstanding*
- 3.500-4.499 - *Very Satisfactory*
- 2.500-3.499 - *Satisfactory*
- 1.500-2.499 - *Unsatisfactory*
- 1.000-1.499 - *Poor*

Table 4. presents the principals instructional leadership competence in terms of **parent involvement and community partnership**. The data reveal that principals have built a strong relationship with the school family, the parents and the community with a mean score of 4.5 described as outstanding and, as obviously reflected in the table that they have actively participated in activities sponsored by sectoral groups like the PAZ, Silsilah Dialogue Movement, JCI and the like. This indicator has the weighted mean score of 4.66 described as outstanding. The table further reveals that they also participated in activities sponsored by the LGU, NGO and other stakeholders with a mean score of 4.39 which is described as very satisfactory. And the overall weighted mean of 4.51 is

described as outstanding. This means that effective school leader engage in shared decision making with the community in achieving and increasing learners' performance.

**Table 4. Principals' Instructional Leadership Competence in Terms of Parent Involvement and Community Partnership**

| <b>KRA 4. Parent Involvement and Community Partnership</b>                  | <b>Weighted Mean</b> | <b>Rank</b> | <b>Verbal Description</b> |
|---|----------------------|-------------|---------------------------|
| Strengthened linkages by improving school family and community partnership. | 4.5                  | 2           | Outstanding               |
| Participated in activities sponsored by LGU, NGO and other stakeholders.    | 4.39                 | 3           | Very satisfactory         |
| Participated in activities sponsored by sectoral groups.                    | 4.66                 | 1           | Outstanding               |
| <b>Overall Weighted Mean</b>  | <b>4.51</b>          |             | <b>Outstanding</b>        |

***Adjectival Rating Scale***

- 4.500-5.000 - Outstanding
- 3.500-4.499 - Very Satisfactory
- 2.500-3.499 - Satisfactory
- 1.500-2.499 - Unsatisfactory
- 1.000-1.499 - Poor

Table 5. presents the principals' instructional leadership competence in terms of **school leadership, management and operation**. The data reveal that the principals maximized and liquidated use of the MOOE for school improvements with a means core of 4.71, and implemented the Annual Implementation Plan (AIP) by achieving the total programs and projects link with the stakeholders with a mean score of 4.68 described as outstanding. Further, they also plan program and projects for the School Improvement Plan (SIP) with a mean score of 4.54 also described as outstanding.

As revealed in table 5 , the overall weighted mean score, 4.64 described as outstanding obviously reflects the critical role of the school leaders in managing the implementation and monitoring of their schools' improvement plan/annual implementation plan.

**Table 5. Principals' Instructional Leadership Competence in Terms of School Leadership Management and Operations**

| <b>KRA 5. School Leadership Management and Operations</b>           | <b>Weighted Mean</b> | <b>Rank</b> | <b>Verbal Description</b> |
|---|----------------------|-------------|---------------------------|
| Planned program and projects for the School Improvement Plan (SIP). | 4.54                 | 3           | Outstanding               |

|   |             |   |                    |
|---|-------------|---|--------------------|
| Implemented the Annual Implementation Plan by achieving the total programs and projects link with the stakeholders. | 4.68        | 2 | Outstanding        |
| Maximized and liquidated use of the MOOE for school improvements.   | 4.71        | 1 | Outstanding        |
| <b>Overall Weighted Mean</b>  | <b>4.64</b> |   | <b>Outstanding</b> |

### ***Adjectival Rating Scale***

|             |   |                          |
|-------------|---|--------------------------|
| 4.500-5.000 | - | <i>Outstanding</i>       |
| 3.500-4.499 | - | <i>Very Satisfactory</i> |
| 2.500-3.499 | - | <i>Satisfactory</i>      |
| 1.500-2.499 | - | <i>Unsatisfactory</i>    |
| 1.000-1.499 | - | <i>Poor</i>              |

Table 6. presents the **summary of principals' instructional leadership competence**. The data reveal the grand mean (4.48) described as very satisfactory. This means, that as school leaders, and besides performing instructional supervision through classroom observations, evaluating learners' outcomes and providing technical assistance and instructional supports (*e.g. ancillary services, internet connectivity, instructional materials, improved physical plant and facilities*) to teachers, principals also develop the skills and talents of their teachers and promote continuous growth and development through INSET, SLAC, Seminars and Trainings, regular meetings and conferences, etc.

Furthermore, being effective school leaders, principals build a strong relationship and engage in shared decision with the parents and the community. They establish sustainable partnership with other sectors, agencies and NGOs. All these are for the best interest of the learners as well as for their performance. In this aspect, principals got a mean score of 4.51 described as outstanding.

Table 6. further reveals that the highest mean score of 4.64 also described as outstanding is in school leadership management and operation. This means that principals greatly involve both internal and external stakeholders in the drafting of the school vision, mission, goals and objectives for co-ownership; and communicate and explain clearly these VMGO to the general public. They also revisit and ensure that school activities are aligned with the school VMGO.

Moreover, as school leaders, school heads introduce innovations in the school program to achieve higher learning outcomes, oversee the school operations and use of school facilities according to set guidelines by planning and achieving all programs and projects stated in the SIP/AIP, and by maximizing and liquidating the use of MOOE for school improvement and operation.

**Table 6. Summary of Principals' Instructional Leadership Competence**

| <b>Principals' Instructional Leadership Competence</b> | <b>Weighted Mean</b> | <b>Description</b> |
|--|----------------------|--------------------|
| Instructional Leadership                               | 4.43                 | VS                 |
| Learning Environment                                   | 4.45                 | VS                 |
| Human Resource Management and Development              | 4.38                 | VS                 |
| Parent Involvement and Community Partnership           | 4.51                 | O                  |
| School Leadership , Management and Operation           | 4.64                 | O                  |
| <b>GRAND MEAN</b>                                      | <b>4.48</b>          | <b>VS</b>          |

***Adjectival Rating Scale***

|             |   |                          |
|-------------|---|--------------------------|
| 4.500-5.000 | - | <i>Outstanding</i>       |
| 3.500-4.499 | - | <i>Very Satisfactory</i> |
| 2.500-3.499 | - | <i>Satisfactory</i>      |
| 1.500-2.499 | - | <i>Unsatisfactory</i>    |
| 1.000-1.499 | - | <i>Poor</i>              |

The result of this study is supported by Kintanar (2018) in which he found out that the school principals assessed themselves as proficient in their leadership and as link to the community. This competency includes managing public relations and school promotion, client and stakeholder orientation and representation and advocacy. Further, they were assessed to be proficient regarding academic leadership and coaching. This competency includes professional vision and reflection, knowledge and pedagogy, instructional leadership and supervision and management of educational achievement.

Also, the study of Liwa (2018) concludes that school principals instructional leadership behaviours are highly practiced with a mean of 4.27. Moreover, Finley (2014), claimed that 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 instructional improvement. They must be engaged deeply in the schools' instructional development (Hallinger, 2003) and exercise technology leadership (Seameo Innotech, 2016) since their teachers consider them as the source on instructional advice influencing student outcomes (Robinson, et. al, 2008). Marks and Printy (2003) also stated that to achieve ideal teaching practices, school principals must emphasize the technical core of instruction, curriculum, and assessment and monitor the day-to-day activities of teachers and students in schools.

Viduya (2000) had expressed the same thoughts. According to him, leadership is both an activity and a process. It is an activity of influencing people to band

together for a common purpose and endeavor by the inspiration and guidance of a leader determined to achieve this purpose. To be a leader, one must possess the talent and skills to be an effective leader. To be effective, one can exude a sincere image of an excellent leader.

On this note, Zapeda (2003) added that as instructional leaders, school leaders should provide opportunities for teachers to work together on the basis of needs linked to what is observed by school leaders in classroom observation. Study groups, learning clusters and mentoring are some of the informal mechanisms for teachers to work together. On the basis of observations, school leaders can identify strengths and weaknesses of teachers, which lead to which teachers can serve as mentors and which teachers need mentors. Opportunities should also be provided for formalized professional development.

### **Conclusion and Recommendations**

Based on the interpreted data taken from the principals' rating in their Office Performance Commitment Review Form (OPCRF) and using the DepEd Order no. 42 series of 2017 as the rubric in interpreting the principals' rating, this study found out that the respondents' instructional leadership is very satisfactory. It is safe to say that the principals in the Division of Zamboanga City very satisfactorily contribute success to a school's improvement initiatives and in the overall effectiveness of their school. They were able to perform their primary responsibility which is to promote the learning and success of all students. They were able to accomplish their goal set in their OPCRf by focusing on learning, encouraging collaboration, using data to improve learning, providing support, and aligning curriculum, assessment, and instruction.

On the findings that the respondents' instructional leadership is very satisfactory, this study recommends that school principals should continue to manifest high-quality instructional leadership that will result to positive school outcomes. Attendance to regular trainings, and workshops may be continuously conducted for them to acquire meaningful experience and in-depth knowledge of supervisory practices. To maintain this high level, principals need to be experienced and specialists in all subject areas because having strong instructional skills and being actively engaged in instructional supervision can be helpful for them.

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