

Relationship of Instructional Leadership Practices among School Administrators and School Performance: Input Development of Annual Improvement Plan

Bonifacio H. Rivera, Jr.

Graduate School, Eastern Samar State University, Borongan City, Eastern Samar, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.807040>

Received: 03 June 2024; Revised: 17 June 2024; Accepted: 22 June 2024; Published: 31 July 2024

ABSTRACT

This study determined the relationship between instructional leadership practices among school administrators and school performance: Input to the development of Annual Improvement Plan. A descriptive and correlational study type of research that is characterized as simply the attempt to determine, describe, or identify and correlational method will be used in determining the significance of the relationship between instructional leadership practices and school performance using an adopted survey questionnaire. A total of forty (40) respondents of school administrators from Dolores I and II Districts answered the questionnaires utilized in the study to get the data required. The statistical tools used the correlational method on instructional leadership practices and school performance. To test, the null hypothesis of the study was set at a 0.05 level of significance. Based on the findings of the study, the school administrators exhibit effective instructional leadership within the context of school and instructional leadership, the creation of a student-centered learning climate, and the management of human resources and professional development. However, school performance achieved a highly satisfactory rating, indicating a significant accomplishment in terms of fulfilling the mission and vision, achieving goals and objectives, and demonstrating innovation, creativity, and initiative in modular distance learning. There was no significant relationship between instructional leadership practices and school performance. The foregoing conclusions served as the basis for the following recommendations: DepEd should develop an assessment tool tailored for teachers to evaluate their school administrators regarding instructional leadership practices. And should establish and implement objective systems to assess the contribution of school administrators to the overall effectiveness of school performance.

Keywords: Instructional leadership, School performance, Annual Improvement Plan, School Head

INTRODUCTION

Instructional leadership, defined as the actions school leaders take to promote effective teaching and learning, has been widely recognized as a crucial element in determining the success of schools (Hallinger 2020; Fullan 2020). Effective instructional leadership has been associated with higher student achievement, improved teacher effectiveness, and overall school improvement (Sebastian, et al. 2019; Jimenez, & Galicia, 2023). The standard of primary education in the Philippines has witnessed improvement since the commencement of the new millennium; however, public schools in the nation persistently confront numerous challenges (Villar, 2021). Therefore, the pivotal role of education in achieving sustainable development remains crucial. As asserted by Valencia (2018), the challenge lies in educating and cultivating individuals who embody values conducive to sustainable practices, empowering learners to make choices and decisions that actively endorse sustainable development. The landscape of education is continuously

evolving, marked by technological advancements, diverse student populations, and the need for innovative teaching methods (Wieczorek, & Manard, 2018). In response, instructional leaders must adapt and embrace 21st-century instructional practices to meet the challenges of contemporary education (Baldanza, 2018). Baldanza's Model emphasizes visionary leadership, professional development, data-informed decision-making, and a collaborative culture as essential components of effective instructional leadership (Baldanza, 2018). Studies have indicated the positive impact of these elements on teacher performance and student outcomes (Hallinger, et al., 2018; McBrayer, et al., 2018). The fundamental idea is that school administrators exhibiting effective leadership should prioritize teaching and learning (Boyce & Bowers, 2018). Therefore, in their roles as school leaders, principals are expected to take on the dual responsibilities of administrators and instructional leaders, concentrating on advancing and supervising the school's advancements and achievements. Additionally, they are encouraged to exhibit creativity and innovation in providing essential support, recognizing that their actions wield significant influence on educational innovation. Previous research has claimed that principals, acting as instructional leaders, hold considerable sway over a school's success and the academic achievements of students (Ikediugwu, & Agu, 2022). Despite this, several factors contribute to their suboptimal performance in this capacity, such as overwhelming workloads, excessive time spent on administrative duties, and concerns related to discipline. Additionally, supporting teachers effectively presents challenges due to the considerable time taken up by managing onerous administrative responsibilities (Villanueva, Disu, & Villanueva, 2021). While the literature provides a robust foundation for the importance of instructional leadership and the potential impact of performance management systems, there remains a gap in understanding how Baldanza's Model of 21st Century Instructional Leadership, when integrated with the Control Theory of Performance Management System, influences overall school performance. Mansor et al. (2020) found that effective instructional leadership positively correlated with improved student achievement. Hence, Ismael et al. (2019) demonstrated a strong link between leadership practices that focus on instructional improvement in dealing with challenges for school improvement. Furthermore, Schildkamp et al., (2019), in a business context, highlighted the importance of control systems in achieving organizational objectives, a concept that can be adapted to educational leadership. Entirely, the available related literature generally describes the overall intents and purposes of instructional leadership practices for school improvement. From the noticeable perspective of different studies, it discussed a continuously encouraging. It is noted that one of the advantages is the ability of the school administrators to undertake proper and efficient administrative and supervisory skills. In relation, the predominant gap that the researcher perceived from these prior studies was the lack of support for instructional leadership practices and challenges to school performance. In this manner, none of the related literature reviewed talked about instructional leadership practices and challenges of school administrators use during the supervision process on school performance. And yet obviously this may have a significant bearing on the success of leadership of school and classroom instruction. For this reason, the researcher encompasses some of the factors such as the instructional leadership practices, challenges, and school performance in managing the DepEd Elementary school environment in Dolores I District for the school year 2023-2024.

Statement of the problem

The fundamental aim of this study is to determine the instructional leadership practices of school administrators in Dolores I and II District.

Specifically, this seeks to answer the following sub-problems:

1. What are the instructional leadership practices of school administrators along with the following domains?
 - school leadership
 - components under the instructional leadership (assessment for learning, developing programs,

implementing programs and instructional improvement and supervision)

- creating a student-centered learning climate human resource management and professional development.

2. What is the school performance of Dolores 1 District?

3. Is there a significant relationship between instructional leadership practices and school performance?

Scope and Limitation

This study will determine the instructional leadership practices of school administrators in Dolores 1 District along with the domains namely school leadership, components under the instructional leadership (assessment for learning, developing programs, implementing programs, and instructional improvement and supervision), and creating a student-centered learning climate, human resource management and professional development; and the school performance. Furthermore, this study is specifically focused on Dolores 1 and II district school administrators and teachers and identified through stratified sampling.

Significance of the Study

The researcher believes that the study can create solutions and improvements regarding the instructional leadership practices of school administrators. Information and data placed on this research would be of great help and will contribute to the schools of Dolores 1 and II district. Therefore, this study is deemed significant to the following persons:

School Administrators. The result of this study will help them realize their essential part in the success of the school. This will also help them exercise the acquired knowledge and high level of understanding in their instructional leadership roles in four areas namely the assessment for learning, developing programs and or adapting existing ones, implementing programs for instructional improvement, and instructional supervision. Thus, these allow them to apply the acquired knowledge and skills in conducting clinical supervision, providing technical assistance to teachers, and innovating teaching and learning that will help improve the entities therein and the school itself.

Teachers. The result of this study will help teachers to create awareness and accountability for positive change. This will also shift teachers to become responsible which will ensure to execute specific competencies and skills associated with the academic success of all students. Lastly, this supported growth in subject expertise and leadership capacity among teachers; it also proved useful for reinvigorating experienced teachers in the profession.

Students/Learners. The result of this study will help provide equitable opportunities for all learners in the community; and introduce new and innovative modes of instruction employed to achieve higher learning outcomes.

MAELM. The concept of transferring some tasks and responsibilities to other schools' leaders including head teachers emerged and became imperative. Therefore, in this new conception that revolves around having all the school's leaders involved in the teachers' daily practices to improve teaching and learning, there is a vital need to understand instructional leadership in depth and to understand and comprehend the schools' leaders' tasks and responsibilities that contribute in enhancing teachers' performance

Society. The result of this study will contribute to the order of organization in society. Administrators are responsible not only for enhancing academic success but also for creating an environment in which both students and employees can learn effectively (Coplan, 2001, pp. 528-533). Society expects employees to act justly, responsibly, and respectfully. Therefore, when employees behave ethically in their jobs,

organizational interest is protected more than self-interest. The welfare of the society prospers and stability is enhanced (İsguden & Cabuk, 2006).

Future Researchers of Graduate School. This will serve as a reference to future researchers, especially in the context of educational leadership practices. This will also provide information for their future research.

Theoretical Framework

The present study is focused on the "Educational Leadership Practices of School Administrator on School Performance in Dolores 1 district" which is primarily anchored on the following main theories that this study will be based on the instructional leadership theory, the transformational leadership theory, the role theory, and the symbolic interactionism theory. Exploring these theories would help the researcher to thoroughly understand the impact of head teachers' role on teachers' professional practices in school in Dolores 1 district as it would also contribute to the understanding of how head teachers play a vital role and achieve improvement in educational outcomes.

This research had been primarily anchored on the perspective of Baldanza's Model of 21st Century Instructional Leadership which is a broad-based theory of action around four big ideas: strong advocacy and leadership, adult professional culture, continuous improvement of teaching expertise, and results-oriented teams. These elaborated that if schools and districts promote strong advocacy for every learner and use instructional leadership as a method for better teaching and learning, have an adult professional culture where everyone understands their roles and responsibilities and treats others with respect as equal partners, continuously improve teaching practices based on student's academic, social, physical, and moral needs, and deliberately prioritize results and teamwork where collaboration is valued, then conditions would be met. (Baldanza, 2018).

The Control Theory of Performance Management System, created by Edward and cited by Comighud (2021) also served as a guide in understanding the teachers' work performance in this study. It offers organizations a performance management tool by defining various types of control so that all systems' actions are consistent with the group's overall objectives. Control theory was used as a performance management tool to strategically align teachers' goals and roles with the department's objectives. The theory has also been contextualized in the DepEd through the use of various forms of control to achieve desired results in the Results-based Performance Management System (RPMS) Implementation and the Individual Performance Commitment Review Form (IPCRF) Utilization. This is because the theory designs control mechanism procedures at the various levels of the organization. With these motivating intellectual positions, the study aimed to evaluate the relationship of instructional leadership practices among school administrators to school performance in Dolores I District for the School Year 2023-2024.

Conceptual Framework

In the educational system, a school head performing administrative and instructional functions manages a school. Administration has a wide responsibility for implementing basic educational decisions and policies into practical, effective educational programs. Instructional leadership is emphasized as an important function of school management. Based on the theories mentioned above, the study has developed its conceptual framework, as illustrated in Fig. 1. It is conceptualized derived from the notion that the systemic model by integrating Baldanza's model and the Control Theory of Performance Management System, the conceptual framework aims to create a comprehensive understanding of how instructional leadership practices influence school performance and how effective performance management systems can support continuous improvement. This study looks into the relationship between instructional leadership practices, challenges, and school performance. The first box presents the instructional leadership practices in terms of school leadership, components under instructional leadership, creating a student-centered learning climate,

human resource management, and professional development, and the challenges of school administrators that will serve as the independent variable of the study. Likewise, in the second box, it can be seen also the level of school performance as the dependent variable. The variables in the first box will be correlated to the variables in the second to determine if there is a significant relationship among the identified variables. The study will hypothesize that there will be no significant relationship between instructional leadership practices, challenges, and school performance in the public elementary schools in Dolores I District. The diagram in Figure 1 shows the conceptual framework of the study.

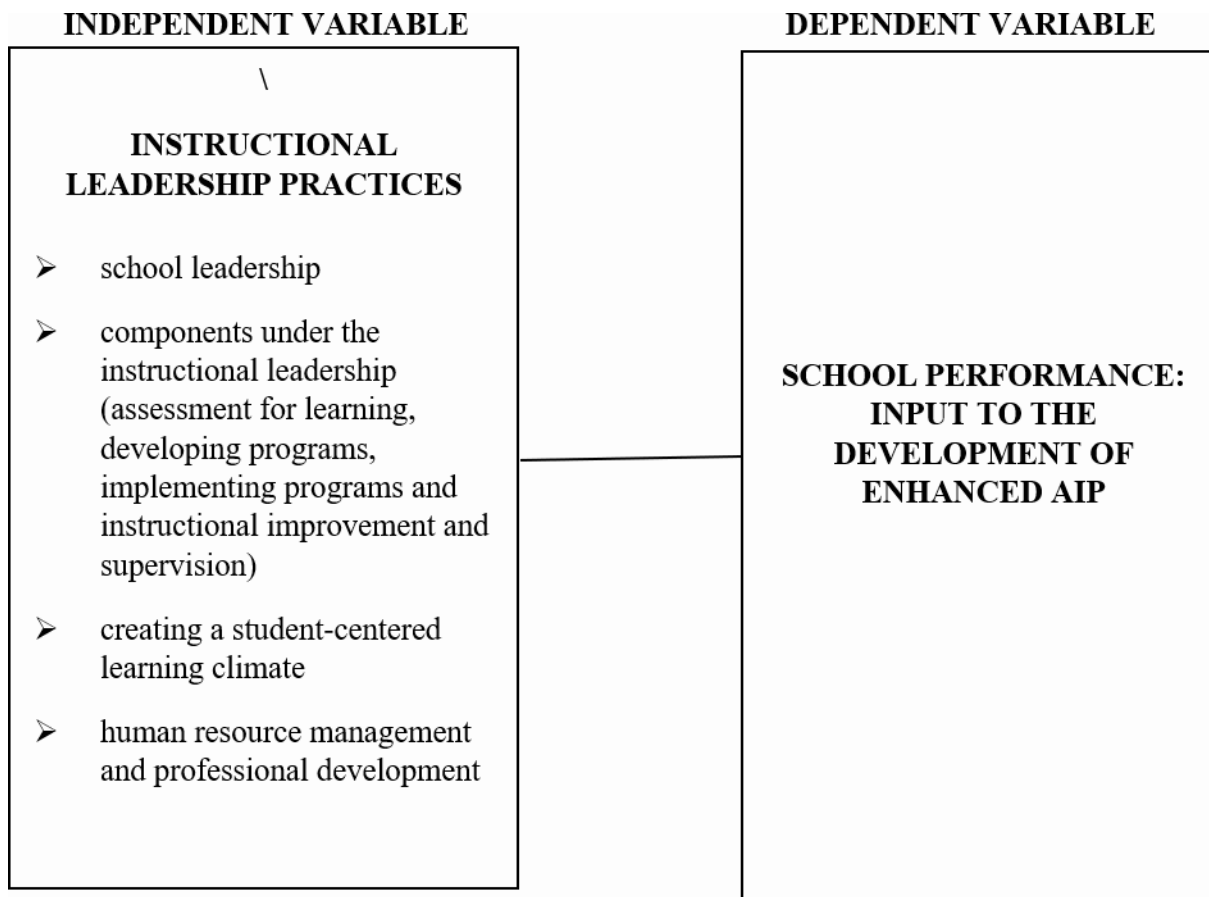


Figure 1. Schematic diagram showing the relationship of the variables of the study

METHODOLOGY

Research Design

The study used the correlational method type of research. The correlational method will be used in determining the significance of the relationship between instructional leadership practices and school performance. It is aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method. The three main purposes of this study can be explained as describing, explaining, and validating research findings.

Locale of the Study

The primary source of data is the respondents' answers to the survey questionnaire and individual interviews about the Instructional leadership Practices of School Administrators in Dolores 1 and II districts. The secondary data were taken from textbooks, websites, published and unpublished theses, and other printed

materials.

Respondents

The population of the study consists of forty (40) school administrators from Dolores I and II Districts to answer the questionnaires. The result was used for statistical data of the study.

Sampling Procedure

The study used purposive sampling technique through a complete enumeration of school heads in the elementary school from Dolores I District and Dolores II District. Purposive sampling is used to choose a sample that the researcher believes, based on prior knowledge and understanding of the sample response, and it aims to establish a sample by choosing several particular samples that are evaluated by the research challenge (Helaludin & Wijaya, 2019).

Research Instruments

To gather the needed information and data for the solution of the problem in the study, the instruments were used the survey questionnaire. An adopted survey questionnaire from Kediugwu, & Agu (2022) was utilized to collect the data from the school administrators from Dolores I District and Dolores II District. The survey questionnaire was divided into two parts: Part I is the instructional leadership practices of school administrators along with the domains of school leadership, components under the instructional leadership (assessment for learning, developing programs, implementing programs, and instructional improvement and supervision), and creating a student-centered learning climate, human resource management, and professional development. Part II is the school performance during the school year 2020-2023. The researcher will prepare the draft of the questionnaire and were submitted to his adviser for comments and suggestions. Ambiguous and poorly constructed items were improved or deleted. The revised questionnaire was then shown to the subject adviser for his approval. Finally, the questionnaire will be approved and reproduced for the final administration.

Data Gathering Procedures

To gather needed data and information for the solution of the problem, the main instrument to be used by the researcher is a four-part survey questionnaire created by the researcher with the help of the adviser. This was undertaken to ascertain that the items were within the level of respondents' comprehension. Before the researcher administered the survey questionnaire, the researcher are initially prepared a letter noted by the Dean and adviser requesting the endorsement of the undertaking. Upon approval, the researcher personally visits the respondents. The researchers were asked the respondents a portion of their time. Then, the survey questionnaires were distributed. The respondents were given thirty (30) minutes to answer. To ensure its reliability and validity, in this case, it attributed to how consistent and dependable the study is. To ensure that this has remained, each participant has received the same survey questionnaire. The intent is to make sure that the study does not yield inconsistent results. Also, each participant interviewed was asked the same questions. And the validity of the study was determined by how well it measured what it intended to measure (Rubin, et al., 2010). To sustain construct validity, it is imperative to ensure the survey design and interview questions assisted with answering the research questions and included all aspects of being measured. The data gathered in this study were tabulated, analyzed, and interpreted by systematically applying statistical procedures to describe and evaluate data. This is an essential component of ensuring data integrity was the accurate and appropriate analysis of research findings. According to Shamoo and Resnik (2003), various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data". Then, after the researchers collated all the data and made necessary statistical treatments to come up

with the required information, the findings were summarized, and conclusions were drawn. Respondents participated based on informed consent. The principle of informed consent involves researchers providing sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered, and freely given decision about whether to do so, without the exercise of any pressure or coercion (Saunders, Lewis, & Thornhill, 2012). Participants were informed of the confidentiality clause. Confidentiality implies that the dignity of a subject should be respected.

Analysis of the Data

The statistical tools used in the study are frequency count, mean scores, Likert scale, and ranking. To answer sub-problem number 1 on the instructional leadership practices of school administrators along with the domains namely school leadership, components under the instructional leadership (assessment for learning, developing programs, implementing programs, and instructional improvement and supervision), and creating a student-centered learning climate, human resource management and professional development, Likert scale and weighted mean were used. To answer sub-problem 2 on school performance, the researcher also used the five-point Likert scale and weighted mean as the instrument to determine the assessment of the two groups of respondents in the study. Inferential statistics were used to correlate the instructional leadership practices and the school performance using Pearson r of correlation were utilized. To test, the null hypothesis of the study was set at a 0.05 level of significance.

RESULTS AND DISCUSSION

The study determines the instructional leadership practices of school administrators in Dolores I and II districts for the school year 2023-2024. The first objective of this study is to determine the level of instructional leadership practices of school administrators in Dolores I and II district in terms of school leadership, components under the instructional leadership, creating a student-centered learning climate, and human resource management and professional development.

School Leadership. Table 1.1 outlines a summary of school administrators' instructional leadership, emphasizing five distinct areas. Overall, the findings indicate that administrators consistently reported "always observed" across all indicators. This suggests that these administrators possess a high degree of proficiency in instructional leadership, demonstrating their ability to guide and support teachers, particularly in the implementation of high-quality assessments for learning. This implies that school administrators are consistently exhibiting strong and effective instructional leadership across various aspects. Moreover, the school administrators' ability to consistently meet or exceed expectations in these areas implies a potentially positive impact on the overall teaching and learning environment within the educational institution. It suggests a high level of competence and engagement in activities related to instructional leadership, potentially contributing to improved teacher performance, enhanced student learning outcomes, and a positive school culture.

These findings align with Villanueva et al.'s (2021) study, emphasizing the expectation for school heads to possess knowledge, skills, and leadership capabilities for fostering student success through the efficient management of school organization, operation, and resources, creating a safe and effective learning environment. Similarly, Hallinger (2020) highlighted that self-awareness, self-management, and empathy are frequently utilized competencies in leadership, emphasizing the importance of emotional competencies. However, Anabo (2024), revealed that instructional leadership should provide technical assistance to teachers, innovating teaching and learning that ensure quality instruction in learning, growth of learners, and professional development of teachers. The research strongly indicates that a leader's ability to establish meaningful connections plays a pivotal role in enhancing teachers' job satisfaction and productivity. These

outcomes suggest valuable insights for shaping effective pre-service programs for aspiring leaders and in-service programs for school heads.

Table 1.1 Level of Instructional Leadership Practices of School Administrators in terms of School Leadership

Statement	Mean	Interpretation
Plans and organizes activities according to the needs of the students.	4.80	Always Observed
Shows excellency in the management and operations.	4.80	Always Observed
Provides systems and processes essential to the smooth day-to-day running of the school.	4.87	Always Observed
Ensures that the school meets its aims and objectives through the delivery of the School Development Plan and the strategic and effective use of resources.	4.82	Always Observed
Fosters both positive and motivating culture for staff and a high-quality experience for learners.	4.87	Always Observed
Grand Mean	4.83	Always Observed

Components Under the Instructional Leadership. Table 1.2 presents the instructional leadership practices of school administrators in terms of components under the instructional leadership. It shows the extent of the components under the instructional leadership in adapting programs that are mandated by the Department of Education and or in developing programs at the school level. The overall findings appeared that public elementary school administrators have always practiced this instructional leadership competency to a very high extent. To name a few, they highly work with teachers to change content and instructional methods if students are not doing well and support professional development activities for teachers. This active collaboration of school administrators with teachers to adapt instructional methods and support professional development reflects a dynamic and responsive leadership style that is conducive to fostering a positive learning environment and promoting ongoing improvement in educational outcomes. This implies that administrators are attentive to the needs of both students and teachers, adapting strategies to enhance student performance. This finding, supported by Baldanza, (2018) study, consistently show that active collaboration between administrators and teachers positively impacts student outcomes. When instructional methods are tailored to meet the diverse needs of students, it often results in improved academic performance and overall learning experiences. Similarly, Liu, & Hallinger, (2018) emphasized that the schools that prioritize collaboration are more likely to achieve their educational objectives, including improved student achievement and the development of well-rounded individuals. Likewise, Anabo (2024) revealed that the different principles in school-based management are essential for school leadership, and community involvement, and internal and external stakeholders can provide them with a quality education that supports and collaborates with the school system.

Table 1.2. Level of Instructional Leadership Practices of School Administrators in terms of Components Under the Instructional Leadership

Statement	Mean	Interpretation
Work with teachers to change content and instructional methods if students are not doing well	4.90	Always Observed
Provide constructive feedback for teachers to improve instruction	4.87	Always Observed
Support differentiated instruction to enhance student learning	4.85	Always Observed
Support professional development activities for teachers	4.90	Always Observed

Align professional development activities for teachers based on identified instructional needs	4.82	Always Observed
Grand Mean	4.86	Always Observed

Creating a Student-Centered Learning Climate. Table 1.3 presents the extent of the instructional leadership practices in creating a student-centered learning climate. As can be seen, school administrators have always observed this competency strand to a very high extent. This shows that they implemented a learning climate consistently for the improvement of instruction. The school administrators have collaborated with teachers in implementing the curriculum and solving the current problems more efficiently. By principles, they are the first persons responsible for the management of the curriculum. School administrators must also see to it that teachers should be informed of the updates on curriculum, especially in developing the 21st-century skills of learners. To ensure effectiveness, learning climate are effectively and efficiently utilized to meet the needs of teachers and learners. This finding shows that school administrators' consistent observation of a strong commitment to continuous improvement. It implies a proactive approach to creating an environment that fosters ongoing learning and development among both educators and learners. This finding, supported by Hallinger, et al., (2018), is that school administrators are responsible not only for enhancing academic success but also for creating an environment in which both students and employees can learn effectively. Thus, the emphasis on creating a positive learning climate implies that administrators recognize the direct impact of the environment on instruction (Wieczorek & Manard, 2018). A conducive learning climate is likely to enhance the overall quality of teaching and positively influence student engagement and performance.

Table 1.3. Level of Instructional Leadership Practices of School Administrators in terms of Creating a Student-Centered Learning Climate

Statement	Mean	Interpretation
Operates and able to follow protocols implemented by the government.	4.90	Always Observed
Adapts in the new normal and capable of implementing new learning modalities.	4.90	Always Observed
Manages virtual classroom behavior.	4.82	Always Observed
Sustains education by supporting the students' needs despite of the new normal.	4.87	Always Observed
Assesses student learning amidst the rapid shift of evaluation and teaching process.	4.80	Always Observed
Grand Mean	4.85	Always Observed

Human Resource Management and Professional Development. Table 1.4 presents the instructional Leadership Practices of the school heads in terms of human resource management and development. As reflected in the table, the grand mean of 4.88 as perceived by the teachers is interpreted as always observed. These findings suggest that they provided instructional leadership practices to teachers all the time or they performed clinical supervision consistently to improve teaching and learning. They have always empowered the whole school with common goals. Moreover, they attract and develop positive motivation to achieve the school's mission. School administrators may have provided learning materials to teachers. Eventually, these helped the latter become creatively and visually stimulating to learners. This finding shows that regular instructional leadership practices and clinical supervision contribute to enhanced teaching quality. This implies, that school administrators are actively involved in guiding, mentoring, and supervising teachers to help maintain and improve instructional standards within the school. This finding is true in the study by Tatlal, Akhtar, & Hashmi, (2019) found that principals who practice instructional leadership become agents

of change and create a conducive school environment that has a positive impact on teacher performance and student achievement. In addition, Anabo (2024) school administrators motivate their teachers in the workplace by providing financial assistance and harmonious relationships in the workplace. In support, Ismail, et al., (2019), highlighted the importance of school leaders in the development of their institutions and leaders.

Table 1.4. Level of Instructional Leadership Practices of School Administrators in terms of C Human Resource Management and Professional Development

Statement	Mean	Interpretation
Attracts and develops positive motivation to achieve school’s mission.	4.87	Always Observed
Empowers the whole school common goals.	4.92	Always Observed
Integrates training and career development to improve school effectiveness.	4.87	Always Observed
Utilizes program to improve teachers’ skills and develop more abilities.	4.87	Usually observed
Provides developmental program to increase school heads, teachers and students’ performance growth.	4.87	Always Observed
Grand Mean	4.88	Always Observed

This sub-section summarizes the level of instructional leadership practices of school administrators. To examine, the highest practices of school administrators obtained from “Human resource management and professional development”, with 4.88 mean which is interpreted as “Always Observed”. Meanwhile, the lowest level of instructional leadership practices, belongs to the “School leadership which is interpreted as “Always Observed”. In addition, the overall mean of 4.85 which is interpreted as “Always Observed”. It implies that the school administrators show effective instructional leadership in the context involving school leadership, components under the instructional leadership, creating a student-centered learning climate, and human resource management and professional development. According to Buenvenida and Ramos (2019), it is argued that the instructional leadership provided by school administrators significantly impacts teachers’ accomplishments. The emphasis is placed on the idea that teachers who receive effective guidance from their administrators can exert a direct influence on the achievements of their students. Furthermore, school administrators have the potential to empower classroom teachers as they execute differentiated instruction.

Table 1.5. Summary of Instructional Leadership Practices of School Administrators

Statement	Mean	Interpretation
School Leadership	4.83	Always Observed
Components Under the Instructional Leadership	4.86	Always Observed
Creating a Student-Centered Learning Climate	4.85	Always Observed
Human Resource Management and Professional Development	4.88	Always Observed
Overall Mean	4.85	Always Observed

School Performance of Public Elementary Schools of Dolores District on Modular Distance Learning

The second objective was to determine the school performance of public elementary schools of Dolores District on modular distance learning during the school year 2023-2024. Table 2 shows the level of school performance among public elementary schools in Dolores District. It can be seen that a total of 25 of the respondents received a 3.50 – 4.49 range; thus, they were classified as having a Very Satisfactory level of school performance with an equivalent percentage of 62.50. This means that the schools’ performance

shows a high level of achievement in terms of mission and vision, goals and objectives, innovation, creativity, and initiative in modular distance learning. This also implies that their performance level should have exhibited great work mastery in all areas of responsibility, as well as exceptional achievement and contributions to DepEd and the stakeholders. On the other hand, 15 of the respondents received a 4.5 – 5.00 range; thus, they were classified under the Outstanding level of schools’ performance with an equivalent percentage of 37.50. This means that the performance was better than anticipated. It also implies that all targets, goals, and objectives were met with greater success than expected. This finding is affirmed by Ramasamy & Wahab (2020), where instructional leadership is effectively employed by school leaders to foster school excellence through educational change and innovation. Within this context, teacher performance stands out as a crucial dimension that requires attention in the pursuit of building an outstanding school. Similarly, Tatlah, Akhtar, & Hashmi (2019) concluded that Headmasters practicing instructional leadership emerge as catalysts for change, fostering a conducive school environment that positively influences both teacher performance and student achievement.

Table 2. School Performance of Public Elementary Schools of Dolores District on Modular Distance Learning

Ranges	Frequency (N = 40)	Percent	Performance level
4.5 – 5.00	15	37.50%	Outstanding
3.50 – 4.49	25	62.50%	Very Satisfactory
2.50 – 3.49	0	0	Satisfactory
1.50 – 2.49	0	0	Unsatisfactory

Relationship between the Instructional Leadership Practices and School Performance

Given that the variables did not exhibit a normal distribution and the assumption of linearity was significantly breached, a Pearson r Correlation Coefficient was computed to explore the relationships among the variables.

Table 3 shows that the computed r values signify a negative result for the instructional leadership practices and the school’s performance. They are not significantly correlated with School Leadership, with $p = 0.8879$; with a low of $r = .0370$; Instructional Leadership, with $p = 0.9287$; with a low of $r = .0235$; Creating a Student-centered Learning Climate, with $p = 0.5378$; with low of $r = .1607$; and Human Resource Management and Professional Development, with $p = 0.0704$; with low of $r = .3930$, respectively. This is an implication that the instructional leadership practices of school administrators and school performance were not significantly associated. This further explains that a high level of resource management best practices in a school is parallel to the attainment of a high level of teacher engagement performance.

Table 3. Relationship between the Instructional Leadership Practices and School Performance

Variables		<i>r</i>	<i>p</i>	Interpretation
Independent	Dependent			
School Leadership	School Performance	.0370	0.8879	Not Significant
Instructional Leadership		.0235	0.9287	Not Significant

Creating a Student – centered Learning Climate		.1607	0.53780.0704	Not Significant
Human Resource Management and Professional Development		.3930		Not Significant

** highly significant; * significant; ns, not significant

Therefore, the null hypothesis, which states that there is no significant relationship between instructional leadership practices and the school’s performance, was rejected. The low impact of instructional leadership practices on school performance may not be immediately observable. There could be a time lag between the implementation of instructional leadership strategies and the manifestation of improvements in school performance. Hence, school performance is a multifaceted concept encompassing academic achievements, student engagement, and various other factors. This result contradicts the research conducted by Buenvenida and Ramos (2019), which demonstrated a significant correlation between transformational leadership practices and the performance of public elementary schools. Additionally, Lincuna et al. (2020) and Anabo (2023), highlighted challenges faced by school administrators, including issues with teachers’ attitudes, conflicting schedules and activities, and resistance to changes. These challenges were addressed by striving to meet competency standards, adapting existing programs, contextualizing teaching and learning, and emphasizing the value and benefits of class observation.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn: The school administrators exhibit effective instructional leadership within the context of school and instructional leadership, the creation of a student-centered learning climate, and the management of human resources and professional development. The school performance achieved a highly satisfactory rating, indicating a significant accomplishment in terms of fulfilling the mission and vision, achieving goals and objectives, and demonstrating innovation, creativity, and initiative in modular distance learning. There was no significant relationship between instructional leadership practices and school performance.

RECOMMENDATIONS

The foregoing conclusions served as the basis for the following recommendations: The Department of Education should develop an assessment tool tailored for teachers to evaluate their school administrators regarding instructional leadership practices. The Department of Education should establish and implement objective systems to assess the contribution of school administrators to the overall effectiveness of school performance. The school administrators extend collaboration to stakeholders for the improvements of school performance in modular distance learning. Another related study or research should be conducted to further verify the findings of the current study using a much bigger population and locale.

ACKNOWLEDGMENT

The researcher sincerely expresses his thanks and gratitude to Dr. Virgilio P. Rapada, Jr., Graduate School Extension Coordinator, and Dr. Andres C. Pagatpatan. Jr., University President, for all the assistance, expertise, knowledge, and suggestions that gained from the Ph. D. subject Research Methods Applied to Educational Mgt. and Seminar in Advanced Research Publication at Eastern Samar State University, Borongan City, Eastern Samar, Philippines.

CONFLICT OF INTEREST

The author declares that they have no conflict of interest.

REFERENCES

1. Anabo, R. O. (2024). Analysis of Different Principles in School-based Management. Available at SSRN 4780126. <http://dx.doi.org/10.2139/ssrn.4780126>
2. Anabo, R. O. (2024). Instructional Leadership in School-Based Management of DepEd Schools in Samar Island: Systematic Approach Review. Available at SSRN 4799364. <http://dx.doi.org/10.2139/ssrn.4799364>
3. Anabo, R. O. (2024). MOTIVATION AND PERFORMANCE OF SECONDARY TEACHERS IN EASTERN SAMAR: BASIS FOR FORMULATION OF INNOVATIVE RESEARCH AND DEVELOPMENT. *EPRA International Journal of Research and Development (IJRD)*, 9(2), 227-232. <https://doi.org/10.36713/epra15903>
4. Anabo, R. O. (2023). Correlates of mathematics performance of grade 9 learners in secondary schools division of Eastern Samar amidst pandemic. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 9(6), 343-354. <https://doi.org/10.36713/epra13649>
5. Bada, H. A., Tengku Ariffin, T. F., & Nordin, H. (2020). Teachers' Perception of Principals' Instructional Leadership Practices in Nigeria. *Universal Journal of Educational Research*, 8(10), 4459-4469. DOI: 10.13189/ujer.2020.081013.
6. Baldanza, M. (2018). "Baldanza's Model of 21st Century Instructional Leadership" Professional Practices. Retrieved August 12, 2022 from <https://justaskpublications.com/just-ask-resource-center/e-newsletters/professionalpractices/baldanzas-model-of-21st-century-instructional-leadership>
7. Danish, R. Q., Qaseem, S. Mehmood, T. Ali, Q. M., Ali, H. F. & Shahid, R. (2019). "Work related stressors and teachers' performance: evidence from college teachers working in Punjab", *European Scientific Journal (ESJ)*, vol. 1, no. 4, pp. 158-173, 2019. Doi:10.19044/esj.2019.v15n4p158
8. DepEd Order No. 42 s. 2007. Retrieved January 16, 2023 from https://www.deped.gov.ph/wp-content/uploads/2007/07/DO_s2007_042.pdf
9. Fullan, M. (2020). "The nature of leadership is changing", *European Journal of Education*, vol. 55, no. 2, pp. 139-142, 2020.
10. Hallinger, P. & Hosseingholizadeh, R. (2019). "Exploring instructional leadership in Iran: A mixed methods study of high-and low-performing principals", *Educational Management Administration & Leadership*, 1741143219836684, 2019.
11. Hallinger, P. (2020). "Science mapping the knowledge base on educational leadership and management from the emerging regions of Asia, Africa and Latin America, 1965–2018", *Educational Management Administration & Leadership*, vol. 48, no. 2, pp. 209-230, 2020.
12. Hallinger, P., Hosseingholizadeh, R., Hashemi, N., & Kouhsari, M. (2018). Do beliefs make a difference? Exploring how principal self-efficacy and instructional leadership impact teacher efficacy and commitment in Iran. *Educational Management Administration & Leadership*, 46(5), 800-819. doi: <http://dx.doi.org.libez.lib.georgiasouthern.edu/10.1177/1741143217700283>.
13. Hamid, N. A. (2017). Amalan kepimpinan instruksional dan sikap terhadap perubahan dalam kalangan pengetua di sekolah berprestasi tinggi, Tesis sarjana Universiti Kebangsaan Malaysia, 2017.
14. Helaludin, & Wijaya, H. (2019). *Qualitative Data Analysis an Overview of Theory & Practice*. Sekolah Tinggi Theologia Jaffray.
15. Ikediugwu, N. P., & Agu, U. V. (2022). PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AS CORRELATES OF TEACHERS' JOB COMMITMENT IN SECONDARY SCHOOLS IN ENUGU STATE. *UNIZIK Journal of Educational Research and Policy Studies*, 10, 93-101.

16. Ismail, S. N., Muhammad, S., Omar, M.N. & Raman, R. (2019). "The Great Challenge of Malaysian School Leaders' Instructional Leadership: Can It Affect Teachers' Functional Competency across 21st Century Education?", *Universal Journal of Educational Research*, vol. 8, no. 6, pp. 2436 – 2443. DOI: 10.13189/ujer.2020.080627, 2020.
17. Jimenez, R. G. & Galicia, L. (2023). School Heads' Instructional Leadership Skills, Emotional Competencies, and Teachers' Work Performance in Selected Public Junior High Schools. 5. 45-68. 10.47577/teh.v5i.8950.
18. Lincuna, M. L., Lincuna, B., & Caingcoy, M. (2020). Instructional Leadership Practices of School Administrators: The Case of El Salvador City Division, Philippines. Retrieved April 9, 2022 from <https://doi.org/10.5281/zenodo.3876710>
19. Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in china: Testing a mediated-effects model. *Educational Administration Quarterly*, 54(4), 501-528. doi: <http://dx.doi.org.libez.lib.georgiasouthern.edu/10.1177/0013161X18769048>.
20. Makgato, M. & Mudzanani, N.N. (2019). "Exploring school principals' leadership styles and learners' educational performance: A perspective from high-and low-performing schools", *Africa Education Review*, vol.16, no. 2, pp. 90-108, 2019.
21. Mansor, A.N., Hamid, A., Medina, N.I., Vikaraman, S.S., Wahab, J.L., Nor, M. Y. M. & Alias, B.S. (2020). "Challenges and strategies in managing small schools: A case study in Perak, Malaysia", *Educational Management Administration & Leadership*, pp. 1-17, 2020.
22. McBrayer, J. S., Jackson, T., Pannell, S. S., Sorgen, C., Gutierrez, A., & Melton, T. (2018). Balance of instructional and managerial tasks as it relates to school leaders' self-efficacy. *Journal of School Leadership*, 28, 596-617.
23. McBrayer, Juliann Sergi 4785659; Akins, Carter; Gutierrez de Blume, Antonio; Cleveland, Richard; and Pannell, Summer (2020) "Instructional Leadership Practices and School Leaders' Self-Efficacy," *School Leadership Review: Vol. 15: Iss. 1, Article 13*. Available at: <https://scholarworks.sfasu.edu/slr/vol15/iss1/13>
24. Menaha a/p Ramasamy & Jamalulail Abdul Wahab, (2020). "Amalan kepimpinan instruksional guru besar di Sekolah Kebangsaan Daerah Kuala Langat", *Kuala Lumpur International Conference Proceeding on Business, Education, Social Sciences & Technology*, pp. 70-77, 2020.
25. Nurhayati, T., Masnun, M., Udin, T. & Arifuddin, A. (2019). "Implementation of Principal Supervision as an Effort to Fulfill Teacher Administration at Islamic Elementary School", *Universal Journal of Educational Research*, vol. 7, no. 8, pp. 1826 – 1831. DOI: 10.13189/ujer.2019.070822, 2019.
26. Pietsch, M. & P. Tulowitzki, P. (2017). "Disentangling school leadership and its ties to instructional practices—an empirical comparison of various leadership styles", *School Effectiveness and School Improvement*, vol. 28, no. 4, pp. 629-649, 2017.
27. Schildkamp, K., Poortman, C.L., Ebbeler, J. & J. M. Pieters, J.M. (2019). "How school leaders can build effective data teams: Five building blocks for a new wave of data-informed decision making", *Journal of Educational Change*, vol. 20, no. 3, pp. 283-325, 2019.
28. Sebastian, J., Allensworth E., Wiedermann W., Hochbein C. & Cunningham, M. (2019) *Principal Leadership and School Performance: An Examination of Instructional Leadership and Organizational Management, Leadership and Policy in Schools*, 18:4, 591-613, 3, DOI: 10.1080/15700763.2018.1513151
29. Tatlah, I. A., Akhtar, S.N. & Hashmi, M.A. (2019). "Effect of instructional leadership on teachers' performance and job commitment: A comparison of public and private universities of Lahor", *Journal of Educational Research*, vol. 22, no. 1, pp. 133, 2019.
30. Valencia, M. I. C. (2018). Introducing education for sustainable development (ESD) in the educational institutions in the Philippines. *Journal of Sustainable Development Education and Research | JSDER Vol. 2, No.1*, pp. 51-57.
31. Villanueva, A.A., Disu, S.S., Villanueva, K.F.P.A. (2021) *Assessing the School Heads Leadership*

- in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. *Open Access Library Journal*, 8, 1-15. doi: 10.4236/oalib.1108088.
32. Villar, PMS. (2021). Better leaders, better schools? Public school heads' Leadership styles and school climate in Quezon city. Retrieved from https://ncpag.upd.edu.ph/wp-content/uploads/Villar_Better-Leaders-Better-Schools_06212021.pdf
 33. Wiczorek, D., & Manard, C. (2018). Instructional leadership challenges and practices of novice principals in rural schools. *Journal of Research in Rural Education*, 34(2), 1-21.
 34. Zahed-Babelan, G. Koulaei, Moeinikia, M. & Sharif, A.R. (2019). "Instructional leadership effects on teachers' work engagement: roles of school culture, empowerment, and job characteristics", *CEPS Journal*, vol. 9, no. 3, pp. 137-156, 2019.