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# Correlating Instructional Leadership Practices of School Administrators with Teachers Competencies

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study looked at how school administrators' **Abstract**---The instructional leadership strategies associated with teachers' abilities. The study discovered that the demographic profile of the respondents were females, with MA units, in the position of teacher II, and were widowed, using a sample size of 208 teachers and 22 school administrators chosen as respondents with a descriptive-correlational research methodology. The average number of years in service, present school, and teacher post was 5 years or more. It was also discovered that the respondents' assessments of school administrators' instructional leadership approaches were unanimous. It was discovered that the highest priority was placed on planning to adapt and improve instruction on curriculum improvement in order to keep up with changes such as K-12 and be able to compete globally with other countries. It also revealed that teachers' perceptions of impact were influenced by their administrators' instructional leadership techniques, indicating a consensus reaction. To be able to know the passion of the teachers to teach and make pupils learn from them, the teacher's competency on learning environment was the highest. It was discovered that there is no link between school administrators' instructional leadership techniques and teachers' performance.

**Keywords**---administration, correlation, instructional leadership, practices.

## Introduction

People can freely communicate their thoughts and concerns in a climate of trust created by effective leaders. They understand the mechanics of plan change and

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goal achievement, as well as how to empower others. Leadership is defined as the simultaneous giving of direction and empowerment in this context (Mayer et al., 2012; Blase, 2000). The leaders or school administrators in the Department of Education are the people in charge of carrying out the department's vision and mission down to the schools where good teaching and learning is observed. The performance of school administrators serves as a model for teachers' performance and how such performance can be achieved in the context of students' school performance. As a result, educational achievement and development may be tracked from school leaders to instructors and students through instructional techniques (Glickman, 1985; Haughey et al., 2020). Because the many techniques used by instructional leaders are oriented toward the establishment of an effective learning community in every school, successful instructional practices are critical in the formative process. Teachers and peers developed collaborative and collegial ties as a result of the process. The participation rate, cohort survival, and completion rate are school performance measures that decide whether or not instructional leadership is used in the school. This provided motivation to evaluate instructional leadership techniques as well as teacher performance. This allowed the researcher to assess how well or poorly the school's administrators ran the school (Kemp, 1985; Kimbrough et al., 2020; Smith & Andrews, 1989).

Instructional leadership is defined by the National Association of Elementary School Principals (2017), as "leading learning communities." Staff members in learning communities gather on a regular basis to discuss their work, collaborate on problem-solving efforts, reflect on their professions, and take responsibility for what children learn. Rather than working in hierarchies or in isolation, they collaborate in networks of shared and complementary expertise. A learning community's members "own the problem" and become agents of change. Anyone can learn how to be a leader. Their leadership abilities will decide how successful they are and how happy they are to a large extent. Dynamic leadership is critical for everyone in the organization. If school administrators use good instructional approaches, the entire learning community will become a knowledge repository, and the school will become an effective teaching-learning environment for all Filipino students (Hall & Bates, 2012; Kayser et al., 2003).

## Statement of the problem

This study was undertaken to know the correlation of the instructional leadership practices of school administrators of third district Division of Quezon Department of Education with Teachers' competencies. Specifically, this study answered the following questions:

- What is the demographic profile of the respondents in terms of:
  - gender
  - educational attainment
  - present position
  - · civil status
  - number of years in service
  - number of years in the current school
  - number of years in the present position

- What is the respondents' evaluation of the instructional leadership practices of School administrators along with:
  - diagnosing areas for improvement
  - planning to modify and improve instruction
  - serving as a role model to the teacher
  - assessing and evaluating to provide needed assistance
  - reporting accomplishment to stakeholders
  - reporting accomplishment on instructional strategies and materials
- What are teachers' competencies given the instructional leadership practices of school administrators along with:
  - social regard for learning
  - diversity of learners
  - curriculum development
  - · community linkages
  - personal and professional growth

Is there any significant relationship between instructional leadership practices of school administrators and teachers' performance?

## **Hypothesis**

There is no significant relationship between school administrators' instructional leadership practices and the teachers' performance.

#### Method

The study used the descriptive survey type of research. The descriptive type of study provides an objective picture and describes the different aspects of presenting facts concerning a situation to obtain knowledge of the nature, status or development of a situation (Ghavifekr et al., 2013; Akoglu, 2018). Survey refers to the gathering of data from a relatively large number of populace using a survey instrument which is the questionnaire. It is more realistic than the experiment in that it investigates phenomenon in its natural setting. According to Greaves et al. (2017), the descriptive design is a type of research which describes phenomena as they exist. This study describes the correlation between the instructional leadership practices of School Administrators with teachers' competencies.

There are twenty two (22) school administrators and 257 teachers (Channiwala & Parikh, 2002; Kursunoglu & Tanriogen, 2009). From the 257 teachers, 208 were chosen as respondents. The sample size was computed using the Sloven's formula given by:

$$n = \frac{N}{1 + Ne^2} .$$

Where:
N is the population
n is the sample size
e is the margin of error ranging from 1 to 10%.

The study used 3% margin of error.

This research applied the random sampling technique where the researcher became interested in presenting an inexpensive approximation of the truth. Here, the sample was randomly drawn from the participating schools. This probability method was used for every member of the population in order to have the equal chance of becoming the sample in testing the hypothesis for any significant relationship. Out of the 257 teacher-respondents, 208 were selected through the random sampling technique (Jita, 2010; Setwong & Prasertcharoensuk, 2013).

The study made use of a questionnaire in gathering the data needed. Part I consisted of the instructional leadership practices of school administrators and Part II highlighted the teachers' performance indicators. Prior to the administration of the research instrument to the respondents, the researcher sought permission from the Schools Division Superintendent, from the District Supervisor and the Administrators of selected District to have their teachers participate in the data gathering procedure for the purpose/s of the study (McGill et al., 1992; Chen & Huang, 2009).

The researchers presented the approved communication bearing the endorsements of the Schools Divisions Superintendent to the researcher's adviser before the actual distribution of the instruments. Distribution and administration of the questionnaire followed, with the personal assistance of the researcher. Retrieval immediately came next prior to the collation, analysis, interpretation and presentation of data gathered (Jain, 2016; Rusman & Lukman, 2017). Literature and studies from Chapter II were used as bases for the interpretation of the results.

The data gathered through the respondents were tallied, tabulated and analyzed using appropriate statistical formula. The formula used in computing for the weighted mean is as follows:

WM= 
$$\frac{4(f)+3(f)+2(f)+1(f)}{Tf}$$

Where:

WM = Average Weighted Mean

= Frequency

Tf = Total frequency

For the general weighted mean, this formula was used:

$$AWM = \frac{WM}{No. \text{ of items}}$$

Where:

AWM = Average Weighted Mean

= Total Average Weighted Mean WM

Table 1 Results were interpreted using the scale

Scale Points	Adjectival Interpretation
4.51-5.00	Strongly Agree
3.51-4.49	Agree
2.51-3.49	Fairly Agree
1.51-2.49	Disagree
1.00-1.49	Strongly Disagree

Table 2
The adjectival interpretation is converted

Scale Points	Adjectival Interpretation
4.51-5.00	Excellent
3.51-4.49	Good
2.51-3.49	Fair
1.51-2.49	Poor
1.00-1.49	Very Poor

## **Discussion**

Table 3
The gender profile of the respondents

Gender	f	%
Male	15	6.52
Female	215	93.48
Total	230	100.00

Table 3 shows that majority of the respondents are female, with 215 or 93.48% frequency and percentage rates. Males comprise only a percentage of 6.52%.

Table 4
The educational attainment profile of the respondents

Highest Educational Attainment	f	%
Bachelor's Degree	29	12.61
With MA Units	159	69.13
MA Degree Holder	36	15.65
With Ph. D/Ed. D. units	0	0.00
Ph. D/Ed. D Degree Holder	6	2.61
Total	230	100.00

Table 4 shows that most of the respondents have MA units, with a frequency of 159 (69.13%); MA Degree Holders had a frequency of 36 or 15.65%; Bachelor's Degree holders comprise of 12.61%; while only 6 or 2.61% are Doctorate Degree Holders.

Table 5
The present position profile of the respondents

Present Position	f	%
Teacher I	9	3.91
Teacher II	139	60.43
Teacher III	53	23.04
Teacher IV	18	7.83
Master Teacher I	0	0.00
Master Teacher II	11	4.78
Total	230	100.00

Table 5 shows that the most number of respondents are Teacher II comprising of 60.43% out of the 78 respondents. Those in the Teacher III position have a frequency of 53 or 23.04%; Teacher IV respondents comprise only of 7.83%; few are Master Teachers II, with only 11 or 4.78% of the total respondents; while the least number belong to those in the Teacher I position, with a frequency of 9 or 3.91%.

Table 6
The civil status profile of the respondents

Civil Status	f	%
Single	3	1.30
Married	71	30.87
Widow	156	67.83
Total	230	100.00

Table 6 shows that majority of the respondents are widows/widowers, with a frequency of 156 (67.83%); those married got a frequency of 71 or 30.87%. There were only 3 single respondents accounting to 1.30% of the total population.

Table 7
Averages of number of years in service, number of years in the current school, and the number of years in the present positions of the respondents

Profile	Average
Number of Years in Service	9.41
Number of Years in the	
Current School	6.28
Number of Years in the	
Present Position	5.30

Table 7 shows that on the average, the number of years the teachers are in service to the school is 9.41. This means that many teachers have served their institutions long enough to make an impact. The number of years in the current school showed an average of 6.28 years. This implicates the length of time the teachers stayed in the institution. The number of years the teachers stayed in their present positions are 5.30 years.

This means that with the position the teachers are holding, they have accumulated five (5) years of school experience. Overall, the teachers stayed in their schools for almost 5 years and more knowing almost everything about the institutions, its systems and cultures

Table 8 Consolidated weighted means of the respondents' evaluation of the instructional leadership practices of school administrators

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Indicators	WM	Rank	Verbal Interpretation
Diagnosing Areas for Improvement	4.04	3	Good
Planning to Modify and Improve			
Instruction		1	Good
on Curriculum Improvement	4.15		
Planning to Modify and Improve			
Instruction		6	Good
on Instructional Strategies and		U	dodd
Materials	3.82		
Serving as a Role Model to the Teacher	3.99	5	Good
Assessing and Evaluating to Provide		4	Good
Needed Assistance	4.00	4	Good
Reporting Accomplishments to		2	Good
Stakeholders	4.11	2	Good
General Weighted Mean	4.02		Good

Table 8 shows the consolidated weighted mean of the respondents' evaluation of the instructional leadership practices of school administrators with a general weighted mean of 4.02. It shows that planning to modify and improve instruction on Curriculum Improvement got the highest weighted mean of 4.15; reporting accomplishments to stakeholders got a weighted mean of 4.11; diagnosing areas for improvement obtained a weighted mean of 4.04; assessing and evaluating to provide needed assistance ranks fourth with a weighted mean of 4.00; ranking fifth is serving as a role model to the teacher; and, finally, planning to modify and to improve instruction on instructional strategies and materials got a weighted mean of 3.82.

Table 9
Consolidated weighted means of the performance of teachers' perceived impact through instructional leadership practices of their administrators

Indicators	WM	Rank	Verbal Interpretation
Teachers' Competence on Diversity	4.15	4	Agree
of Learners			
Teachers' Competence on	4.01	6	Agree
Curriculum, Content and Pedagogy			
Teachers' Competence on	3.95	7	Agree
Planning, Assessing and Reporting			
Teachers' Competence on Learning	4.26	1	Agree
Environment			
Teachers' Competence on	4.21	2	Agree

Community Linkages			
Teachers' Competence on Personal,	4.17	3	Agree
Social and Professional Growth			
General Weighted Mean	4.14	5	Agree

Table 9 shows the consolidated weighted means of the performance of teachers' perceived impact through instructional leadership practices of their administrators with a general weighted mean of 4.13. The teacher's competence on learning environment got the highest weighted mean of 4.26; next is the teachers' competence on community linkages with a weighted mean of 4.21; ranking third is the teachers' competence on social regard for learning having a weighted mean of 4.17; teachers' competence on diversity of learners got a weighted mean of 4.15; this is followed by the teachers' competence on personal, social and professional growth with a weighted mean of 4.14. The Teachers' Competence on Curriculum, Content and Pedagogy ranks sixth with a weighted mean of 4.01; and, teachers' competence on planning, assessing and reporting got a weighted mean of 3.95.

Table 10

Correlation analysis to determine if there is a significant relationship between instructional leadership practices of school administrators along with diagnosing areas for improvement and teachers' performance

Variables Compared	t – computed value	t – critical value	Decision	Verbal Interpretation
Diversity of Learners	0.284194288	1.990847036	Accept Ho	Not Significant
and Diagnosing Areas				
for Improvement				
Curriculum, Content,	0.904459726	1.990847036	Accept Ho	Not Significant
and Pedagogy and				
Diagnosing Areas for				
Improvement				
Planning, Assessing,	0.669826885	1.990847036	Accept Ho	Not Significant
and Reporting and				
Diagnosing Areas for				
Improvement				
Learning Environment	0.034817495	1.990847036	Accept Ho	Not Significant
and Diagnosing Areas				
for Improvement				~
Community Linkages	0.086653857	1.990847036	Accept Ho	Not Significant
and Diagnosing Areas				
for Improvement	0.000000	4 00004 7006		37 . GI . IO
Social Regard for	0.2330608	1.990847036	Accept Ho	Not Significant
Learning and				
Diagnosing Areas for				
Improvement	0.056607060	1 000047006	A	N C C.
Personal, Social, and	0.356607362	1.990847036	Accept Ho	Not Significant
Professional Growth				
and Diagnosing Areas				
for Improvement				

Table 10 depicts the significant relationship between instructional leadership practices of School Administrators with diagnosing areas for improvement and teachers' performance. This reveals that there is no significant relationship existing between the variables since the t-computed values are less than the t-critical values. This is supported by the t-computed value of 0.28 and a corresponding t-critical value of 1.99 for diversity of learners; t-computed value of 0.90 and a corresponding t-critical value of 1.99 for curriculum, content, and pedagogy; t-computed value of 0.67 and a corresponding t-critical value of 1.99 for planning, assessing, and reporting; t-computed value of 0.03 and a corresponding t-critical value of 1.99 for learning environment; t-computed value of 0.09 and a corresponding t-critical value of 1.99 for community linkages; t-computed value of 0.23 and a corresponding t-critical value of 1.99 for social regard for learning; and t-computed value of 0.36 and t-critical value of 1.99 for personal, social, and professional growth.

Table 11
Correlation analysis to determine if there is a significant relationship between instructional leadership practices of school administrators along with planning to modify and to improve instruction on curriculum improvement and teachers' performance

Variables Compared	t – computed value	t – critical value	Decision	Verbal Interpretation
Diversity of Learners and Planning to Modify and Improve Instruction on Curriculum Improvement	0.948303	1.990847	Accept Ho	Not Significant
Curriculum, Content, and Pedagogy and Planning to Modify and Improve Instruction on Curriculum Improvement	0.161425	1.990847	Accept Ho	Not Significant
Planning, Assessing, and Reporting and Planning to Modify and Improve Instruction on Curriculum Improvement	0.143483	1.990847	Accept Ho	Not Significant
Learning Environment and Planning to Modify and Improve Instruction on Curriculum Improvement	0.042876	1.990847	Accept Ho	Not Significant
Community Linkages and Planning to Modify and Improve Instruction on Curriculum Improvement	0.185243	1.990847	Accept Ho	Not Significant
Social Regard for Learning and Planning to Modify and Improve Instruction on Curriculum Improvement	0.603550	1.990847	Accept Ho	Not Significant
Personal, Social, and Professional Growth and Planning to Modify and Improve	0.941186	1.990847	Accept Ho	Not Significant

Table 11 depicts the significant relationship between instructional leadership practices of school administrators along with diagnosing areas for improvement and teachers' performance. This reveals that there is no significant relationship existing between the variables since the t-computed values are less than the t-critical values. This is supported by the t-computed value of 0.94 and a corresponding t-critical value of 1.99 for Diversity of Learners; t-computed value of 0.16 and a corresponding t-critical value of 1.99 for curriculum, content, and pedagogy; t-computed value of 0.14 and a corresponding t-critical value of 1.99 for planning, assessing, and reporting; t-computed value of 0.42 and a corresponding t-critical value of 1.99 for learning environment; t-computed value of 0.18 and a corresponding t-critical value of 1.99 for social regard for learning; and t-computed value of 0.94 and t-critical value of 1.99 for personal, social, and professional growth.

Table 12
Correlation analysis to determine if there is a significant relationship between instructional leadership practices of school administrators along with planning to modify and to improve instruction on instructional strategies and materials and teachers' performance

Variables Compared	t – computed value	t – critical value	Decision	Verbal Interpretation
Diversity of Learners and Planning to Modify and Improve Instruction on Instructional Strategies and Materials	0.023313	1.990847	Accept Ho	Not Significant
Curriculum, Content, and Pedagogy and Planning to Modify and Improve Instruction on Instructional Strategies and Materials	0.542356	1.990847	Accept Ho	Not Significant
Planning, Assessing, and Reporting Planning to Modify and Improve Instruction on Instructional Strategies and Materials	0.934036	1.990847	Accept Ho	Not Significant
Learning Environment and Planning to Modify and Improve Instruction on Instructional Strategies and Materials	0.000281	1.990847	Accept Ho	Not Significant
Community Linkages	0.000811	1.990847	Accept Ho	Not

and Planning to Modify and Improve Instruction				Significant
on Instructional				
Strategies and Materials Social Regard for	0.019898	1.990847	Accept Ho	Not
Learning and Planning	0.013030	1.550011	11000pt 110	Significant
to Modify and Improve				S
Instruction				
on Instructional				
Strategies and Materials				
Personal, Social, and	0.057596	1.990847	Accept Ho	Not
Professional Growth and				Significant
Planning to Modify and				
Improve Instruction				
on Instructional				
Strategies and Materials				

Table 12 depicts the significant relationship between instructional leadership practices of school administrators along with diagnosing areas for improvement and teachers' performance. This reveals that there is no significant relationship existing between the variables since the t-computed values are less than the t – critical values. This is supported by the t – computed value of 0.02 and a corresponding t – critical value of 1.99 for diversity of learners; t – computed value of 0.54 and a corresponding t – critical value of 1.99 for curriculum, content, and pedagogy; t –computed value of 0.93 and a corresponding t – critical value of 1.99 for planning, assessing, and reporting; t – computed value of 0.000 and a corresponding t – critical value of 1.99 for learning environment; t – computed value of 0.001 and a corresponding t – critical value of 1.99 for social regard for learning; and t – computed value of 0.06 and t – critical value of 1.99 for personal, social, and professional growth.

Table 13
Correlation analysis to determine if there is a significant relationship between instructional leadership practices of school administrators along with serving as a role model to the teacher and teachers' performance

Variables Compared	t –	t – critical	Decision	Verbal
- sassassas oompaasa	computed	value	_ :::0:01	Interpretation
	value	V61240		interpretation
Diversity of Learners	0.051580	1.990847	Accept	Not Significant
and Serving as a Role			Но	
Model to the Teacher				
Curriculum, Content,	0.686500	1.990847	Accept	Not Significant
and Pedagogy and			Но	
Serving as a Role Model				
to the Teacher				
Planning, Assessing,	0.947133	1.990847	Accept	Not Significant
and Reporting Serving			Но	_
as a Role Model to the				

Teacher				
Learning Environment	0.001750	1.990847	Accept	Not Significant
and Serving as a Role			Но	
Model to the Teacher				
Community Linkages	0.008070	1.990847	Accept	Not Significant
and Serving as a Role			Но	
Model to the Teacher				
Social Regard for	0.054082	1.990847	Accept	Not Significant
Learning and Serving			Но	
as a Role Model to the				
Teacher				
Personal, Social, and	0.111612	1.990847	Accept	Not Significant
Professional Growth			Но	
and Serving as a Role				
Model to the Teacher				

Table 13 depicts the significant relationship between instructional leadership practices of school administrators along with diagnosing areas for improvement and teachers' performance. This reveals that there is no significant relationship existing between the variables since the t-computed values are less than the t-critical values. This is supported by the t-computed value of 0.05 and a corresponding t-critical value of 1.99 for diversity of learners; t-computed value of 0.69 and a corresponding t-critical value of 1.99 for curriculum, content, and pedagogy; t-computed value of 0.95 and a corresponding t-critical value of 1.99 for planning, assessing, and reporting; t-computed value of 0.002 and a corresponding t-critical value of 1.99 for learning environment; t-computed value of 0.01 and a corresponding t-critical value of 1.99 for community linkages; t-computed value of 0.05 and a corresponding t-critical value of 1.99 for social regard for learning; and t-computed value of 0.11 and t-critical value of 1.99 for personal, social, and professional growth.

Table 14
Correlation analysis to determine if there is a significant relationship between instructional leadership practices of school administrators along with assessing and evaluating to provide needed assistance and

Teachers' performance

Variables Compared	t – computed value	t – critical value	Decision	Verbal Interpretation
Diversity of Learners and Assessing and Evaluating to Provide Needed Assistance	0.165781	1.990847	Accept Ho	Not Significant
Curriculum, Content, and Pedagogy and Assessing and Evaluating to Provide Needed Assistance	0.923805	1.990847	Accept Ho	Not Significant
Planning, Assessing, and Reporting and Assessing	0.620752	1.990847	Accept Ho	Not Significant

and Evaluating to Provide Needed Assistance Learning Environment and Assessing and Evaluating to Provide Needed	0.007254	1.990847	Accept Ho	Not Significant
Assistance				
Community Linkages and Assessing and Evaluating	0.019195	1.990847	Accept Ho	Not Significant
to Provide Needed				
Assistance	0.100000	1 0000 17		<b>37</b> .
Social Regard for Learning	0.133968	1.990847	Accept	Not
and Assessing and			Но	Significant
Evaluating to Provide				
Needed Assistance	0.040400	1 0000 17		<b>37</b> .
Personal, Social, and	0.248488	1.990847	Accept	Not
Professional Growth and			Но	Significant
Assessing and Evaluating				
to Provide Needed				
Assistance				

Table 14 depicts the significant relationship between instructional leadership practices of school administrators along with diagnosing areas for improvement and teachers' performance. This reveals that there is no significant relationship existing between the variables since the t-computed values are less than the t – critical values. This is supported by the t – computed value of 0.17 and a corresponding t – critical value of 1.99 for diversity of learners; t – computed value of 0.92 and a corresponding t – critical value of 1.99 for curriculum, content, and pedagogy; t –computed value of 0.62 and a corresponding t – critical value of 1.99 for planning, assessing, and reporting; t – computed value of 0.01 and a corresponding t – critical value of 1.99 for learning environment; t – computed value of 0.02 and a corresponding t – critical value of 1.99 for community linkages; t – computed value of 0.13 and a corresponding t – critical value of 1.99 for social regard for learning; and t – computed value of 0.25 and t – critical value of 1.99 for personal, social, and professional growth.

Table 15
Correlation analysis to determine if there is a significant relationship between instructional leadership practices of school administrators along with reporting accomplishments to stakeholders and teachers' performance

Variables Compared	t – computed	t – critical	Decision	Verbal
	value	value		Interpretation
Diversity of Learners and Assessing and Reporting Accomplishments	0.7090755	1.9908470	Accept Ho	Not Significant
to Stakeholders Curriculum, Content, and Pedagogy and Reporting	0.2017289	1.990847	Accept Ho	Not Significant

Accomplishments to Stakeholders Planning, Assessing, and Reporting and Reporting Accomplishments to Stakeholders	0.1520319	1.990847	Accept Ho	Not Significant
Learning Environment and Assessing and Reporting Accomplishments	0.0483137	1.990847	Accept Ho	Not Significant
to Stakeholders Community Linkages and Assessing and Reporting Accomplishments to Stakeholders	0.1817928	1.990847	Accept Ho	Not Significant
Social Regard for Learning and Assessing and Reporting Accomplishments to Stakeholders	0.5111516	1.990847	Accept Ho	Not Significant
Personal, Social, and Professional Growth and Assessing and Reporting Accomplishments to Stakeholders	0.7703641	1.990847	Accept Ho	Not Significant

Table 15 depicts the significant relationship between instructional leadership practices of school administrators along with diagnosing areas for improvement and teachers' performance. This reveals that there is no significant relationship existing between the variables since the t-computed values are less than the t – critical values. This is supported by the t – computed value of 0.71 and a corresponding t –critical value of 1.99 for diversity of learners; t – computed value of 0.20 and a corresponding t – critical value of 1.99 for curriculum, content, and pedagogy; t –computed value of 0.15 and a corresponding t – critical value of 1.99 for planning, assessing, and reporting; t – computed value of 0.48 and a corresponding t – critical value of 1.99 for learning environment; t – computed value of 0.18 and a corresponding t – critical value of 1.99 for social regard for learning; and t – computed value of 0.77 and t – critical value of 1.99 for personal, social, and professional growth.

## Conclusion

• The teacher-respondents are female, have MA units, are Teacher II, and are widowed, according to the study. They have been in service for at least 5 years in their current school and position.

- The respondents' evaluations of school administrators' instructional leadership practices reveal a consensus that preparing to modify and improve instruction on curriculum improvement is the most important to keep up with changes such as K-12 and to be able to compete globally with other nations. Reporting accomplishments to stakeholders was a requirement of the evaluation since it would foster openness and transparency among the school's stakeholders. The next step is to identify areas for improvement in order to consistently improve the school's ability to provide high-quality education. Assessing and assessing in order to provide essential help in order to meet the needs of the school's students is ranked fourth. Ranking fifth allows you to serve as a role model for teachers, empowering and motivating them in all of their endeavors. Plan to update and look for more advanced and comprehensive school resources and instructional techniques, such as module-based learning, to change and improve training on instructional strategies and materials.
- Agreed response to the performance of teachers' perceived impact through instructional leadership methods of their administrators. In terms of being able to know the passion of the teachers to teach and make the pupils learn from them, the teachers' competency on learning environment is the highest. The teachers' competency in community links is next in line, as it allows them to see the school's interaction with the community. Teachers' social respect for learning, which determines the value teachers place on learning rather than schooling, is ranked third. Teachers' understanding of the diversity of learners is also important since it allows pupils to recognize how they will learn more in specific subject areas. The instructors' ability to grow and expand their abilities and skills is then followed by their competency in personal, social, and professional growth. Given how school administrators focused on areas like curriculum, material, and pedagogy, teachers' competency on curriculum, content, and pedagogy ranks sixth. Finally, the ability of instructors to plan, assess, and report on the outcomes of every matter in the school in order to oversee the teachers is at the top of the list.
- There is no significant link between school administrators' instructional leadership strategies and teacher effectiveness.

#### Recommendations

Following are some recommendations based on the findings:

- A lecture series on time value management for school administrators and teachers in order to improve instructional leadership practices and competencies in reporting student performance.
- More trainings, seminars, workshops, and educational activities that promote instructional leadership in the areas of school policies, good governance, ICT, and school management.
- Concurrent research on school climate and instructional leadership that will focus on and cover other regions of Region IV-A in the Quezon Province Division. In order to measure responses, degree relationships between variables, and draw study implications, this study will use an experimental design with parametric statistics.

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