



Original Research Article

School administrators' instructional leadership skills and teachers' performance and efficacy in senior high schools in the national capital region, Philippines

Received 12 October, 2022

Revised 16 November, 2022

Accepted 23 November, 2022

Published 2 February, 2023

Crisanto Alao Daing*¹
and
¹Leonila Cauan Mustapha

¹Graduate School, Our Lady of Fatima
University, Valenzuela City,
Philippines.

*Corresponding Author
Email: crisdaing@yahoo.com

Tel: +639285545644

Assessing the instructional leadership skills of school administrators in public senior high schools is relevant to identify how their teachers perform and how these leadership skills influence their efficacy in the classroom. The study aimed to determine the school administrators' instructional leadership skills and the teachers' performance and efficacy in senior high schools. Utilizing the descriptive correlational design for an in-depth analysis of the study, the researcher administered standardized questionnaire to twenty-one school administrators and to 204 senior high school teachers. Frequency, percentage, weighted mean, One-Way ANOVA, Pearson *r* and Coefficient of Determination were the statistical tools used. The researcher found out that the school administrators themselves believed that they performed well as instructional leaders as revealed in the indicators in each area. Likewise, it was found out the teachers themselves were not confident if they were able to deliver their responsibilities in terms of student engagement, instructional strategies, and classroom management. There is a significant relationship between the school administrators' overall instructional leadership skills and the teachers' performance. Moreover, the researcher found out that there is a significant relationship between the school administrators' overall instructional leadership skills and the teachers' self-efficacy. With these findings, the researcher concluded that most of the respondents believe that the school administrators who function as instructional leaders in public Senior High Schools in the National Capital Region assessed themselves to be good instructional leaders particularly in the four areas such as resource provider, instructional resource, communicator and visible leader as it was revealed in the Teachers' Performance.

Keywords: Social sciences, instructional leadership, self-efficacy, teachers' performance, senior high school, descriptive-correlational design, Philippines.

INTRODUCTION

Instructional leadership remains a challenge in almost all schools around the globe primarily because of its narrow definition cast against the great number of roles of principals and other school administrators. Prytula et al. (2013) cited Strong (1993) expressing that instructional leadership becomes hard to fulfill because the job encompasses a huge component of managerial duties and demands. Many of the demands of being school administrators have been created by social forces and others by policy issues (Jenkins, 2009), but they have all resulted in "leadership issues including the layering of additional responsibility without corresponding authority, an imbalance between management and leadership despite the expansion of the

work week, an increase in ambiguity and complexity, and declining morale and enthusiasm. "Moreover, the functions of school principals and school administrators have become extensive because the different sectors in the community anticipate various outcomes from schools making school administrators respond to multiple demands (Cohen et al., 2004). Instructional leadership should not only emphasize the teaching and learning aspects of the school leadership, but it should also highlight organizational management for instructional improvement rather than day-to-day teaching and learning. The effectiveness and efficiency of teaching-learning experiences in school can only be minimally affected by the school

administrators' involvement in classroom instruction. This means that instructional leaders can have a great impact and effect to the quality of teaching and student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers and how they create opportunities for teachers to improve. Organizational management for instructional improvement means staffing a school with high-quality teachers and providing them the appropriate supports and resources to be successful in the classroom. Here in the Philippines, there is a big leap in our educational system when the former President Benigno Simeon C. Aquino III signed the K to 12 Program into a law in 2012 with a thrust of elevating the quality of education in the country through the major reforms from the previous curriculum. It is in this challenge that the Department of Education (DepEd) geared towards providing meaningful learning to every citizen to lead him to his fullest potential. The additional two years of senior high school in the basic education aims to prepare and enhance the cognitive and technical competencies of our students so they can keep pace with the global challenges and competitiveness.

Hence, the teachers in senior high school, play significantly in providing every learner with the necessary skills, knowledge and attitude to develop a life-long learner. It is therefore essential that the facilitators of learning must possess the relevant skills to effectively and efficiently deliver quality learning to the students. These skills are derived from the teachers' sense of self-efficacy to aid the learners in their quest towards acquisition of knowledge, skills, and attitude.

Today's educational administrators in the Philippines must lead their teachers to fulfill outstanding performances as measured in the Results-Based Performance Management System, and this is only possible when school administrators radiate outstanding instructional leadership skills that greatly influence the teacher's efficacy. This is limited to the school administrators as to how well they perform their roles as instructional leaders and to the teachers' perceptions of their sense of self-efficacy. The study will utilize the results of the teachers' performance for the school year 2016-2017 using Individual Performance Commitment and Review Form (IPCRF). Respondents were limited to 16 department heads and Master teachers of 16 public Senior High Schools from the 16 Schools Division Offices in the National Capital Region.

The study is significant to the agency of the government that solely oversees the educational system, school administrators, teachers, learners and future researchers because the study evaluates the instructional leadership skills of the school administrators who take huge responsibilities in the accomplishment of the organization's vision and mission. Moreover, it measured the performance of the teachers using the results-based performance management system. Likewise, it scrutinizes the construct of self-efficacy of public senior high school teachers, which is relatively unexplored in the Philippine educational setting. This also explored the relationship between instructional leadership skills and how they influence teachers' performance and efficacy.

Background

Theoretical Framework

This research was anchored on the theory of Philip Hallinger (2008) on Instructional Leadership Skills and on the Social Cognitive Theory proposed by Albert Bandura. Philip Hallinger revealed in his study that instructional leadership construct has sustained a consistent stronghold in leadership literature despite

school restructuring and reform. Hence, instructional leadership is held as the model for emulation by school leaders for its part in monitoring, mentoring, and modeling, and for its promise to improve school performance. These dimensions were further delineated into 10 instructional leadership functions. He furthered that instructional leadership framework consists of three main components: a) defining the school mission, b) managing the instructional program, and c) creating a positive school climate. Within these components, the instructional leader frames school goals, communicates, supervises and coordinates curriculum, monitors progress, and supports the learning culture through visibility, protecting instructional time, and providing professional development opportunities for teachers.

Moreover, Hallinger posited several qualities of instructional leadership skills. These skills include the leader as resource provider, the leader as instructional resource, the leader as effective communicator, and a leader as visibly present in the school. These skills appear to have best effects on student achievement.

On the other hand, The National Competency-Based Standards for School Heads Training and Development Needs Assessment (NCBSSH-TDNA) which is a revised edition pursuant to the provisions of the DepEd Order No. 32, S.2010, The National Adoption and Implementation of the National Competency-Based Standards for School Heads, underscores the seven (7) integrated domains with the competency strands in each domain. One of the seven domains is the instructional leadership which happens to be the significant variable in the study. Under this domain, the competencies are assessment for learning, developing programs or adapting existing programs, implementing programs for instructional improvement, and instructional supervision. Instructional Leadership as the second domain for school leadership and management underscores that education reforms have created an urgent need for strong emphasis on the development of instructional leadership skills. This domain covers those actions in instructional leadership (e.g. assessment for learning, development and implementation, instructional supervision and technical assistance that school heads take or delegate to others to promote good teaching and high level learning among pupils/students.

On the other hand, the Social Cognitive Theory was based on the perspective that human functioning results from the combination of the influences brought about by personal, behavioral and environmental factors (Balena, 2015). The Canadian-American psychologist, Albert Bandura formulated the construct of self-efficacy. In 1977, his published work, "Self-efficacy: Toward a Unifying Theory of Behavioral Change," introduced self-efficacy as the innovative standpoint to scrutinize the role of self beliefs in human conduct. Bandura furthered that human beings construct and cultivate their own perceptions of ability that influence the goals they pursue. These perceptions—being referred to as self-efficacy beliefs, aid individuals to distinguish their choices of engagements to persistently accomplish tasks.

Bandura defined self-efficacy as individual's beliefs about his capabilities that can bring about the required levels of performance needed to successfully carry out a task. These beliefs provide the foundation for human motivation, well-being and personal accomplishment. For Bandura, what people know, what skills they possess, or what accomplishments they have previously achieved do not guarantee that their subsequent tasks can be performed successfully because the beliefs people hold about their efficacy significantly influence the ways in which they behave. Therefore, one's perception of self-efficacy dictates how an individual thinks, feels, reacts, motivates and behaves given a particular task that needs to be carried out. This perception stimulates a human being to utilize the knowledge he has and the

skills he possesses.

Literature Review

Administrative Functions and Roles

One of the most organized organizations is school. This academic institution is expected to be planned and organized to make people in the organization socialize with one another, augment their economic productivity, acknowledge their individualities, and adhere to the rules and policies of the organization. The thrusts that a school is solely responsible for in terms of personal and social development as well as national progress are very significant. Schools are important for society because they are the most concrete, practical, and productive component of the educational system. When schools only maneuver in the appropriate manner, the pre-determined objectives and expectations of the major stake holders and the community at large will be achieved.

The school's functions can only be fulfilled efficiently and effectively when the administrators play their roles the right way. Hence, each administrator has his/her administrative role to portray in order to carry out the school's mission. To be an effective school, administrators must work hard for the social, academic, emotional, moral and aesthetic development, satisfaction of teachers, effective use of resources and accomplishment of goals and environmental harmony (Towner, 2010)

With this, an academic institution is expected to enable students to learn in almost all aspects and to manifest behavioral changes. Hence, school administrators are expected to have strong leadership, high expectations from students, a systematic school climate, high expectation from teachers, measuring student success and giving feedback, effective classroom management, believing that each and every student can learn, family participation, and a well-organized curriculum (Dee et al., 2013; Fullan, 2010). Döş and Savaş (2015) in their study about Elementary School Administrators and Their Roles in the Context of Effective Schools cited Reynolds, Sammons, Stoll, Barber, and Hillman (1996) who discussed that the characteristics of effective schools are professional leadership, common vision and goals, existence of a learning environment, high quality of learning and teaching, high expectations, positive support, monitoring the development of students, and student rights and responsibilities. Considered to be the main characteristics of effective schools, these are only made possible through activities by school management.

The Wallace Foundation (2013) identified five key responsibilities of school principals as leaders in building schools for better teaching and learning. The first responsibility is shaping a vision of academic success for all students. Varied researches on school leadership determined this first role to be very significant. The school administrators like the school principals and school heads must identify and establish a school-wide vision of commitment to high and acceptable standards aligned with the nation's mission and vision. Next is creating a climate hospitable to education. Conscientious school leaders must ascertain that the school environment must permit total learning to be the central focus of the learners' daily experiences. Such "a healthy school environment," as Vanderbilt researchers (Wallace Foundation, 2013) call it, is characterized by basics like safety and orderliness, as well as less tangible qualities such as a "supportive, responsive" attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction. Third is cultivating leadership in others. A leadership theory

upholds that school leaders need to depend on others to fulfill the organization's goals and must motivate others for the development of leadership among all members. Results from the research from the universities of Minnesota and Toronto revealed that those school principals who get high marks from their teachers are those who create a strong climate for instruction. Furthermore, it depicted that effective leadership from all sources like the principals, influential teachers, staff teams and others are attributed with better student performance in math and reading tests. Next responsibility is *improving instruction*. Effective school administrators work persistently to enhance achievement by concentrating on the quality of instruction. The University of Washington researchers found that these school administrators help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. Moreover, school principals also encourage continuous professional development among teachers. They stimulate teachers to ceaselessly update themselves with research-based strategies to enhance the teaching and learning experiences and to instigate discussions about instructional approaches both in teams and with individual teachers. Finally, it is managing people, data and processes. "In the great scheme of things," noted one research report, "...schools may be relatively small organizations. But their leadership challenges are far from small, or simple." To get the job done, effective leaders need to make good use of the resources at hand. In other words, they have to be good managers.

It is therefore an undeniable reality that without effective school leaders most of the thrusts of the academic institution will be arduous to accomplish.

Leadership

The terminology *leadership* remains a mystery that every individual desires to unfold the true meaning of it. Various researches and studies have dedicated their time engaging in debates and long discussions about it, and quite a number of leaders in different fields have tried exceedingly to target what is really meant when one is using the term leadership. Varied definitions have expressed that leadership is about giving inspiration to underlings and instilling one's commitment to the organization. It is not only about the person's genuine dedication but also it is also recognizing personal fundamental flaws that restrict the capacity of leadership. Romano (2014) in her thesis supports this idea. She mentioned that leadership is one's potential to inspire confidence and support among the people who needed to achieve organizational goals. Moreover, Dubrin (2004) as cited by Romano (2014) furthered that leadership is an interpersonal influence directed through communication toward goal attainment; the influential increment over and above mechanical compliance with direction and orders; an act that causes others to act or respond in shared direction; and the pivotal dynamic force that stimulates and encourages the organization in the fulfillment of its thrusts and an eagerness to take the blame when the result of action is pessimistic.

The concept that an effective leader boosts his people in the organization to infuse pride and personal gratification in their work remains an ideal belief. Eminent leaders inspire subordinates to high levels of achievement by demonstrating to them how their work contributes to worthwhile ends. On the other hand, Daing (2015) quoted Morris (2008) saying that the development of a leader takes time, dedication, and patience, for a leader is not developed overnight or in a vacuum setting.

Leadership is an interpersonal influence with the purpose of the fulfillment of the goals set by the organization. One must look at

the three glaring terms: interpersonal, influence, and goals. Hence, a leader has a group of people to lead since it means interacting with individuals. Influence pertains to affecting others, and a goal is the end that one desires to attain. Leadership, therefore, is the person's ability to affect more than one person towards a goal.

Fruto (2014) in her dissertation cited Bush, et. al (2010) supported the idea that the central concept of leadership is influenced rather than authority. They underlined, however, that influence could be exercised by anyone in school while authority tends to reside in formal positions like the school's administrators. On the other hand, Balena (2013) referred to Sammons et.al (2007) when they mentioned that one can find effective leaders within the school organization. They also underlined that some research findings and school inspection evidence demonstrate that leadership and management are critical to the success of any school. Hence, school effectiveness and improvement have persistently emphasized the relevance of leadership in academic set-up. In a school set-up, we will definitely find effective school leaders who may happen to be the school administrators like the principals, department heads, and many others. Research findings and school inspection evidence show that a school administrator's leadership and management styles are crucial to a school's accomplishment of goals and objectives. These studies have emphasized the relationship between the significance of leadership and the school's effectiveness and improvement.

In a global point of view, leadership entails influencing process and its outcomes that emerge between the leader and his subordinates, with the intent of empowering the followers in their quest for the attainment of the organizational objectives. This is in consonance with the belief of Lunenberg and Ornstein (2011) that instructional leadership characteristically centers on the behaviors of the teachers as they get involved in daily activities that directly affect the growth of the students. Most conceptions of instructional leadership allocate authority and influence to formal administrative roles, usually the building principals and other school administrators. School administrators cannot fulfill all of a school's needs for instructional leadership. Some argue for the value of teachers serving as instructional leaders. Still others challenge the idea that instructional leadership can be a substitute for capable management. However, most examples of contemporary models of instructional leadership concern the effects of leadership behaviors on student achievement and other important school outcomes.

Inherent in the concept of instructional leadership is the notion that learning should be given top priority while everything else revolves around the enhancement of learning. Instructional leaders need to know what is going on in the classroom. Without this knowledge, they are unable to appreciate some of the problems teachers and students encounter in the academic environment. Instructional leaders need to work closely with students, developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions.

The idea that school administrators should serve as instructional leaders not just as generic managers in their schools is widely subscribed to among educators. In the Philippine practice, though, few school administrators like the school's district supervisors, principals and department heads act as genuine instructional leaders. Their days are filled with activities of management scheduling, reporting, handling relations with parents and community, dealing with the multiple crises and special situations that are inevitable in schools. Most of them spend relatively little time in classrooms and even less analyzing instruction with teachers. They may arrange time for teachers' meetings and professional development, but they rarely provide intellectual

leadership for growth in teaching skill (Goodwin et al., 2003; Dee et al., 2013).

The position of instructional leader aids the school in keeping its attention on the core objective, which is to support the learning of all pupils. The focus on results; the focus on student achievement and the focus on students learning at high levels can only happen if teaching and learning become the central focus of the school and the central focus of the principal (Blasé et al, 2010). A key task for principals is to create a collective expectation among teachers concerning student performance. That is, principals need to raise the collective sense of teachers about student learning (Edmonds, 1979). School administrators must develop and sustain school structures and cultures that foster individual and group learning. That is, principals must stimulate an environment in which new information and practices are eagerly incorporated into the system. Teachers are more likely to pursue their group and individual learning when there are supportive conditions in the school, such as particularly effective leadership (Prytula et al., 2013). Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information. Teachers can become willing recipients of research information if they are embedded in a setting where meaningful and sustained interaction with researchers occurs in an equal context (Blasé et al., 2010).

Daing (2015) cited Downey, et al. (2009) emphasizing the notion that teachers need to be provided with the training, teaching tools, and the support they need to help all students reach high performance levels. Specifically, teachers need access to curriculum guides, textbooks, or specific training connected to the school curriculum. They need access to lessons or teaching units that match curriculum goals. They need training on using assessment results to diagnose learning gaps. Balena (2013) in her study cited Day et. al (2007), who characterized instructional leadership as a mutually respectful practice of working together to enhance the quality of teaching and learning. They determined that the setting of directions, developing people, engaging in collaboration and using data and research as indicators of the effectiveness of teaching and learning, which are considered as the primary components of instructional leadership.

The instructional leadership of the school administrators in an academic organization is a critical factor in the success of a school's improvement in initiatives and the overall effectiveness of the school. Their primary obligation is to ensure the promotion of learning and success for all students. They can only accomplish this tremendous responsibility if they give time in stimulating learning, in encouraging collaboration, in giving support, and in helping the enhancement of the school's curriculum, assessment and instruction that greatly affect the teacher's teaching performance and efficacy.

Teachers' Performance and Self-Efficacy

The teaching performance is firstly influenced by the quality of educational system. That is schools are about teaching and learning, all other activities are secondary to these basic goals. Leadership in instructional matters should emerge freely from both principals and teachers. Teachers deliver the instruction in the classroom, they have expertise in curriculum and teaching, and they have mastered a substantive body of knowledge. Professional conversations and professional development should revolve around the improvement of instruction, how students learn, and appropriate teaching strategies. Instructional leaders like the school principals and department heads are responsible for developing school climate that support the very best instructional practices. Thus, it is they who should forge a

partnership with teachers, with the primary goal of the improvement of teaching and learning.

Recently, a research consensus-joined together around a concept that teacher quality is a critically important determinant of student development and achievement (Tschannen-moran et al., 1998; Sahin, 2011; Romano, 2014). However, there is no similarly wide agreement on how to systematically drive improvements in the quality of the teacher workforce. Districts and schools allocate substantial resources to teacher professional development (e.g., in-service training) despite the fact that there is surprisingly little rigorous evidence on the efficacy of these efforts. Furthermore, very little of this professional development is based on thorough evaluations of the abilities and limitations of particular instructors in the classroom. Moreover, decades of empirical research have provided relatively little evidence on observed teacher traits that can consistently predict teacher quality.

On the other hand, the Department of Education in the Philippines has designed and implemented programs that evaluate performance of the teachers and reward them of their performance. In a DepEd Order No.33, Series of 2014, Guidelines on the Granting of Performance-Based Bonus for the Department of Education Employees and Officials for fiscal Year 2013, the agency has issued details in the establishment in a set of guidelines which aims to provide systematic and evidence-based mechanisms, procedures and criteria for the granting of PBB in the DepEd. Pursuant to the provisions of Administrative order (AO) No. 25 issued by the President on December 21,2011 entitled Creating an Inter-Agency Task Force on the Harmonization of the National Government Performance, Monitoring, Information and Reporting Systems, the government seeks to rationalize, harmonize, streamline, simplify and unify the efforts of all of the agencies towards the realization of the commitments in the Philippine Development Plan 2011-2016 and the Administration's five Key Results Areas (KRAs) under the Executive Order (EO) No. 43.

The government's move of giving performance-based bonus to all public school teachers is anchored on a belief that incentives are linked to multiple measures of teacher performance. In fact, as cited by Dee and Wyckoff (2013), the dissatisfaction of compensation has motivated new efforts to design and implement new programs to assess and reward teacher performance (Halinger and Murphy, 1985). Teachers, due to their exposure, training, and foundations, are strongly convinced that they possess the potentiality of influencing learning and achievement among students including those who are academically-challenged. This belief explains the teachers' self-efficacy.

Almario (2016) cited Artino Jr. (2012) highlighting that self-efficacy has been receiving attention in the educational research, specifically, in the study of academic achievement, motivation and of self-regulation. Tschannen-Moran, Woolfolk-Hoy and Hoy (2001) as cited by Fives & Buehl, (2010) identified teacher's self-efficacy as the teacher's beliefs in his capability to plan, organize and execute plan of action needed to successfully accomplish a specific academic task and over-all educational goal. The belief of the teachers in their ability to perform various tasks is immensely influential in the academic setting like instructional practices and varied classroom methodologies and approaches. Likewise, the efficacy beliefs of teachers were found to be directly related to various student outcomes (Balena, 2015; Lord, 2001).

Practically, students learn a lot better from teachers who deeply instill a great sense of efficacy than those teachers who are demonstrating doubts and poor self-confidence. Towner (2010) opined that those teachers who exhibit a very good sense of efficacy devote more classroom time to academic learning, provide assistance for students who have difficulty, and make

appropriate compliments to students who succeed academically. However, those who have low sense of self-efficacy spend more time on non-academic pastimes, easily get frustrated when students do not perform well, and dispraise their students for their failures.

Research Paradigm

The concepts framed in this research revolve on the included variables of the instructional leadership skills of the school administrators as identified and specified in the National Competency-Based Standards for School Heads (NCBSSH). Under the instructional domains are the competencies like assessment for learning, developing programs or adapting existing programs, implementing programs for instructional improvement and instructional supervision in the select public senior high schools in the National Capital Region. Interplaying with these variables are the identified variables which are the teaching performance of the teachers and the teacher's self-efficacy formulated by Albert Bandura. The teacher's self-efficacy includes three dimensions; namely, (1) student engagement; (2) instructional strategies and; (3) classroom management as well as the four components of leadership behaviors to wit: (1) purposes; (2) people; (3) school culture and; (4) collaborative structure.

In the whole duration of this study, data on instructional leadership skills of the department heads are based on the evaluation of the primary participants, school administrators and the faculty members (Figure 1).

As shown in the paradigm, the instructional leadership skills of the school administrators are assessed by themselves. It is viewed that such skills provide them with knowledge on how these skills improve the organizational effectiveness and performance of the teachers and the teachers' self-efficacy.

The school administrator, who is considered as an instructional leader, must make it a point to ascertain an academic environment that is organized and focused on high but attainable academic thrusts.

Teachers, on the other hand, are at the focal point in the instruction, and only they can change and improve their instructional practice in the classroom; hence, teacher motivation and self-regulation are critical to improvement. Teachers must decide that they want to improve and instructional excellence and continuous improvement are ongoing and cooperative activities by instructional leaders and teachers. Activities such as student growth and achievement, school climate, teacher and student motivation, and faculty morale should be monitored and assessed regularly with the aim of improvement.

After identifying the relationship and influence of the school administrators' instructional leadership skills and their effect to the teachers' performance and self-efficacy in the select public Senior High Schools, the researchers provided inputs for the leadership enhancement program to positively nurture excellent leadership attributes among school administrators which will later bring optimistic effects to the teachers' teaching performance and self-efficacy.

Research Hypotheses

The two null hypotheses below directed the study:

H₀1: There is no significant difference between the school administrators' instructional leadership skills when they are grouped according to their profile.

H₀2: There is no significant relationship between the school administrators' instructional leadership skills and the teachers' performance.

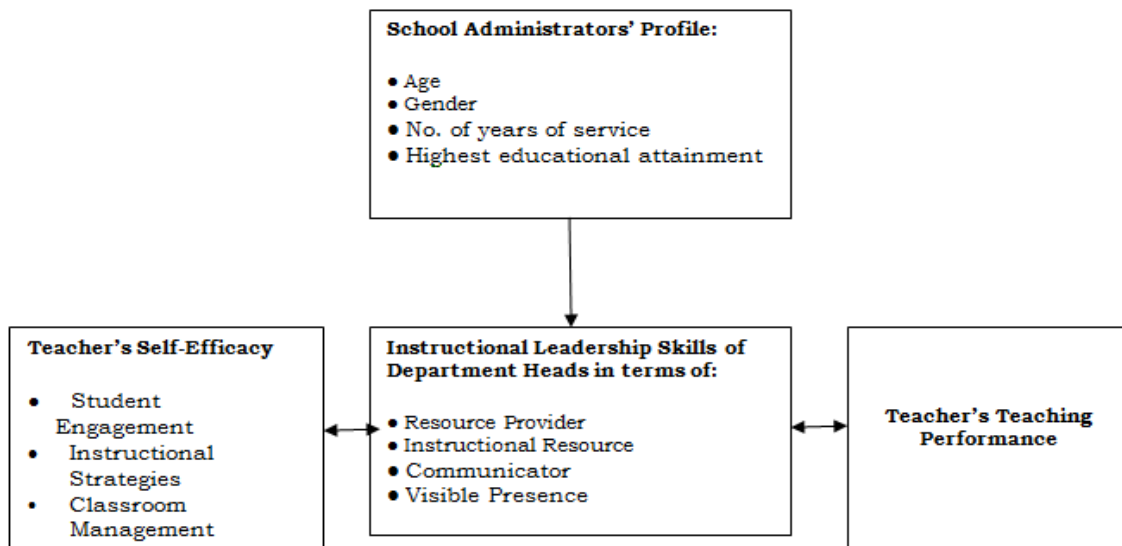


Figure 1.The Research Paradigm

METHODOLOGY

Research Design

Hence, the study used a descriptive correlational research design to correlate the instructional leadership skills of the school administrators and the teachers' performance. Likewise, it probed about how do the school administrators' instructional leadership skills influence the teachers' sense of self-efficacy.

Population of the Study

There were 16 Department Heads or Master teachers from 16 divisions of the National Capital Region who rated their instructional leadership skills. There were a total of 21 school administrators who participated in the study.

On the other hand, all the teachers in the said institutions also assessed their sense of self-efficacy. Also, they provided their own performance rating that resulted from the use of the IPCRF for the school year 2016-2017. They likewise evaluated their personal beliefs in their efficacy as teachers using the Teacher Sense of Self-Efficacy Scale (TSES). There were a total of 24 Senior High School teachers who participated in the research.

Research Instruments

The researcher utilized two kinds of instruments that were prepared and distributed to the respondents.

For the assessment of the instructional leadership skills of the school administrators, the researcher utilized interview questionnaire targeting the instructional leadership skills as posited by Hallinger (2008) and as provided for in the National Competency-Based Standards for School Heads (NCBSSH) formulated by the Department of Education. Teacher Sense of Self-Efficacy Scale (TSES) that was developed by Dr. Megan Tschannen-Moran and Dr. Anita Woolfolk Hoy.

Data Collection

A communication letter was submitted to the School Principal of

the assigned school seeking permission for the actual study, as noted and checked by the adviser. A set of questionnaires was provided to the head teachers and teachers for evaluation, where instructions were thoroughly explained. The questionnaire was used to answer nine questions.

Data Analysis

Weighted Mean

This was utilized to determine the instructional leadership skills of the department heads in four different areas such as resource provider, instructional resource, communicator, and visible leader.

Frequency Distribution and Percentage

Frequency count and percentage distribution were used to identify the percentage of the respondents in terms of teachers' performance based on the Results-Based Performance Management System.

Mean and Standard Deviation

Mean and standard deviation were used to determine the instructional leadership skills of the school administrators in four different categories as well as the teachers' self-efficacy in three different areas.

One-Way ANOVA and t-test of Independence

These were utilized in identifying the significant difference in school administrators' instructional leadership skills when they are grouped according to their profile.

Pearson r

This was used to determine the relationships between the instructional leadership skills and teachers' performance, instructional leadership skills' and teachers' self-efficacy, and

Table 1. School Administrators' Instructional Leadership Skills

Areas of Instructional Leadership Skills	Mean	Verbal Interpretation
1. Resource Provider	3.69	Always
2. Instructional Resource	3.75	Always
3. Communicator	3.77	Always
4. Visible Leader	3.75	Always
Grand Mean	3.74	Always

Table 2. Instructional Leadership Skill of School Administrators as a Resource Provider

Indicators	Mean	Verbal Interpretation
1.He/She updates teachers about the current research and practices through presentations or e-mails.	3.71	Always
2.He/She helps find alternative teaching materials to provide additional practice with the particular skills.	3.62	Always
3.He/She keeps herself abreast of numerous changes and resources in education to provide opportunities for teachers to come up with instructional innovations.	3.67	Always
4.He/She fosters team building and collaboration to improve instruction.	3.52	Always
5.He/She helps teachers share their best practices in teaching and classroom instruction.	3.90	Always
6.He/She assists teachers in accessing and using professional resources in order to select appropriate strategies to improve student learning.	3.81	Always
7.He/She recommends, orders or authorizes purchase of instructional materials, supplies, equipments and visual aids designed to meet student educational needs.	3.48	Sometimes
8.He/She ensures that teachers have materials necessary for the successful execution of their jobs.	3.71	Always
9.He/She often employs a variety of communication and dissemination skills to share information and resources including school based- training to help improve the performance of teachers.	3.71	Always
10. He/She inspects instructional equipment to determine if repairs are needed.	3.76	Always
Grand Mean	3.69	Always

Legend: 1.00-1.49 Never, 1.50-2.49 Seldom, 2.50-3.49 Sometimes, 3.50-4.00 Always

teachers' teaching performance and their self-efficacy.

RESULTS AND DISCUSSION

Instructional Leadership Skills of School Administrators

Table 1 depicts the summary of instructional leadership skills of the department heads as assessed by themselves covering the four different areas as a resource provider, as an instructional resource, as a communicator, and as a visible leader. It can be gleaned from the table that the grand mean of 3.83 can be interpreted as *Always*. This means that the 21 school administrators, who in this study are the coordinators or focal persons for public Senior High School, are personally convinced that they always perform their duties in the school in terms of being resource provider, instructional resource, communicator, and visible leader.

This is anchored on Dimaano's (2008) as cited by Daing (2015) that idea that leadership is an interpersonal influence toward the achievement of goal/s highlighting that a leader influences to affect others towards it. The lowest mean among the four areas is 3.75, which is visible leader, and the highest mean is 3.89, both for resource provider and instructional resource. Both means can be interpreted as *Always*. It simply means that most of them believe that they always evaluate the effectiveness of instructional programs of the school, facilitate professional learning among teachers for the improvement of instruction, and among others in terms being a resource provider and an instructional resource. On the other hand, though being a visible leader obtained the lowest mean, the school administrators still believe that they are *Always*

visible in the school in conducting and participating in-service activities related to their duties, in attending meetings with the principal, in providing accessibility with their teachers to discuss matters related to instructional concerns, etc. in terms of being a visible leader.

Table 2 presents the instructional leadership skill of the school administrators as a resource provider assessed by the school administrators themselves. It can be observed from the table that the grand mean of this specific skill is 3.69 which can be interpreted as *Always*. This simply provides the idea that the school administrators are personally convinced that they always perform their duties in the school in terms of being resource provider. Among all indicators, the He/She helps teachers share their best practices in teaching and classroom instruction garnered the highest weighted mean of 3.90, which is interpreted as *Always*. The item that says, He/She recommends, orders or authorizes purchase of instructional materials, supplies, equipments and visual aids designed to meet student educational needs got the lowest mean of 3.48, interpreted as *Sometimes*. Though this specific skill was posited by Hallinger (2008) as cited by Balena (2015) and Daing (2015), the DepEd's National Competency-Based Standards for School Heads- Training and Development Needs Assessment Guide and Tools (NCBSSH-TDNAT) Domain 2 that highlights Instructional Leadership, the item He/She recommends, orders or authorizes purchase of instructional materials, supplies, equipments and visual aids designed to meet student educational needs or its similar interpretation is not indicated in such domain.

This only proves that the school administrators are aware that this particular task is not under instructional leadership. It can be concluded that school administrators perform this task as a school

Table 3. Instructional Leadership Skill of School Administrators as an Instructional Resource

Indicators	Mean	Verbal Interpretation
1.He/She conducts or participates in workshops, committees and conferences designed to promote the intellectual, social and physical welfare of students.	3.81	Always
2.He/She evaluates the effectiveness of instructional programs of the school and applying remedial actions in areas requiring remediation.	3.71	Always
3.He/She facilitates professional learning among colleagues for the improvement of instruction.	3.76	Always
4.He/She works with colleagues to collect, analyze and disseminate data related to the quality of professional learning and its effect on teaching and student learning.	3.71	Always
5.He/She develops test, questionnaires and conduct procedures that measure the effectiveness of curricula and use these tools to determine whether program objectives are being met.	3.76	Always
6.He/She plans or conduct teacher training programs and conferences dealing with new classroom procedure, instructional materials and equipment and teaching aids.	3.76	Always
7.He/She observes work of teaching staff to evaluate performance and recommend changes that could strengthen teaching skills.	3.75	Always
8.He/She assists teachers in classroom organization and management.	3.79	Always
9.He/She helps teachers in interpreting test results to asses each pupil's abilities and performance.	3.62	Always
10.He/She shares knowledge and skills professionally and help identify powerful instructional strategies and effective elements of lesson plans for effective teaching and learning process.	3.81	Always
Grand Mean	3.75	Always

Legend: 1.00-1.49 Never, 1.50-2.49 Seldom, 2.50-3.49 Sometimes, 3.50-4.00 Always

head but not as an instructional leader.

On the other hand, Jenkins (2009) emphasized that it is relatively significant that school administrators like principals know and understand their role as a resource in enhancing instructional effectiveness. He provided an example that if some students are not able to read and write with appropriate level, the instructional leader should do something to ease the problem by providing teachers instructional methods and one of which is allocating instructional resources and materials.

In the interview question that targets Strand 2A in the Instructional Leadership Domain in the NCBSSH-TDNAT and features the instructional leadership skill of school administrators as resource provider, the school administrators emphasized that it is their obligation to ensure educational strategies to achieve quality instructions. A strict implementation of the various programs like Intervention on the Least Mastered Skill (LMS), Learner's Action Cell (LAC), and the utilization of Learning Modules should be imposed by school administrators. As Respondent A said, "I make sure that my teachers utilize educational approaches and trends that target the students' learning." Respondent B, on the other hand, expressed, "I monitor the various programs that we offer like Least Mastered Skills (LMS) and Learner's Action Cell (LAC)."

Respondent C, likewise, conveyed, "I strictly implement the use of Learning Modules to the students."

Likewise, an accomplishment report should be a requirement from the teachers concerned after each activity that the school holds. A post evaluation should always be done between the school administrators and the teachers to facilitate discussion for improvement and to identify specific measures on the effectiveness of the curricular and co-curricular programs. Respondent D mentioned, "In every program or activity that the school holds, the assigned teacher will make an accomplishment report about that."

They should also keep themselves abreast of the existing changes and challenges in the educational resources to provide teachers the right opportunities to create instructional innovations. In totality, school administrators must monitor academic and co-curricular programs, must conduct analysis of results, and do constant follow-up of whatever recommendations that need to be accomplished both by the teachers and the school

administrators.

Sahin (2011) in the study titled, The relationship between instructional Leadership Style and School Culture, disclosed that instructional leaders who act within the scope of cooperation, collegiality, expertise and teamwork are the seal of a successful improvement (Lashway, 2002). Hence, The conviction that collaborative practices should be used and should become a regular component of daily activities at a school that employs flexible and diverse teaching techniques is increased by instructional leaders. The role of school administrators as instructional leaders in terms of being resource providers is unique in the terra firma of teaching because it is directly linked to students, teachers, curricular offerings and learning-teaching processes and procedures.

Table 3 depicts the items of instructional leadership skill of school administrators an instructional resource. The average weighted mean of this particular category obtained is 3.89, which is interpreted as Always. The indicators, He/She conducts or participates in workshops, committees and conferences designed to promote the intellectual, social and physical welfare of students and He/She shares knowledge and skills professionally and help identify powerful instructional strategies and effective elements of lesson plans for effective teaching and learning process both have an average of 3.75, interpreted as Always. This only proves that the school administrators dutifully perform their tasks in engaging teachers to workshops, seminars and conferences for the betterment of the students. Moreover, they impart knowledge and professional skills to help identify powerful instructional strategies to ascertain efficient and effective teaching and learning procedures. Conversely, the item that says, He/She helps teachers in interpreting test results to asses each pupil's abilities and performance got the lowest score of 3.62 but still interpreted as Always. It is apparent, therefore, that most of the school administrators are dutifully doing their responsibilities in aiding their teachers in test results interpretation to evaluate the pupils' performances.

Ohlson (2009) cited Linda Darling-Hammond (2000) who contended that teacher preparation and certification had the strongest correlation for student achievement, more than any other school-based indicators. It was similarly revealed in the study that there was an increase in the student achievement and a

Table 4. Instructional Leadership Skill of School Administrators as a Communicator

Indicators	Mean	Verbal Interpretation
1.He/She models effective skills in listening, presenting ideas, leading discussions, clarifying and identifying the needs of self and others in order to advance shared goals and professional learning.	3.67	Always
2.He/She provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.	3.71	Always
3.He/She holds meetings to discuss instructional concerns of the school.	3.76	Always
4.He/She organizes information and ideas to be discuss during meetings.	3.81	Always
5.He/She creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning and solutions to identified issues.	3.90	Always
6.He/She motivates teachers to work cooperatively to promote changes in instructional practices to improve student learning.	3.86	Always
7.He/She collaborates with teachers in the design and formulation of instructional objectives to improve educational practice and student learning.	3.71	Always
8.He/She leads formal and informal group discussions.	3.67	Always
9.He/She serves as a team leader to harness the skills, expertise and knowledge of colleagues to address curricular expectations and student learning needs.	3.81	Always
10.He/She shows collegiality with teachers, non-teaching staff, and parents.	3.81	Always
Grand Mean	3.77	Always

Legend: 1.00-1.49 Never, 1.50-2.49 Seldom, 2.50-3.49 Sometimes, 3.50-4.00 Always

decrease in the dropout rates when the teacher are certified in the field, acquired master's degrees, and are enrolled in graduate studies.

The school administrators' constant coaching and mentoring programs with their teachers really help their teachers improve their skills and harness in expertise and knowledge in the field to address curricular expectations and student learning needs as revealed in their responses to the interview questions. Respondent A said, "As head, I mentor my teachers and even ask teachers to coach some who have to be trained." Similarly, Respondent E expressed, "Asking the teachers to attend seminars and conferences can really help them." They opined that sending teachers to seminars and educational conferences can really help teachers enhance their craft.

This is in consonance with the Strand 2B in the Instructional Leadership domain discussed in the NCBSH- TDNA Guide and Tool that highlights the Developing Programs and/or Adapting Existing Programs. It discusses that an instructional leader must use research, expertise and other vehicles to assist in developing and implementing a coherent and responsive school-wide curriculum. Furthermore, the instructional leader must address the deficiencies of current programs and sustain their successes in collaboration with their teachers, learners and stakeholders to eventually develop a culture of functional literacy.

Bulach et al, (2008) and Wilcox and Angelis (2010) stressed that schools which appear to be successful, the instructional leaders clearly situate themselves to be the center of the school's staff rather than seeing themselves to be at the pedestal. This only means that these today's school administrators prefer to give leadership towards others and to give them guidance and supervision all the way rather than making direct suggestions and being an imposed authority.

Manifested in Table 4 is the instructional leadership skill of the school administrators as a communicator. Item No. 5 of the indicators that reads, He/She creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning and solutions to identified issues obtained a weighted mean of 3.90. This reveals that the school administrators are very serious in setting an atmosphere that allows trust and reflection to rule over the organization. With

this, their teachers are very much involved in intellectually-stimulating conversations that do not cease in looking for possible solutions to address challenges and identified issues.

Based on the assessment of the instructional leadership of school principals and school culture, Bautista (2016) presented several implications and one of those is that the school administrators like the principals must maintain and further their proficiencies in goal-setting and in communicating school goals. Practically, when the instructional leader knows how to effectively listen and present ideas, lead discussions, clarify and identify the needs of self and of others for the attainment of the shared goals and professional learning, a well-defined skill as a communicator is present. This definitely builds an environment of trust and collegial relationship.

Ohlson (2009) cited Blackmore et.al (1996) that collegial support specifies the degree wherein the teachers have to function together in a manner that is effective and trustworthy. This collegial support may provide an optimistic influence to teachers' performance and to student achievement as well. Obviously, the collegiality between and among school administrators and teachers begets mutual respect and instills the sense of a shared responsibility in catering the needs of the students and in translating the school's vision and mission.

On the other hand, Daing (2015) cited Bosman (2010) who stressed that acknowledging information that has to be imparted to the organization and finding ways on how to share individual knowledge and expertise are essential in making an organization successful. Similarly, one will never learn unless he spends time listening to his colleagues, to his students, to his faulty, and to various fields of improvement. He has to be welcoming in accepting new policies, new people, and new technologies.

When asked about enriching the curricular offerings and initiating curriculum with the use of technology based on local needs, Respondent I mentioned,

"We really integrate the use of technology in our discussion, especially when we ask our students to do research works."

They maintained that their schools use technology in their researches and in accessing resource materials necessary for the instruction. Teacher, they contented, utilize power point presentation and short video clips to facilitate classroom

Table 5. School Administrators' Instructional Leadership Skill as a Visible Leader

Indicators	Mean	Verbal Interpretation
1.He/She participates in in-service activities related to her duties.	3.76	Always
2.He/She arrives punctually to work, programs and meetings.	3.71	Always
3.He/She attends meetings with the principal to share and discuss matters related to instructional concerns.	3.76	Always
4.He/She participates in joint parent-teacher meetings as agreed upon with the classroom/subject teacher.	3.71	Always
5.He/She provides accessibility with teachers to discuss matters affecting curriculum and instruction.	3.71	Always
6.He/She attends and/or participates in any activity organized by the pupils or teachers.	3.67	Always
7.He/She gives positive feedback to teachers regarding their behavior and performance.	3.81	Always
8.He/She mediates and interacts in a parent conference when appropriate, especially if it involves a complaint about teachers.	3.76	Always
9.He/She acknowledges quality of output in teachers' and pupils' activities such as convocations, organizational meetings, and others.	3.76	Always
10.He/She makes himself/herself available for meetings and/or appointments with pupils, teachers, parents, and the stakeholders.	3.86	Always
Grand Mean	3.75	Always

Legend: 1.00-1.49 Never, 1.50-2.49 Seldom, 2.50-3.49 Sometimes, 3.50-4.00 Always

discussion. They furthered that their schools have a diverse set of technological tools and resources used to manage information which is an imperative to communicate with the students and teachers in the organization to establish good learning atmosphere. They believe that the aid of technology really enhances the ICT-based instruction and makes up an interactive classroom for learning to effectively happen.

Over-all, the table has a grand mean of 3.77, which is interpreted as *Always*. The school administrators are making it a point to send and receive information among their teachers to ensure a professional environment that provides constructive feedback mechanism to colleagues in order to strengthen teaching practices and to update methodologies that are apt in the contemporary world of teaching. Also, they make certain to motivate their teachers to work cooperatively and to hurdle the challenges that may come along the way for them to formulate instructional objectives and draft educational practices that best benefit the students.

Table 5 shows the instructional leadership skills of the school administrators in terms of being visible in the academic field. The table has a grand mean of 3.75, which has a qualitative description of *Always*. This establishes the fact that the school administrators make themselves available whenever the teachers, students or parents need them. They also conveyed that they make themselves visibly present in school and actively participate in any activity of the school. Of the ten indicators of this last category, the item He/She makes himself/herself available for meetings and/or appointments with pupils, teachers, parents, and the stakeholders had an average of 3.86 which has a qualitative interpretation of *Always*.

As reflected in the school administrators' answers to the question that somehow tackles their visibility in the school, Respondent F disclosed, "Holding regular conferences with parents and teachers help me identify effective elements of lesson plans as well as classroom and environment management for effective teaching and learning processes." Respondent K added, "We conduct regular monitoring of the alignment of the school's objectives and in evaluating the performances of the students." The school administrators asserted that a well-prepared teacher can deliver a powerful and meaningful learning experience to the

students.

However, the item that got the lowest mean of 3.67 is He/She attends and/or participates in any activity organized by the pupils or teachers, but can still be interpreted as *Always*. It can be assumed that because of so many engagements the school administrators have to fulfill, they are not sure anymore if they can still be always present in any activity organized by the pupils or teachers.

Jenkins (2009) referred to Whitaker (1997) the four skills relevant for instructional leadership and one of those is visibly present. The study emphasized that effective instructional leaders must create a visible presence in the school. Being visibly present includes focusing on learning objectives, modeling behaviors of learning, and designing programs and activities on instruction.

Performance of the Teachers Using the Individual Performance Commitment and Review Form (IPCRF) for School Year 2016-2017

Table 6 reveals the teachers' performance of public Senior High Schools in the National Capital Region using the Individual Performance Commitment and Review Form for the academic year 2016-2017. It can be gleaned from the table that out of 204 teachers, 186 of them are rated Very Satisfactory. This has an equivalent percentage of 91.18.

Conversely, 18 teachers are given Satisfactory rating, which has 8.82% equivalent. The data provide a clear explanation that teachers, in general, have very satisfactory teaching performance utilizing the Individual Performance Commitment and Review Form.

In the study of Daing (2015), almost the same result was revealed in which 98.37% of his teacher-respondents were rated Very Satisfactory and only 1.22% or three of the teachers were rated Satisfactory. Though a glaring 41% or one teacher rated Poor, still teachers as a whole performed well.

Teachers' Assessment of Their Self-Efficacy

The level of the teacher's judgment on his/her ability to perform a task is referred to as Self-Efficacy. In this particular study, the

Table 6. Level of Teachers' Performance Based on Individual Performance Commitment and Review Form

Description	f	%
Outstanding	0	0
Very Satisfactory	186	91.18
Satisfactory	18	8.82
Unsatisfactory	0	0
Poor	0	0
TOTAL	204	

Table 7. Teacher's Efficacy in Terms of Student Engagement

Student Engagement	Weighted Mean	Qualitative Description	Standard Deviation
1. How much can you do to get through to the most difficult students?	7.48	Quite A Bit	1.31
2. How much can you do to help your students think critically?	7.48	Quite A Bit	1.14
4. How much can you do to motivate students who show low interest in school work?	7.68	Quite A Bit	1.15
6. How much can you do to get students to believe they can do well in school work?	7.79	Quite A Bit	1.09
9. How much can you do to help your students value learning?	7.76	Quite A Bit	1.20
12. How much can you do to foster student creativity?	7.75	Quite A Bit	1.14
14. How much can you do to improve the understanding of a student who is failing?	7.72	Quite A Bit	1.13
22. How much can you assist families in helping their children do well in school?	7.59	Quite A Bit	1.29
Average Weighted Mean	7.66	Quite A Bit	1.18

Legend: 1.00-2.49 None At All, 2.50-4.49 Very Little, 4.50-6.49 Some Degree, 6.50-8.49 Quite A Bit, 8.50-9.00 A Great Deal

Teacher's Sense of Self-Efficacy is clearly defined as the belief of the teachers in their capacity to plan, organize, and perform activities that are essential in successfully accomplishing their specified teaching tasks. To address the research question, How do teachers assess their self-efficacy in terms of: (a) student engagement, (b) instructional strategies, and (c) classroom management?, the total efficacy scores in each dimension of Teacher's Self-Efficacy Scale (TSES) were compiled to identify the weighted mean and standard deviation.

Table 7 exposes the teacher's efficacy in terms of student engagement. Efficacy in student engagement pertains to the teacher's potentialities of reaching our students and stimulating them to learn. The data show that the grand mean of this specific category is 7.66 with a standard deviation of 1.18 that reads Quite A Bit on the nine-point Likert scale. The highest mean among the indicators in the TSES items is, How much can you do to get students to believe they can do well in school work? ($M=7.79$, $SD=1.09$), whereas the items that got the lowest mean of 7.48 are How much can you do to get through to the most difficult students? and. How much can you do to help your students think critically? The former has a $SD=1.31$ and the latter has $SD=1.14$.

These can be interpreted that the teachers are motivated to make their students believe that they can perform their school work very well. This is in consonance to Warren and Hale's (2016) work citing Warren (2013a, 2013b) who recommended that teachers should be mindful of their thoughts and the impact their efficacy beliefs have on classroom performances and in the individual outputs of the students. When teachers are able to motivate students and the students in return perform well, students' success has been promoted.

On the contrary, the items that got the lowest mean only prove that perhaps teachers really have hard time dealing with the most difficult students and in helping them think critically. The National Association of School Psychologists (2010) maintained that in

order to promote student success, the school counselors must work collaboratively with other student support personnel like school psychologists and school social workers. These people aim to promote effective school-wide practices that bear the best possible student development. Warren (2016) mentioned that several student support services blend with one another as they are geared towards the development of the students.

Table 8 depicts the teacher's efficacy in terms of instructional strategies. Efficacy in instructional strategies is demonstrated in the ability of the teacher to implement differentiated teaching strategies to support their students to think critically which motivates them to learn more. The data portray a grand mean of 7.79 with a Standard Deviation of 1.10, which is interpreted as Quite A Bit on the nine-point Likert scale.

The indicator, To what extent can you provide an alternative explanation or example when students are confused? obtained the highest mean of 7.90 with $SD=1.06$ and interpreted as Quite A Bit. This gives us a clear explanation that the teachers themselves provide choices for explanation or give sufficient examples to make students understand a concept or an idea. In addition, the item refers to the special skill a teacher should manifest in supplementing their lessons with alternatives in instructions to fit each student's unique needs and abilities.

However, the item How much can you gauge student comprehension of what you have taught? Had the lowest mean of 7.68 and a $SD=1.07$, interpreted as Quite A Bit. It can be inferred that teachers must design, devise, and implement effective and efficient instructional strategies and measurements to assess the students' comprehension of the lessons taught. These instructional tools will definitely increase retention of the lessons especially those who are academically-challenged.

Presented in Table 9 is the teacher's efficacy in terms of classroom management. When a class demonstrates a well-disciplined, organized, and orderly classroom routine, the teacher

Table 8. Teacher's Efficacy in Terms of Instructional Strategies

Instructional Strategies	Weighted Mean	Qualitative Description	Standard Deviation
7. How well can you respond to difficult questions from your students ?	7.83	Quite A Bit	1.19
10. How much can you gauge student comprehension of what you have taught?	7.68	Quite A Bit	1.07
11. To what extent can you craft good questions for your students?	7.83	Quite A Bit	1.07
17. How much can you do to adjust your lessons to the proper level for individual students?	7.77	Quite A Bit	1.02
18. How much can you use a variety of assessment strategies?	7.82	Quite A Bit	1.15
20. To what extent can you provide an alternative explanation or example when students are confused?	7.90	Quite A Bit	1.06
23. How well can you implement alternative strategies in your classroom?	7.77	Quite A Bit	1.09
24. How well can you provide appropriate challenges for very capable students?	7.75	Quite A Bit	1.18
Average Weighted Mean	7.79	Quite A Bit	1.10

Legend: 1.00-2.49 None At All, 2.50-4.49 Very Little, 4.50-6.49 Some Degree, 6.50-8.49 Quite A Bit, 8.50-9.00 A Great Deal

Table 9. Teacher's Efficacy in Terms of Classroom Management

Classroom Management	Weighted Mean	Qualitative Description	Standard Deviation
3. How much can you do to control disruptive behavior in the classroom?	7.66	Quite A Bit	1.26
5. To what extent can you make your expectations clear about student behavior?	7.63	Quite A Bit	1.12
8. How well can you establish routines to keep activities running smoothly?	7.72	Quite A Bit	1.14
13. How much can you do to get children to follow classroom rules?	7.76	Quite A Bit	1.17
15. How much can you do to calm a student who is disruptive or noisy?	7.79	Quite A Bit	1.22
16. How well can you establish a classroom management system with each group of students?	7.81	Quite A Bit	1.15
19. How well can you keep a few problem students from ruining an entire lesson?	7.73	Quite A Bit	1.18
21. How well can you respond to defiant students?	7.62	Quite A Bit	1.25
Average Weighted Mean	7.71	Quite A Bit	1.19

Legend: 1.00-2.49 None At All, 2.50-4.49 Very Little, 4.50-6.49 Some Degree, 6.50-8.49 Quite A Bit, 8.50-9.00 A Great Deal

is being able to manage the classroom very well. This means that everything inside the four walls of the room runs seamlessly. It can be observed from the table that the data had the grand mean of 7.71 with SD=1.19, interpreted as *Quite A Bit* on the nine-point Likert scale. Generally, the data reveal to us that teachers believe that they are able to manage the classroom but not with a great deal. A lot of factors might have been considered by the teachers of not believing that they can deal with classroom management exceptionally.

Among all the indicators, the item How well can you establish a classroom management system with each group of students? scored 7.81 with SD of 1.15, interpreted as *Quite A Bit*. It can be concluded from the teachers' responses that they are convinced that when students are divided into groups, they are able to establish a well-defined classroom management system. In opposition, the item How well can you respond to defiant students? obtained an average mean of 7.62 with SD= 1.25. Since it is the indicator that rated the lowest, it can be inferred that teachers still have to learn, practice, and master the skill on how to respond to defiant students. Perhaps, teachers already have varied techniques on how to make disobedient obey, but they still have to evaluate whether those techniques work to all defiant students or not.

Difference in the School Administrators' Instructional Leadership Skills When Grouped According to Their Profile

Table 10 presents the comparison of school administrators' instructional leadership skills when grouped according to their profile. With regard to resource provider, since the computed P-values for sex ($P=0.158$), number of years in the current position ($P=0.289$), highest educational attainment ($P=0.726$), professional seminars in instructional leadership as to duration ($P=0.707$) and nature ($P=0.832$) are less than 0.05 level of significance, the null hypothesis is accepted. Therefore, there is no significant difference in the school administrators' instructional leadership skills as to resource provider when grouped according to all profile.

Hence, it can be deduced from the results that the demographic profile of the school administrators does not influence the responsibilities of the school administrators in performing their task as resource providers. Evidently, none of the aspects of the profile can affect the instructional leaders in managing the processes and procedures in monitoring student achievement, in ensuring the utilization of a range of assessment processes to assess student performance, in assessing the effectiveness of curricular and co-curricular programs and instructional strategies

Table 10. Difference of School Administrators' Instructional Leadership Skills when Grouped According to Their Profile

School Administrators' Instructional Leadership Skills	Profile				
	Sex	Number of Years in the Current Position	Highest Educational Attainment	Professional Seminars in Instructional Leadership	
				Duration	Nature
Resource Provider	0.158	0.289	0.726	0.707	0.832
Instructional Resource	0.663	0.009	0.168	0.883	0.238
Communicator	0.449	0.963	0.479	0.321	0.099
Visible Leader	0.896	0.793	0.619	0.622	0.630
Overall Instructional Leadership	0.930	0.019	0.452	0.559	0.392

Significant at $P < 0.05$

and in managing a school process to ensure student progress.

Second, with regard to instructional resource, since the computed P-values for sex ($P=0.663$), highest educational attainment ($P=0.168$), professional seminars in instructional leadership as to duration ($P=0.883$) and nature ($P=0.238$) are less than 0.05 level of significance, the null hypothesis is accepted; contrariwise, since the computed P-value for number of years in the current position ($P=0.009$) is less than 0.05 level of significance, the null hypothesis is rejected. Therefore, there is no significant difference in the school administrators' instructional leadership skills as to instructional resource when grouped according to all profile except in number of years in the current position. Hence, it can be deduced from the results that those school administrators who have stayed long in the current position already have the mastery of experience as instructional resource. The instructional leader's experience and expertise in the job provide evidences of their ability to perform the functions of being school administrators.

Third, with regard to being a communicator, since the computed P-values for sex ($P=0.449$), number of years in the current position ($P=0.963$), highest educational attainment ($P=0.479$), professional seminars in instructional leadership as to duration ($P=0.321$) and nature ($P=0.099$) are less than 0.05 level of significance, the null hypothesis is accepted. Hence, there is no significant difference in the school administrators' instructional leadership skill in terms of being a communicator when grouped according to all profile. Hence, it can be derived from the results that regardless of your profile, instructional leaders must communicate clearly and regularly to the teachers, students and other stakeholders who are, in one way or the other, significant in the school environment.

Next, with regard to visible leader, since the computed P-values for sex ($P=0.896$), number of years in the current position ($P=0.763$), highest educational attainment ($P=0.619$), professional seminars in instructional leadership as to duration ($P=0.622$) and nature ($P=0.630$) are less than 0.05 level of significance, the null hypothesis is accepted. There is no significant difference in the school administrators' instructional leadership skills as to visible leader when grouped according to all profile. The school administrators do not have any excuse not to be visibly present in school. Their demographic profile does not hinder their obligations in disseminating information, giving right feed back to the teachers, students, and parents, and in communicating salient information to the organization.

Finally, with regard to overall instructional leadership, since the computed P-values for sex ($P=0.930$), highest educational attainment ($P=0.452$), professional seminars in instructional leadership as to duration ($P=0.559$) and nature ($P=0.392$) are less than 0.05 level of significance, the null hypothesis is accepted;

contrariwise, since the computed P-value for number of years in the current position ($P=0.019$) is less than 0.05 level of significance, the null hypothesis is rejected. Therefore, there is no significant difference in the school administrators' overall instructional leadership skills when grouped according to all profile except in number of years in the current position. It is clearly evident that the number of years in the current position can really affect the school administrator's responsibilities and functions. Perhaps, when an instructional leader is just young in the position, he has to challenge himself to be familiar with his job description alongside with his obligations as a school administrator. Those who have been in the position for quite a long time demonstrate mastery of the task.

However, it does not mean that these instructional leaders will only perform according to what they have been accustomed; instead, they have to keep abreast with the latest trends in instructional leadership so that they can function well and can cater the needs and interests of their teachers, both young and seasoned.

Relationship between Leadership Skills and Teacher's Performance

Table 11 presents the relationship between the school administrators' instructional leadership skills and the teachers' performance. With regard to resource provider, the computed Pearson r value of 0.787 with a qualitative description of "high positive relationship" is proven to be significant, since the computed P-value of 0.000 is less than 0.05 level of significance. Therefore, there is a significant relationship between the school administrators' instructional leadership skills as to resource provider and the teachers' performance. With these findings, it is implied that when the school administrators function well in assisting or in providing the appropriate resources necessary for the teaching and learning experience, the teachers can have a very good teaching performance.

Blankstein (2010) opined that the focus on results, the focus on student achievement, and the focus on student learning at high levels can only occur when the teaching and learning turn to be the central focus of the school and of the instructional leader as well. Since the school administrators or focal persons in Senior High Schools have the direct contact with their underlings and students, they must help improve the school culture and structure that nurture high teaching performance and excellent student achievement.

Similarly, with regard to instructional resource, the computed Pearson r value of 0.434 with a qualitative description of "moderate positive relationship" is proven to be significant, since the computed P-value of 0.049 is less than 0.05 level of significance. There is a significant relationship between the school administrators'

Table 11. Relationship Between the School Administrators' Instructional Leadership Skills and the Teachers' Performance

School Administrators' Instructional Leadership Skills	Teachers' Performance		
	Pearson r	Qualitative Description	P-value
Resource Provider	0.787	High Positive Relationship	0.000
Instructional Resource	0.434	Moderate Positive Relationship	0.049
Communicator	0.625	Moderate Positive Relationship	0.002
Visible Leader	0.839	High Positive Relationship	0.000
Overall Instructional Leadership	0.825	High Positive Relationship	0.000

Legend: ± 1.00 Perfect Relationship (PR), $\pm 0.91 - \pm 0.99$ Very High Relationship (VHR), $\pm 0.71 - \pm 0.90$ High Relationship (HR), $\pm 0.41 - \pm 0.70$ Moderate Relationship (MR), $\pm 0.21 - \pm 0.40$ Low Relationship (LR), $\pm 0.01 - \pm 0.20$ Negligible Relationship (NegR), 0 No Relationship (NR) Significant at $P < 0.05$

Table 12. Influence of School Administrators' Instructional Leadership Skills to Teachers' Self-efficacy in Terms of Student Engagement

School Administrators' Instructional Leadership Skills	Student Engagement			
	Pearson r	Qualitative Description	P-value	Coefficient of Determination
Resource Provider	0.590	Moderate Positive Relationship	0.005	0.35
Instructional Resource	0.447	Moderate Positive Relationship	0.042	0.20
Communicator	0.477	Moderate Positive Relationship	0.029	0.23
Visible Leader	0.481	Moderate Positive Relationship	0.027	0.23
Overall Instructional Leadership	0.660	Moderate Positive Relationship	0.001	0.44

Legend: ± 1.00 Perfect Relationship (PR), $\pm 0.91 - \pm 0.99$ Very High Relationship (VHR), $\pm 0.71 - \pm 0.90$ High Relationship (HR), $\pm 0.41 - \pm 0.70$ Moderate Relationship (MR), $\pm 0.21 - \pm 0.40$ Low Relationship (LR), $\pm 0.01 - \pm 0.20$ Negligible Relationship (NegR), 0 No Relationship (NR) Significant at $P < 0.05$

instructional leadership skills as to instructional resource and the teachers' performance. When instructional leaders are able to conduct workshops to promote the intellectual, social, and physical welfare of the students, evaluate the effectiveness of instructional programs and apply immediate remedial actions in areas requiring remediation, facilitate professional learning among colleagues for the improvement of instruction, and the like, the teachers can also demonstrate a good teaching performance.

Likewise, with regard to communicator, the computed Pearson r value of 0.625 with a qualitative description of "high positive relationship" is proven to be significant, since the computed P-value of 0.002 is less than 0.05 level of significance. Hence, there is a significant relationship between the school administrators' instructional leadership skill in terms of being a communicator and the teachers' performance. Lastly, on the context of being a visible leader, the computed Pearson r value of 0.839 with a qualitative description of "high positive relationship" is proven to be significant, since the computed P-value of 0.000 is less than 0.05 level of significance. There is a significant relationship between the school administrators' instructional leadership skill as to being a visible leader and the performance of the teachers. With regard to overall instructional leader, the computed Pearson r value of 0.825 with a qualitative description of "high positive relationship" is proven to be significant, since the computed P-value of 0.000 is less than 0.05 level of significance. It can be understood from the results that there is a significant relationship between the school administrators' overall instructional leadership skills; namely, resource provider, instructional resource, communicator, and visible leaders and the teachers' performance. Hence, the quality of instruction school administrators deliver to their constituents is interrelated to the quality of teaching performance.

Table 12 presents the influence of school administrators' instructional leadership skills to teachers' self-efficacy in terms of

student engagement. First, with regard to resource provider, the computed Pearson r of 0.590 with a qualitative description of "moderate positive relationship" is proven to be significant, since the computed P-value of 0.005 is less than 0.05 level of significance. Therefore, there is a significant relationship between the school administrators' instructional leadership skills as to resource provider and teachers' self-efficacy in terms of student engagement. This can further be inferred that school administrators as a resource provider influences teacher self-efficacy as to student engagement by 35%.

Second, with regard to instructional resource, the computed Pearson r of 0.447 with a qualitative description of "moderate positive relationship" is proven to be significant, since the computed P-value of 0.042 is less than 0.05 level of significance. There is a significant relationship between the school administrators' instructional leadership skill in terms of instructional resource and teachers' self-efficacy in student engagement. Likewise, it can be explained that the functions of an instructional leader as an instructional resource impacts teacher's self-efficacy as to student engagement by 20%. Third, with regard to communicator, the computed Pearson r of 0.477 with a qualitative description of "moderate positive relationship" is proven to be significant, since the computed P-value of 0.029 is less than 0.05 level of significance. Hence, there is a significant relationship between the school administrators' instructional leadership skill in terms of being a communicator and teachers' self-efficacy in terms of student engagement. Being a communicator influences teacher's self-efficacy as to student engagement by 23%.

When it comes to being a visible leader, the computed Pearson r of 0.481 with a qualitative description of "moderate positive relationship" is proven to be significant since the computed P-value of 0.027 is less than 0.05 level of significance. There is a significant relationship between the school administrators'

Table 13. Influence of School Administrators' Instructional Leadership Skills to Teachers' Self-efficacy in Terms of Instructional Strategies

School Administrators' Instructional Leadership Skills	Instructional Strategies			
	Pearson r	Qualitative Description	P-value	Coefficient of Determination
Resource Provider	0.683	Moderate Positive Relationship	0.001	0.47
Instructional Resource Communicator	0.383	Low Positive Relationship	0.087	0.15
	0.447	Moderate Positive Relationship	0.042	0.20
Visible Leader	0.857	High Positive Relationship	0.000	0.73
Overall Instructional Leadership	0.745	High Positive Relationship	0.000	0.56

Legend: ± 1.00 Perfect Relationship (PR), $\pm 0.91 - \pm 0.99$ Very High Relationship (VHR), $\pm 0.71 - \pm 0.90$ High Relationship (HR), $\pm 0.41 - \pm 0.70$ Moderate Relationship (MR), $\pm 0.21 - \pm 0.40$ Low Relationship (LR), $\pm 0.01 - \pm 0.20$ Negligible Relationship (NegR), 0 No Relationship (NR) Significant $P < 0$

instructional leadership skills as to visible leader and teachers' self-efficacy in terms of student engagement by 23%.

The overall instructional leadership skills, the computed Pearson r of 0.660 with a qualitative description of "moderate positive relationship" is proven to be significant, since the computed P-value of 0.044 is less than 0.05 level of significance. There is a significant relationship between the school administrators' overall instructional leadership skills and teachers' self-efficacy in terms of student engagement. Thus, the school administrators' overall instructional leadership skills have an impact to the teachers' sense of self-efficacy as to student engagement 44%. It can be claimed that school administrators like the focal persons or coordinators in public Senior High School play significantly in establishing the teachers' beliefs in their capabilities to deal with the students' engagement.

Table 13 presents the influence of school administrators' instructional leadership skills to teachers' self-efficacy in terms of instructional strategies. With regard to resource provider, the computed Pearson r of 0.683 with a qualitative description of "moderate positive relationship" is proven to be significant, since the computed P-value of 0.001 is less than 0.05 level of significance. Therefore, there is a significant relationship between the school administrators' instructional leadership skills as to resource provider and teachers' self-efficacy in terms of instructional strategies. It can be drawn out from the result that school administrators as resource providers influence teacher's self-efficacy as to instructional strategies by 47%.

Second, with regard to instructional resource, the computed Pearson r of 0.383 with a qualitative description of "low positive relationship" is proven to be not significant. Since the computed P-value of 0.015 is greater than 0.05 level of significance, there is no significant relationship between the school administrators' instructional leadership skills as in terms of being an instructional resource and teachers' self-efficacy in terms of instructional strategies. The two variables do not have impact in each other because instructional resource only has slight influence of 15% towards teacher self-efficacy as to instructional strategies.

In terms of being a communicator, the computed Pearson r of 0.447 with a qualitative description of "moderate positive relationship" is proven to be significant. The computed P-value of 0.042 is less than 0.05 level of significance; hence, there is a significant relationship between the school administrators' instructional leadership skills as to being a communicator and teachers' self-efficacy in terms of instructional strategies. The instructional leader as a communicator affects teacher's self-efficacy as to instructional strategies by 20%.

Next, with regards to visible leader, the computed Pearson r of 0.857 with a qualitative description of "high positive relationship"

is proven to be significant since the computed P-value of 0.000 is less than 0.05 level of significance. There is a significant relationship between the school administrators' instructional leadership skill as a visible leader and teachers' self-efficacy in terms of instructional strategies. The impact of an instructional leader being readily accessible and available to the students, parents, and teachers is high. Being visibly present in school influences the teacher's self-efficacy as to instructional strategies by 73%.

The overall instructional leadership the computed Pearson r of 0.745 with a qualitative description of "high positive relationship" is proven to be significant since the computed P-value of 0.000 is less than 0.05 level of significance. It can be concluded that there is a significant relationship between the school administrators' overall instructional leadership skills and teachers' self-efficacy in terms of instructional strategies influenced by 56%.

Table 14 exposes the influence of school administrators' instructional leadership skills to teachers' self-efficacy in terms of classroom management. First, with regard to resource provider, the computed Pearson r of 0.341 with a qualitative description of "low positive relationship" is proven to be not significant since the computed P-value of 0.130 is greater than 0.05 level of significance. There is no significant relationship between the school administrators' instructional leadership skill as to resource provider and teachers' self-efficacy in terms of classroom management. A school administrators' resource provider function only has slight influence of 12% towards teacher self-efficacy as to classroom management.

Second, with regard to instructional resource, the computed Pearson r of 0.506 with a qualitative description of "moderate positive relationship" is proven to be significance. The computed P-value of 0.019 is less than 0.05 level of significance. Hence, there is a significant relationship between the school administrators' instructional leadership skills as to instructional resource and teachers' self-efficacy in terms of classroom management. The instructional resource influences teacher's self-efficacy as to classroom management by 26%. With regard to being a communicator, the computed Pearson r of 0.523 with a qualitative description of "moderate positive relationship" is proven to be significant. Since the computed P-value of 0.015 is less than 0.05 level of significance, a null hypothesis is rejected. Therefore, there is a significant relationship between the school administrators' instructional leadership skills as to being communicator and teachers' self-efficacy in terms of classroom management. The instructional leader's function as a communicator impacts teacher self-efficacy as to classroom management by 27%.

With regard to visible leader, the computed Pearson r of 0.617

Table 14. Influence of School Administrators' Instructional Leadership Skills to Teachers' Self-efficacy in Terms of Classroom Management

School Administrators' Instructional Leadership Skills	Classroom Management			
	Pearson r	Qualitative Description	P-value	Coefficient of Determination
Resource Provider	0.341	Low Positive Relationship	0.030	0.12
Instructional Resource	0.506	Moderate Positive Relationship	0.019	0.26
Communicator	0.523	Moderate Positive Relationship	0.015	0.27
Visible Leader	0.617	Moderate Positive Relationship	0.003	0.38
Overall Instructional Leadership	0.714	High Positive Relationship	0.000	0.51

Legend: ± 1.00 Perfect Relationship (PR), $\pm 0.91 - \pm 0.99$ Very High Relationship (VHR), $\pm 0.71 - \pm 0.90$ High Relationship (HR), $\pm 0.41 - \pm 0.70$ Moderate Relationship (MR), $\pm 0.21 - \pm 0.40$ Low Relationship (LR), $\pm 0.01 - \pm 0.20$ Negligible Relationship (NegR), 0 No Relationship (NR) Significant at $P < 0.05$

with a qualitative description of "moderate positive relationship" is proven to be significant since the computed P-value of 0.003 is less than 0.05 level of significance. Therefore, there is a significant relationship between the school administrators' instructional leadership skills as to visible leader and teachers' self-efficacy in terms of classroom management. The visible leader influences teacher self-efficacy as to classroom management by 38%. With regard to overall instructional leadership, the computed Pearson r of 0.714 with a qualitative description of "moderate positive relationship" is proven to be significant since the computed P-value of 0.000 is less than 0.05 level of significance. Therefore, there is a significant relationship between the school administrators' overall instructional leadership skills and teachers' self-efficacy in terms of classroom management. The influence made by the instructional leadership skills to the classroom management reached 51%.

Conclusions

Based on the aforementioned findings, the following conclusions were drawn:

1. Most of the school administrators evaluated were female and have served being a school administrator for 6-10 years. Many from them have acquired the Masters Degree and only two have earned the Doctoral Degree. When it comes to the professional seminars attended by the school administrators, most of them attended a 2-3 day seminar with a division-based training.

2. The school administrators who function as instructional leaders in public Senior High Schools in the National Capital Region assessed themselves to be of good instructional leadership skills covering the four areas such as resource provider, instructional resource, communicator and visible leader.

3. Most of the teachers evaluated were given Very Satisfactory rating. This only means that most of them performed very well in their responsibilities in carrying out instructions in the school.

4. The teachers assessed their self-efficacy in terms of student engagement, instructional strategies and classroom management with a description as Quite A Bit. Teachers have to be motivated by their school administrators so that they can improve their self-efficacy beliefs into something that can be interpreted with a Great Deal.

5. There is no significant difference in the school administrators' instructional leadership skills when grouped according to their profile except for one factor which is number of years in current position.

6. There is a significant relationship between the school administrators' overall instructional leadership skills; namely, resource provider, instructional resource, communicator, and visible leaders and the teachers' performance.

7. There is a significant relationship between the school administrators' overall instructional leadership skills and the teachers' self-efficacy.

Recommendations

From the foregoing conclusions, the following are the recommendations offered by the researcher:

For the learners, since they are the beneficiaries of the teacher's performance, they should be educated that they, too, have the role to play to increase the teacher's self-efficacy beliefs. It should be instilled to them that if their teachers have positive and high level of self-efficacy, they, in the process, gain better student's performance.

For the teacher, it is significant that teachers be provided with high levels of self-efficacy beliefs to equip them with the right attitude as the implementers of instruction. Hence, it is recommended that teachers be given the right opportunities to improve their potentialities in engaging students with interactive experiences, providing them innovative instructional strategies and in helping them organize, plan, and maneuver an ideal classroom set-up.

For the School Administrators, the study clarified the different concerns of school administrators' instructional leadership skills and how they influence teacher's performance and self-efficacy. There is a need to nurture instructional leadership among instructional leaders in Senior high Schools so that the harmonious rapport between them and their teachers be established making it an avenue of improving the teacher's self-efficacy beliefs and of improving their teaching performance.

For the Department of Education (DepEd), the agency must cultivate a high sense of self-efficacy for teachers because the teacher-respondents in the study evaluated themselves as moderately effective in carrying out the desired outcomes for student engagement, instructional strategies and classroom management.

Conflict of Interests

The authors declare that there is no conflict of interests regarding the publication of the paper.

REFERENCES

- Almario R (2016) "Teachers' Self-Efficacy and the School Heads' Nature of Leadership: Input for Enhancement Program", MAEd. Thesis, Quezon City.
- Balena V (2015). "Instructional Leadership Skills of Grade Level

- Chairpersons and Teaching Performance of Faculty Members in Selected Elementary School: Towards a Proposed Leadership Training Program", MAEd. Thesis, Quezon City,.
- Bandura A (2010). Self-Efficacy in the Encyclopedia of Psychology, Fourth Edition.
- Bautista J (2016). Instructional Leadership of School Principals vis-à-vis School Culture among Public Elementary Schools in Western Part of Region III, Ed.D. Dissertation, Bataan Peninsula State University - Dinalupihan Campus.
- Blankstein AM, Houston PD, Cole RW (2010). Data Enhanced Leadership. Thousand Oaks, CA: Crown Press.
- Blasé J, Blasé J (2004). Handbook of Instructional Leadership: How Really Good Principals Promote Teaching and Learning. Calif., Corwin: Thousand Oaks, US.
- Blase J, Blase J, Phillips DY (2010). Handbook of School Improvement: How High-Performing Principals Create High-Performing Schools. Thousand Oaks, CA: Corwin Press.
- Brewer H (2001). The Steps to Success. Journal of Staff Development, 22 (1), 3031.
- Budhal RS (2000). The Impact of the Principal's Instructional Leadership on the Culture of Teaching and Learning in the School. Unpublished Master' Thesis, University of South Africa, South Africa.
- Bulach C, Lunenberg F, Potter L (2011). Creating a Culture of High-Performing School: A Comprehensive Approach to School Reform and Dropout Prevention Paperback. Rowman and Littlefield Education, Maryland, USA.
- Bush T, Bell L, Middlewood D (2010). The Principles of Educational Leadership and Management.
- Catano N, Stronge JH (2007). What do we expect of school principals? Congruence between principal evaluation and performance standards. International J. Leadership in Education, 10:379-399.
- Cohen L, Manion L, Morrison K (2004). A guide to teaching practice. New York, NY: Routledge.
- Daing C (2015). "Harmonization of Instructional Leadership Skills of Department Heads and Teachers' Rating of a Public School Based on Results-Based Performance Management System," MAEd. Thesis, Quezon City,.
- Dee T, Wyckoff J (2013). Incentives, Selection, and Teacher Performance: Evidence from Impact. National Bureau of Economic Research. Cambridge.
- Department of Education, (n.d.) Department of Education Mission and Vision. Retrieved September, 2016 from <http://www.deped.gov.ph/downloads>.
- Döş İ, Savaş AC (2015). Elementary school administrators and their roles in the context of effective schools. *SAGE Open*, 5(1), 215824401456740. <https://doi.org/10.1177/2158244014567400>
- DuFour R, DuFour R, Eaker R, Karhanek G (2010). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington, IN: Solution Tree.
- Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership*, 37(1):15-24.
- Fives H, Buehl MM (2010). Examining the Factor Structure of the Teachers' Sense of Efficacy Scale. *The Journal of Experimental Education*, 78. 118-134. ProQuest Dissertation Publishing DOI: 10.1080/00220970903224461
- Fruto MC (2014). "Leadership Styles of Principals and the National Achievement test of Selected Public Secondary Schools in the National Capital Region", Ed.D., Dissertation., Quezon City,.
- Fullan M (2010). All Systems Go: The Change Imperative for Whole System Reform. Thousand Oaks, CA: Corwin Press.
- Goodwin RH, Cunningham ML, Childress R (2003). The changing role of the secondary principal. *NASSP Bulletin*, 87(634), 26.
- Hallinger P, Murphy J (1985). Assessing the Instructional Management Behavior of Principals. *The Elementary School Journal*.
- Hallinger P, Wang W (2015). Assessing Instructional Leadership with the Principal Instructional Management Rating Scale.
- Jenkins B (2009). What it takes to be an instructional leader. Retrieved: www.naesp.org.com
- Johnson SM, Papay J (2009). Redesigning Teacher Pay, Washington, D.C.: EPI.
- Kirk K (2015). Self-Efficacy: Helping Students Believe in Themselves.
- Lashway L (2002, July). Developing Instructional Leaders. *ERIC Digest* 160.
- Lord C (2001). Teacher; Instructional Leadership Teams and School Climate: A Descriptive Study of Leadership Behavior and Indicators of Climate in Secondary Schools. Unpublished doctoral dissertation, The University of Connecticut, US.
- Lunenberg F, Ornstein A (2011). Educational Administration: Concepts and Practices. Cengage Learning. San Francisco, CA.
- National Association of Elementary School Principals. (2001). Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do. Alexandria, VA: Author.
- Northouse P (2012). Leadership Theory and Practice. (February, 2017). Retrieved from: <http://www.ebookfiles.org/leadership-theory-practice-6th-edition-pdf-ebook-northouse-free-full-download/>.
- Ohlson M (2009). Examining Instructional Leadership: A study of School Culture and Teacher Quality Characteristics Influencing Students Outcomes. *Florida Journal of Educational Program and Policy*.
- Prytula M, Noonan B, Hellsten L (2013). Toward Instructional Leadership: Principals' Perceptions of Large-Scale Assessment in Schools. *Canadian Journal of Educational Administration and Policy*.
- Rivkin SE, Hanushek Kain J (2005). "Teachers, Schools, and Academic Achievement," *Econometrica*, 73(2), 417-458.
- Rockoff JE (2004). The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. *American Economic Review*, 94(2):247-252.
- Romano MC (2014). Leadership Styles of Coordinators and Performance of Teachers in Technical-Vocational Institutions in Valenzuela City.
- Sahin S (2011). The Relationship Between Instructional Leadership Skills and School Culture. *Kuramve Uygulamada Eğitim Bilimleri • Educational Sciences: Theory & Practice*- 11(4) • Autumn • 1920-1927 ©2011 Eğitim Danışmanlığı ve Araştırmaları İletişim Hizmetleri Tic. Ltd. Şti.
- Sanders WL, and Rivers JC (1996). "Research Project Report: Cumulative and Residual Effects of Teachers on Future Student Academic Achievement," University of Tennessee Value- Added Research and Assessment Center
- Şişman M (2011). The pursuit of excellence in education and effective schools (2 print). Ankara, Turkey: Pegem
- Towner WT (2010). Correlational Study of the Relationship of Teacher's Self-Efficacy and Student Achievement in the Mississippi. ProQuest Dissertations Publishing.
- Tschannen-Moran M, Woolfolk-Hoy AE, Hoy AW (1998). Teacher Efficacy: The Measuring and Measure. *Review of Educational Research*.
- Warren J, Hale R (2016). The Influence of Efficacy Beliefs on Teacher Performance & Student Success: Implications for Student Support Services. Springer Science and Business Media New York 2016.
- Whitaker B (1997). Instructional Leadership and Principal

Visibility. *The Clearing*, 70(3), 155-156.

Wilcox KC, Angelis JI (2010). *Best Practices from High-Performing Middle Schools*. New York, NY: Teachers' College Press.

Zepeda SJ (2003). *The Principal as an Instructional Leader. A Handbook for Supervision*. New York Eye on Education.