

# The Level of Instructional Leadership of Private Secondary School Principals of Butuan City

**Chuchie Carganilla-Casanayan**

The Faculty of the Graduate School

Agusan Colleges, Inc., Butuan City

In Partial Fulfillment of the Requirements for the Degree

Master of Arts in Education

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**Abstract:** *One of the greatest challenges facing global institutions is the need for instructional leadership. Thus, this research paper examines to assess the instructional leadership capabilities of private secondary school principals in Butuan City, as well as determines the relationship between the principal's profile, and their instructional leadership, and suggests a program to improve instructional leadership. The hypothesis was there is no significant association between the profile of the principals and their level of instructional leadership. It used a quantitative research approach. There were 13 principals and 74 teachers who were picked randomly as responses. It employed two survey questionnaires: the first was completed by the principal and asked about the principals' age, gender, educational level, and related training; the second was completed by the teachers and asked about the principal's level of instructional leadership in terms of overseeing the function of producing instruction, fostering an academic learning environment, and creating a supportive work environment. Results showed that the profile of the principals did not demonstrate a significant association with their instructional leadership. The researcher concluded that other elements impacting the principal's instructional leadership, such as how the principal executes school regulations and standards, may affect the principal's instructional leadership to a greater or lesser extent depending on the faculty member. A program for improving instructional leadership was being considered.*

**Keywords:** *Education, Instructional Leadership, Managing Instruction Production Function, Supportive Work Environment, Butuan City, Agusan del Norte Philippines*

**The Level of Instructional Leadership of Private Secondary**

**School Principals of Butuan City**

**A Thesis**

**Presented to**

**The Faculty of the Graduate School**

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## ABSTRACT

One of the greatest challenges facing global institutions is the need for instructional leadership. Thus, this research paper examines to assess the instructional leadership capabilities of private secondary school principals in Butuan City, as well as determines the relationship between the principal's profile, and their instructional leadership, and suggests a program to improve instructional leadership. The hypothesis was there is no significant association between the profile of the principals and their level of instructional leadership. It used a quantitative research approach. There were 13 principals and 74 teachers who were picked randomly as responses. It employed two survey questionnaires: the first was completed by the principal and asked about the principals' age, gender, educational level, and related training; the second was completed by the teachers and asked about the principal's level of instructional leadership in terms of overseeing the function of producing instruction, fostering an academic learning environment, and creating a supportive work environment. Results showed that the profile of the principals did not demonstrate a significant association with their instructional leadership. The researcher concluded that other elements impacting the principal's instructional leadership, such as how the principal executes school regulations and standards, may affect the principal's instructional leadership to a greater or lesser extent depending on the faculty member. A program for improving instructional leadership was being considered.

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## APPROVAL SHEET

This thesis entitled:” **Level of Instructional Leadership of Private Secondary School Principals of Butuan City**” prepared and submitted by **Chuchie Carganilla-Casanayan**, In partial fulfillment of the requirements for the degree, Master of Arts in Education, has been examined and recommended for Oral Examination.

**MARIVIC M. CUIZON, PhD**

Adviser

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### PANEL ON ORAL DEFENSE

Approved in partial fulfillment of the requirements for the degree, Master of Arts in Education, by the Oral Examination Committee on \_\_\_\_\_ with a grade of \_\_\_\_\_.

**NELIA S. RAGANAS, PhD**

Chairperson

**NOEMIE B. GULMATICO, PhD**

Internal Evaluator

**DR. ROMEO M. GIDUCOS, EdD**

External Evaluator

---

Accepted in partial fulfillment of the requirements for the degree Master of Arts in Education.

**NELIA S. RAGANAS, PhD**

Dean, Graduate Studies

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## DEDICATION

First and foremost, she would devote her study to our almighty God, who has blessed her with strength and knowledge in her daily existence;

to Mr. Charlito Carganilla, her father, for his moral support;

to her children Trace Orland and Tracy Orleans, who inspire her to pursue her dreams despite the challenges she faces in life;

to her brothers and sisters who are always on her side whatever obstacles came her way.



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## CHAPTER 1

### THE PROBLEM AND ITS SCOPE

#### **Introduction**

According to Brolunc (2017), instructional leadership is a school leadership model in which the principal works with teachers to provide support and guidance in the establishment of best teaching practices. Principals who employ this leadership style communicate with their staff and collaborate to establish clear goals for student achievement. In this model, the principal assists teachers. The principal offers teachers who need it coaching and mentoring, as well as professional development opportunities to learn about best practices in education. The goal of instructional leadership for the principal is to work closely with teachers to improve student achievement.

Doringin, F. (2022) concludes that foundation management is critical in guiding and leading schools toward the achievement of their vision, mission, and objectives. The problem arises when foundation employees are chosen for reasons other than ability and function. Many education foundation personnel lack knowledges of educational principles and lack time to carry out their responsibilities

The partial mediation model was reaffirmed by Shengnan, L., and Hallinger, P. (2021), who discovered significant direct and indirect effects of principal instructional leadership on teacher professional learning. Further model testing revealed that individual power distance orientation of teachers acted as a significant moderator of the effects of principal instructional leadership on both

teacher self-efficacy and professional learning. When teachers perceived low power distance in their relationships with their principals, the effects of principal instructional leadership were stronger than when teachers perceived high power distance.

In today's workplace, instructional leadership is an important component of leading the entire Basic Education Department. There have been some difficult situations where the researcher was unable to implement what needed to be implemented because old faculty members are accustomed to not submitting curriculum guides and other paperwork because it would add to their daily activities as teachers, causing them to miss the agreed-upon deadline.

In the end, this situation may have a negative impact on the entire instructional leadership, including the researcher, as the principal begins to question her leadership. She wondered if it was due to her lack of experience as principal. This motivates the researcher to carry out the study.

The purpose of this research is to determine the instructional leadership level of Butuan City's private secondary school principals. Because private school principals have their own distinct method of delivering instruction, more research is needed to determine whether different levels of instructional leadership are significantly related.

### **Theoretical Framework of the Study**

The research is based on Adair's (2021) Functional Leadership Theory, which is a theory for identifying specific leadership behavior that is expected to

contribute to the efficacy of the organization or a part of it. The central tenet of the theory is that the primary responsibility of the leader is to ensure that everything the group requires is provided. This means that a leader is successful at both leadership and their task when they contribute to the group's efficacy and cohesion. Leadership is not entirely dependent on any one person, according to Functional Leadership Theory, which is closely related to the functional leadership model. Leadership, according to the model, is based on a series of group behaviors.

R. Martin et. al. (2017) proposed the Leader-Member Theory as well. According to this theory, leaders cultivate various quality relationships with their team's followers (termed LMX differentiation). An important theoretical question is how different LMX relationships within a team affect the work outcomes of followers. The central tenet of LMX theory is that leaders differentiate in how they treat their followers by engaging in different types of social exchanges, resulting in different quality relationships between the leader and each follower.

Furthermore, Gagne (2017) one of the first instructional theorists developed the Instructional Theory. Instructional Theory refers to the theory that offers crystal clear guidance about helping people learn and develop in a better way. The theory identifies clearly ideal instructions and teaching methods. The teaching strategies are formed in a way that the educator can quickly adopt the learning objectives. Instructional Theories help in indicating approaches to the instructor for evaluation. It provides valuable insights regarding teaching and learning activities about why and what likely is to happen.

The researcher was encouraged to carry out a study to put various theories about principal instructional leadership to the test. Because the researcher wants to determine the level of instructional leadership among private secondary school principals, these theories are critical in completing this study. This will also serve as the foundation for determining whether the principal's profile has a significant association with his/her level of instructional leadership in terms of managing the instruction production function, promoting academic learning climate, and developing a supportive work environment.

Amor, A. M., Vázquez, J. P. A., and Faa, J. A. (2020) stated that transformational leaders promote work engagement by providing access to information, opportunities, support, and adequate resources. This empirical study is one of the first to investigate the role of structural empowerment as a mediator between transformational leadership and work engagement, and it may serve as a model for promoting work engagement in service organizations.

S. M. Daily, M. J. Mann, A. L. Kristjansson, M. L. Smith, & K. J. Zullig (2019) claim that for both middle and high school students, school climate is related to academic achievement. Identifying the role of key aspects of school climate by grade level may lead to more effective and developmentally appropriate recommendations for the delivery of instruction and school-based interventions that promote positive school well-being and student performance.

## **Conceptual Framework of the Study**

The purpose of this study is to determine the level of instructional leadership of private secondary school principals in Butuan City, as well as the significant association between the principal's profile and instructional leadership, and to propose an instructional leadership enhancement program.

The paradigm below shows two variables to attain the goal of this study. The independent variable seeks to gather the profile of the principal based on their age, sex, highest education attainment, relevant training, experiences as a principal while the dependent variable identifies the level of instructional leadership of the principal in terms of managing instruction production function, promoting academic learning climate and developing supportive work environment while will be conducted on the teachers.

These two variables are vital to measure if there is a significant association between the principal's profile on their level of instructional leadership and conceptualize a prescriptive instructional supervision model.

## Research Paradigm

### Independent Variable

Profile of the Private Secondary School Principals in terms of:

- Age range by generation
- Sex
- Highest Educational Attainment
- Relevant Trainings
- Experiences as Principal

### Dependent Variable

Level of Instructional Leadership of the private School Principals in terms of:

- Managing Instruction Production Function
- Promoting Academic Learning Climate
- Developing Supportive Work Environment

Instructional Leadership Enhancement Program

Figure 1. The Research Paradigm Statement of the Problem



This study aims to identify the level of instructional leadership of Private Secondary School Principals of Butuan City. Specifically deem to answer the following:

1. What is the profile of the private secondary school principals in terms of?
  - 1.1 Age range by generation;
  - 1.2 Sex;
  - 1.3 Highest educational attainment;
  - 1.4 Relevant Trainings;
  - 1.5 Experience as principal;
2. What is the level of instructional leadership of the private school principals in terms of?
  - 2.1 Managing instruction production function;
  - 2.2 Promoting academic learning climate; and
  - 2.3 Developing a supportive work environment.
3. Is there a significant association between the profile and the level of instructional leadership of the principals?
4. On the basis of the findings of the study, what instructional leadership enhancement program may be prepared?

### **Hypothesis**

The study has a single null hypothesis tested at a 0.05 level of significance.

H<sub>0</sub>: There is no significant association between the profile and the level of instructional leadership of the principals.

## **Significance of the Study**

### **General Significance**

This study is significant to education since it will help private administrators in deciding what type of principal they will appoint.

Future Researchers. They can use this study as a reference on their own studies. This can also serve as empirical evidence for quasi-experimental research.

Private School Administrators. The outcome of this study will serve as a tool for administrators to be aware that instructional leadership plays a big role in the management of a private school.

Private School Principals. The result of this study will serve as a medium of self-assessment for the principals as well as to identify how instructional leadership affects them.

Student. The outcome of this study will serve as an awareness of how effective the instructional leadership of their principal is since their effectiveness will set a high standard for student achievement and quality of instruction.

Teachers. The result of this study will serve as a reference for teachers to identify how efficient their principal is based on the level of instructional leadership.

## **Scope and Limitations of the Study**

This study focuses on the level of instructional leadership of Butuan city's private secondary school principals. It aims to determine whether the principal's profile has a significant impact on the level of instructional leadership that it provides.

This study's respondents are the principals and teachers of private secondary schools in and around Butuan City. To collect data from respondents, two (2) survey questionnaires are used.

## **Definition of Terms**

The following Terms are Operationally and Conceptually defined as follows:

**Academic Learning Climate.** Refers to the mood, attitudes, standards, and tone in the classroom/school.

**Experience.** Refers to the knowledge or skill that has been developed over time through experience, particularly that which has been acquired through employment in a profession.

**Highest educational attainment.** Refers to the highest grade or year completed in school, college or university.

**Instructional Leadership.** Refers to the position held by school principals, who are responsible for overseeing schedules, spending, and curricula as well as making sure that every student succeeds in their institutions.

**Instructional management.** Refers to the process of enabling all educational resources to meet learning objectives.

**Instructional Supervision.** Refers to the effort of assuring the implementation of the school's mission through delivering relevant learning experiences for students.

**Leadership style.** Refers to the principal's method of providing direction, implementing plans, and motivating people.

**Managing Instruction Production Function.** Refers to the domain of instructional leadership in terms of instruction implementation.

**Supportive Work Environment.** Refers to the location where employees can speak openly to their principal about any issues.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter focuses on the instructional leadership levels of Butuan City's Private Secondary School Principals. The literature will also discuss various research perspectives on profile, instructional leadership, studies involving instructional leadership, and instructional leadership levels.

#### **Age Range by generation**

Dolot, A. (2018) viewed the most important feature of this Generation Z representative sample is feedback from someone who delegated tasks to them. Young people who use the Internet, particularly social media, have grown accustomed to "liking" various things, commenting on reality, evaluating what they buy and use, where they spend their time, and so on. They've grown accustomed to expressing themselves. They provide feedback, but they also expect feedback and see communication as a two-way street. There is another significant aspect to this outcome. The expectation of feedback appears to be very important to this generation. Young people have two important characteristics: they need to learn a lot (due to a lack of experience) and they make mistakes.

#### **Sex**

Furthermore, Husain, A. N., Matsa, D. A., and Miller, A. R. (2021) discovered that male teachers who work for female principals are approximately 12% more likely to leave their schools than male principals. Female teachers, on the other hand, do not exhibit these effects. Furthermore, male teachers who request transfers are more likely to go to schools led by men. These findings imply

that male subordinates' opposition to female advancement in leadership could stifle female advancement.

### **Educational Attainment**

Tubongbanua, M. V., & Ybañez, E. (2022) revealed that School Instructional Leaders faced management challenges and were extremely dedicated to their work. The educational qualification and length of service of school instructional leaders varied in terms of the extent of management challenges and the level of work passion. The extent of management challenges and the level of work passion of School Instructional Leaders were unaffected by sex, age, or school category.

According to the M Ultra research, X. (2021), he discovered that the majority of the school heads have a master's degree, have passed the principal's exam, have more than ten years of administrative and supervisory experience, and have had a limited number of exposures to trainings. All of the indicators of leadership skills were highly observed.

### **Experience as Principal**

Arrieta, G. S., Barrameda, C. N., and I. K. Sudarsana (2022) demonstrated that the administration's preference, as well as the criteria for selecting and appointing academic heads, were used in the selection and appointment of academic heads. These practices raised issues and concerns about decision objectivity, professional growth, spirituality and culture, and motivation. The succession planning elements of vision-mission, spirituality and culture, institutional policies, processes, and procedures, and professional growth were identified based on practices and issues and concerns.

## **Instructional Leadership**

According to Reigeluth (2017), instructional theory is a collection of design theories that address various aspects of instruction. According to one point of view, those aspects include what the instruction should look like, how the process of gathering information for making instructional decisions should look like, how the process of creating instructional plans should look like, how the process of preparing for implementation of the instruction should look like, and how the process of evaluating the instruction should look like.

Instructional leadership is defined as the leadership that supports the development of teaching and learning. It is referred to using different names including pedagogical leadership, learning-centered leadership, leadership for learning, and student-centered leadership (Le Fevre, 2021). Instructional leadership can be conceptualized as leadership practice that supports effective teaching and learning and provides guidance and direction for instructional improvement.

In addition, Vecaldo (2019) defined instructional leadership as collaborative, learning-focused, conversational, service-driven, and equity-driven. According to existing literature, these beliefs are seen as advantageous in the context of 21st-century educational demands, challenges, and opportunities.

In addition, Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020) confirm that the knowledge base on instructional leadership has grown in both size and geographic scope. Contrary to popular belief in the 1980s, instructional leadership has proven to be remarkably resilient, evolving into one of the most powerful

models guiding research, policy, and practice in school leadership. Despite this finding, author co-citation and co-word analyses revealed the emergence of 'integrated models of school leadership,' in which instructional leadership is exercised in collaboration with dimensions drawn from complementary leadership approaches. Key themes in recent literature include research on the effects of leadership on teachers and students, contexts for leadership practice, and strategies for developing instructional leaders.

### **Managing Instruction Production Function**

Furthermore, Esa et. al. (2018) stated that the quality teaching has a significant relationship with the level of instructional leadership practices practiced by school leaders. Most studies studying the relationship between instructional leadership and the quality of teacher teaching found significant relationships between the two. The importance of instructional leadership that has been empirically proved in managing educational changes, the role of instructional leadership in improving the quality of education should not to be ignored. This discussion shows that instructional leadership is still relevant to be practiced managing education changes in the 21st-century. Therefore, the school leaders who act as instructional leaders need to strive to be a high-impact leader to lead the implementation of education changes effectively.

Furthermore, Rahmawati (2017) defines managing instruction as those events and procedures involved in the decision to initiate a specific activity for an individual.



According to Vantuyle (2018), principals who demonstrated high levels of instructional leadership had expert skills in teacher evaluation and believe their leadership resulted in better instructional practices and higher levels of student achievement.

Additionally, Ojales (2019) revealed that principals possessed the necessary characteristics/qualities and skills inherent among managers. Evaluation of the learning outcomes was the strength of the teaching and learning process while the use of appropriate teaching strategies is its weakness.

White, L. (2021) found out that Currently, school leaders are seeking for strategies to increase their leadership effectiveness through developing their instructional leadership. Principals must find innovative ways to support their teachers as they develop and enhance student learning as their responsibilities grow and they become less knowledgeable about what takes place in the classroom. Building relationships, encouraging learning and accomplishment, and using one's unique situation are all examples of instructional leadership. Because it still has a significant impact on a school's success, the principal's function as an instructional leader should not be undervalued.

However, Aureada, J. J. U. (2021) viewed that school heads primarily performed functions related to mission, curriculum and instruction management, supervision and support teaching, student progress monitoring, and promoting an effective instructional climate. However, there was no effective monitoring or evaluation. Teachers' competencies, or lack thereof, have not been carefully

monitored and evaluated. It was concluded that school principals had more difficulty fulfilling teaching and learning duties than managerial functions.

### **Promoting Academic Learning Climate**

Educational Leadership Staff (Ed.). (2022) stated that an effective instructional leader is knowledgeable about research-based, student-centered instruction, models the use of these strategies, and requires the implementation of appropriate research-based strategies within the classroom and as a component of continuous improvement plans.

Another important relationship for principals that aids in effective instructional leadership is the one with parents and the community. By leveraging their community connections, instructional leaders can create a learning environment (Wallin et al., 2019)

Additionally, Lincuna (2020) came to the conclusion that school administrators had acknowledged having learned and attained a high level of understanding about their roles as instructional leaders in four areas: assessment for learning, developing new programs or adapting existing ones, putting into practice programs for instructional improvement, and instructional supervision.

However, Rasmussen, J., De Jong, D., & Aderhold, F. (2018) viewed that despite the fact these administrators can perform exceedingly their instructional leadership roles by practicing them day-by-day, they also recognized they are challenged by teachers' negative attitudes, resistance to changes, and conflicting

schedules of their respective schools, division, region, and even with the national activities.

Lwi, L. B. (2019) According to the findings, teachers perceive their principal as having transformational leadership influence in creating or maintaining a classroom with "learner-centered" instruction. The findings indicate that teachers are shifting from positional leadership to fluid, teamwork, collaborative, and emergent leadership that is distributed across teachers. The teachers described the leadership as cooperative, supportive, trusting, participatory, democratic decision-making, empowering, shared management, and professional learning communities. In schools, teachers and principals collaborate to develop effective learner-centered classroom practices, and they research what works in the classroom.

Hesbol, K. A. (2019) suggested that principals must be extremely persuasive to persuade others to perform at a high level, as well as have a strong belief in teachers and the organization as a whole in order to pursue the types of school improvement efforts and research-based organizational learning mechanisms that can improve student performance.

F. Naz and S. Rashid (2021) discovered that both male and female teachers in public and private schools agreed that instructional leaders facilitated teamwork and fostered positive relationships between parents and school personnel. They all agreed that the school principal attempted to change the school climate to reflect current trends.

### **Developing Supportive Work environment**

Villa and Tulod (2021) defined instructional leadership as "leading learning communities," in which staff members meet on a regular basis to discuss their work, collaborate on problem-solving efforts, reflect on their professions, and take responsibility for what children learn, rather than working in hierarchies or in isolation.

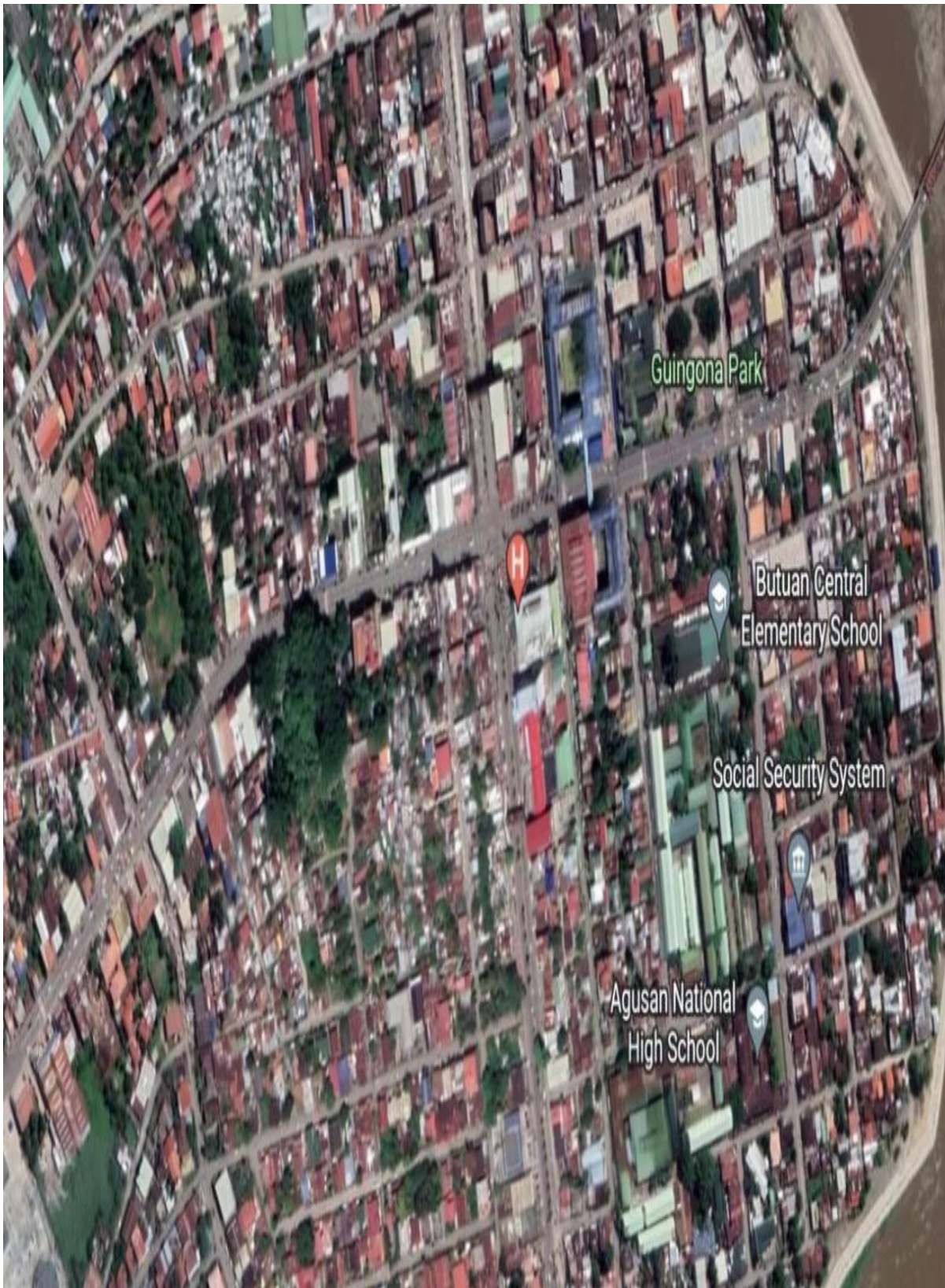
In addition, White (2021) also discussed that it is essential for principals to provide opportunities for meaningful teacher learning to shape this growth among their staff. These opportunities could include professional development, professional learning communities, and teacher evaluation.

Wang, F., Pollock, K. E., & Hauseman, C. (2018) stated that the increased workload of principals has an impact on their job satisfaction. As a result of work intensification, motivating factors such as workplace challenge, recognition from the employer, and work demand, as well as sustaining factors such as external policy influence, organizational support, and principals' relationships with teachers, superintendents, and unions, are having a significant impact on principals' job satisfaction. These factors influence how effectively they can contribute to improving student achievement and school performance.

R. P. Sapad and D. G. Caballes (2022) discovered, as revealed in the focus group, that science teachers frequently used ICT tools to explore, elaborate, or demonstrate a concept to students to deepen their understanding. Some teachers,

however, claimed that their level of confidence in using The required skills were not met by ICT tools. As a result, a professional development program was proposed concentrating on the TPACK framework's three components: pedagogy, technology, and content. The reviews, on the other hand, assists the researcher in gaining an understanding of the existing research that is relevant to the topic or area of the study.

According to the 2018-2019 ESC (RE-) CERTIFICATION ASSESSMENT INSTRUMENT, the Private Education Assistance Committee (PEAC), through its National Secretariat, has been given a commission by the Department of Education (DepEd) to establish a quality assurance certification mechanism that would verify the compliance of ESC participating private junior high schools with DepEd's standards for recognition. Therefore, a school that has received ESC certification has met all DepEd requirements, abides by all applicable DepEd policies, and adheres to the self-study guidelines established by the ESC Certification Unit of the PEAC National Secretariat. An ESC school is helped to identify its strengths and possibilities for improving as an educational institution through the use of this assessment tool. The Department of Education of the government has already investigated the school's facilities and physical resources prior to the awarding of recognition to the school. As a result, rather than emphasizing their provision, this assessment tool focuses more on how effectively these facilities and resources are used.



**Figure 2. Map of the Research Locale**

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes the methodologies used in data collection and analysis that are relevant to the study. The methodologies cover topics such as the study's design, the location of the study, the population and respondents of the study, the research instrument, the data collection method, and its management.

#### **Research Design**

A quantitative research design was used in the study. This was useful because it demonstrated the level of instructional leadership of Butuan City's private secondary school principals. It employs correlation to determine the significant relationship between the principal's profile and her/his instructional leadership skills using statistical tools appropriate for the data.

#### **Research Locale**

The study was conducted in Butuan City Division. Butuan City is located at the northeastern part of the Agusan Valley, Mindanao, sprawling across the Agusan River.

Butuan City is composed of 11 private secondary schools namely: Academia de Mercedes Business College, Inc., Angelicum Montessori School, Inc., Couples For Christ School of the Morning Star, Enfant Cheri Study Centre, Inc. Father Saturnino Urios University Archbishop Morelos Campus (Basic Ed), Holy Child Colleges of Butuan, Northeastern Mindanao Academy, Philippine Electronics

and Communication Institute of Technology, Inc., Saint Joseph Institute of Technology - Annex Campus, Starland International School, and Timber City Academy.

### **Population and Respondents of the Study**

The respondents for this study were chosen from among the principals and the private secondary school teachers in and around Butuan City. The number of respondents varied by institution, depending on the size of the school and the respondents' availability. Table 1 shows the number of teachers per school who participated in the study.

**Table 1**

*Teachers Currently Employed in Various Private Schools in Butuan City for S.Y. 2021-2022*

Butuan City Private Secondary School	Teachers
1. Academia De Mercedes	5
2. Angelicum Montessori School, Inc.	5
3. Couples for Christ School of the Morning Star	8
4. Enfant Cheri Study Center, Inc.	3
5. Father Saturnino Urios University Morelos Campus	11
6. Holy Child Colleges of Butuan	3
7. Northeastern Mindanao Academy	15
8. Philippine Electronics and Communication Institute of Technology, Inc.	7
9. Saint Joseph Institute of Technology - Annex Campus	7
10. Starland International School	3
11. Timber City Academy	7
Total	74



## **Research Instrument**

The instrument used to collect data and information for this study was a survey questionnaire. To acquire the precise data required for this study, two questionnaires were developed. The first questionnaire was filled out by the principals to gather information about the age, sex, the highest level of education, and relevant training. The second questionnaire was filled out by the teacher to gauge how well the principals managed the function of producing teaching, encouraged an academic learning environment, and created a positive work atmosphere. The survey's 15 questions adopted the format of the Private Education Assistance Committee's 2018 Certification Assessment Instrument (CAI) (PEAC).

## **Validity and Reliability of the Research Instrument**

Three (3) research specialists checked the content validity of the survey questionnaires once they were developed. The final version included some ideas.

A reliability test was also performed to determine whether the test has internal consistency in assessing the level of instructional leadership of private school principals. The analysis of try out test results yielded a Cronbach alpha index of 0.7, indicating that it is a reliable instrument for the said purpose.

## **Data Gathering Procedure**

Following the instrument's validation, the researcher obtained a written permit for the private secondary school principals in the Butuan City area. The data was gathered by the researcher using two (2) survey questionnaires, the first of which gathered the profiles of the principals and the second of which was given to

the teachers to assess their principals' level of instructional leadership. The researcher then retrieved the questionnaires, tallied the data, and applied the appropriate statistical tools to the data.

### **Scoring and Quantification of Data**

The following variables were quantified for statistical analysis purposes:

I. Profile of the principal in terms of:

a. Age range by generation	Numeric Code/Level
Millennial (26-41)	1
Gen Z (42-57)	2
Boomer II (58-67)	3
Boomer I (68-76)	4
b. Sex	
Male	1
Female	2
c. Highest Educational Attainment	
Doctorate Degree	5
with Doctorate Degree Units	4
Master's Degree	3
with master's degree Units	2
Bachelor's Degree	1
d. Duration of Relevant Trainings Attended	
8 hours and below	1

16 – 32 hours	2
40 – 80 hours	3
88 hours and above	4

e. Number of years as principal

3 years and below	1
4 – 5 years	2
6 – 8 years	3
9 years and above	4

II. Instructional leadership

Mean Range	Level	Descriptive Rating (DR)
4.21 - 5.0	5	Excellent (E)
3.41 - 4.20	4	Very Good (VG)
2.61 – 3.40	3	Good(G)
1.81 – 2.60	2	Poor (P)
1.00 – 1.8	1	Needs Improvement (NI)

**Statistical Treatment/Data Analysis**

The following statistical tools were used in this study to assist the researcher in data analysis.

Percentage. This was used to ascertain how administrators' profiles were distributed.

Weighted mean. The average value of the respondent's perceptions of the instructional leadership of school principals was calculated using this information.

Standard deviation. This was used to gauge the data's dispersion from the mean.

Pearson Correlation analysis. This was used to determine the significant association between the profile of school principals and their level of instructional leadership.

## Chapter 4

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the presentation of the findings, analysis of data, and interpretation of data gathered to answer the study's specific problems.

This study investigated the profile of the private secondary school principal in terms of age range by generation, sex, highest educational attainment, relevant trainings and experience as principal.

**Table 2**

*Profile of the Private Secondary School Principals in Terms of Age Range by Generation*

Age Range by Generation	Frequency	Percentage
Millennial (26-41)	3	23 %
Gen Z (42-57)	5	39 %
Boomer II (58-67)	3	23 %
Boomer I (68-76)	2	15 %
Total	13	100%

Table 2 depicts the age range, generation, frequency, and percentage of private secondary school principals. There are more respondents that appear to be in the Gen Z (42–57) age group (5 or 39% of the 13 respondents). This simply serves to highlight the fact that Gen Zers make up the majority of private school

principals since they are still capable of employing technology to support educational system management.

Considering that retirees make up this age group, Boomers I (ages 68 to 76) had the lowest percentage (2 or 15% of the 13 respondents). The majority of retired teachers and administrators enjoyed their retirement by spending time with their grandchildren or relaxing in their comfortable homes.

This is in reference to the Dolot, A. study. (2018) viewed feedback from someone who delegated tasks to them as the most important feature of this Generation Z representative sample. Young people who use the Internet, particularly social media, have become accustomed to "liking" various things, making comments on reality, evaluating what they buy and use, where they spend their time, and so on. They've become used to expressing themselves. They give feedback but also expect it, and they see communication as a two-way street.

**Table 3**

*Profile of the Private Secondary School Principals in Terms of Sex*

Sex	Frequency	Percentage
Male	1	7.7 %
Female	12	92.3%
Total	13	100%

In accordance with Table 3, There are 12 out of the 13 respondents—or 92.3 %—were female principals. The majority of the principals, as observed by the

researcher, are female, at least during the private school administrators' conference.

However, there was just 1 or 7.7% of male principal because according to the researcher's observation, males dislikes responsibilities.

**Table 4**

*Profile of the Private Secondary School Principals in Terms of Highest Educational Attainment*

Highest Educational Attainment	Frequency	Percentage
Doctorate Degree	2	15 %
With Doctorate Degree Units	0	0
Master's Degree	5	38.5 %
With Master's Degree Units	5	38.5 %
Bachelor's Degree	1	8 %
Total	13	100%

Table 4 displays the responses in terms of highest educational attainment of the secondary school principal. Since having a master's degree is a need for becoming a principal, there seems to be a higher number of respondents who have both master's degree and with master's degree units, with a frequency of 5 or 38.5 % of the 13 respondents.

There are only 2 or 15 % of the secondary school principals had doctoral degrees indicating that only a few of the respondents did not have a master's

degree or units, which is required to become a principal. There are also principals in private schools who do not have a master's degree but have signed an agreement to pursue graduate studies.

This is a reference to the PEAC esc (re-) certification assessment instrument guidelines for the secondary school to be included in the Education Service Contracting Subsidy for the school year 2018-2019.

**Table 5**

*Profile of the Private Secondary School Principals in Terms of Relevant Trainings*

Duration of Relevant Trainings Attended	Frequency	Percentage
8 hours and below	1	8.3%
16-32 hours	2	16.7%
40-80 hours	7	58.3%
88 hours and above	2	16.7%
Total	13	100%

Table 5 shows the duration, frequency, and percentage of relevant training attended by the principals. In private secondary schools, especially those that are Educational Service Contracting schools, teachers and administrators are required to attend in-service training by the PEAC administrators. This explains that a greater percentage of respondents received 40-80 hours of training with a frequency of 7 or 58.3 % out of 12 respondents.



Out of the 12 responders, 1 or 8.3% received training lasting little more than eight hours, which is notably true for recently appointed principals.

In private schools, various agencies such as PEAC provide in-service trainings for teachers and administrators to improve learning in pedagogy and other areas; these trainings are beneficial when applied to the school.

This study was conducted by Tubongbanua, M. V., and Ybaez, E. (2022), School Instructional Leaders faced management challenges while remaining devoted to their work. In terms of the extent of management challenges and the level of work passion, school instructional leaders' educational qualifications and length of service varied. School Instructional Leaders' level of work passion and the extent of management challenges were unaffected by gender, age, or school category. Furthermore, the extent of management challenges was significantly related to the level of work passion of School Instructional Leaders.

### **Table 6**

*Profile of the Private Secondary School Principals in Terms of Number of years as Principal*

Number of years as Principal	Frequency	Percentage
3 years and below	2	15.4%
4 – 5 years	4	30.8%
6 – 8 years	6	46.2%
9 years and above	1	7.7%
Total	13	100%

The frequency and percentage distribution on the number of years as principal, frequency, and percentage is shown in Table 6. It reveals that a higher proportion of respondents—6 respondents, or 46.2% of the 13 respondents—had worked as principals for six to eight years. The researcher belongs to this group because of her previous work as a principal, which provided her with exposure to the management of the Basic Education Department.

The least number of respondents—1, or 7.7 %—had worked as principals for nine years or more. The lowest frequency is anticipated because the majority of the principals with this expertise had been school teachers before retiring. The school's board of directors' designate teachers whom they believed were qualified to be principals once the previous principal retired.

This has reference to the study of G. S. Arrieta, C. N. Barrameda, and I. K. Sudarsana (2022) who demonstrated that the administration's preference was used in the selection and appointment of academic heads, as well as the criteria for selection and appointment of academic heads. The issues and concerns that emerged from these practices were decision objectivity, professional growth, spirituality and culture, and motivation. Based on the practices and issues and concerns, the succession planning elements of vision-mission, spirituality and culture, institutional policies, processes, and procedures, and professional growth were identified.

This study also investigated the level of instructional leadership of private secondary school principals in terms of managing instruction production function,

Promoting academic learning climate and developing a supportive work environment.

**Table 7**

*Level of Instructional Leadership of the Private School Principals in Terms of Managing Instruction Production Function*

Indicators	Weighted Mean	Std. Deviation	Verbal Description/ Interpretation
1. The principal has a system for monitoring and evaluating the extent of alignment of school operations.	4.30	.677	Very good
2. The principal has a system for networking and establishing partnerships with various organizations and agencies and dialoguing with them on their possible contributions.	4.18	.834	Very good
3. The principal has proper implementation and continuous improvement of the curriculum maps by checking the standards and competencies, activities and assessments and resources.	4.24	.718	Very good
4. The principal plans projects and activities that could carry out goals and objectives.	4.16	.722	Very good
5. The principal organizes activities for the week/month/year to improve performance of teachers and students.	4.22	.708	Very good
<b>Overall Weighted Mean</b>	<b>4.22</b>	<b>.634</b>	<b>Very good</b>

Legend: 1.00-1.49-Needs Improvement; 1.50-2.49-Poor; 2.50-3.49-Good; 3.50-4.49-Very Good; 4.50-5.00-Excellent

Table 7 shows the Private School Principals' Level of Instructional Leadership in terms of Managing Instruction Production Function, weighted mean, standard deviation, and verbal interpretation.

The highest assessment of teachers for the Level of Instructional Leadership of Private School Principals in terms of Managing Instruction Production Function is indicator number 1 or the principal has a system for monitoring and evaluating the extent of alignment of school operations, with a weighted mean of 4.30 and a standard deviation of 0.677 and a verbal interpretation of very good, according to the data. This is due to the fact that principals in private schools are required to monitor the alignment of school operations based on the school's vision, mission, philosophy, and objectives.

With a weighted mean of 4.16 and a standard deviation of 0.722, and a verbal interpretation of very good, indicator number four, or the main plans, projects, and activities that could carry out goals and objectives, has the lowest assessment. According to the researcher's observations, most private school principals are encouraged to plan with the board of directors based on the accounting department's budget.

Furthermore, the level of Instructional Leadership among Private School Principals in terms of Managing Instruction Production Function has an overall weighted mean of 4.22 and an overall standard deviation of 0.634, with a very good overall verbal interpretation. This means that the principal was able to manage the instruction production function, which is required for the certification activity or establishing the school's quality.

According to Vantuyle (2018)'s research, principals who demonstrated high levels of instructional leadership had expert skills in teacher evaluation and

believed their leadership resulted in better instructional practices and higher levels of student achievement.

**Table 8**

*Level of Instructional Leadership of the Private School Principals in Terms of Promoting Academic Learning Climate*

Indicators	Weighted Mean	Std. Deviation	Verbal Description/ Interpretation
1. There is a regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making.	4.00	.731	Very good
2. The principal prepares a supervisory program that monitors and evaluates teachers' instructional effectiveness and use of the standards in curriculum development, assessment and instruction.	4.05	.757	Very good
3. The principal prepares an intervention program for students with learning difficulties.	4.03	.793	Very good
4. The principal discusses academic performance results with the faculty to identify curricular strengths and weaknesses.	4.07	.764	Very good
5. The principal encourages teachers to use instructional time for teaching and practicing new skills and concepts.	4.07	.782	Very good
Overall Weighted Mean	4.04	.664	Very good

Legend: 1.00-1.49-Needs Improvement; 1.50-2.49-Poor; 2.50-3.49-Good; 3.50-4.49-Very Good; 4.50-5.00-Excellent

Table 8 shows the instructional leadership level of private school principals in terms of promoting an academic learning climate, weighted mean, standard deviation, and verbal interpretation.

Data revealed that number 5 or the principal encourages teachers to use instructional time for teaching and practicing new skills and concepts received the highest assessment with a weighted mean of 4.07 and a standard deviation of 0.782 with a verbal interpretation of very good in the level of instructional leadership of private school principals in terms of promoting academic learning climate because principals are required to monitor teachers' classes and have an evaluation system in place. Coaching will be provided for tenured teachers.

Following that, indicator number 1 or there is regular collection, interpretation, and dissemination of data on student learning and performance to top and key school leaders for informed decision-making received the lowest rating, with a weighted mean of 4.00 and a standard deviation of 0.731, with a verbal interpretation of very good, because principals are sometimes busy with other school activities and must prioritize other concerns.

Furthermore, the promoting academic learning climate domain has an overall weighted mean of 4.04 and an overall standard deviation of 0.664, with an overall interpretation of very good. Since students are the bread and butter of private schools, principals ensure that faculty and staff plan and implement policies for the betterment of the students and the school.

This is a reference to the research done by Lwi, L. B. (2019) found that teachers perceive their principal as having transformational leadership influence in

creating or maintaining a classroom that is "learner-centered." According to the findings, teachers are transitioning from positional leadership to fluid, teamwork, collaborative, and emergent leadership distributed across teachers. Cooperative, supportive, trusting, participatory, democratic decision-making, empowering, shared management, and professional learning communities were some of the ways teachers described their leadership. Teachers and principals work together in schools to develop effective learner-centered classroom practices and to research what works in the classroom.

**Table 9**

*Level of Instructional Leadership of the Private School Principals in Terms of Developing A Supportive Work Environment*

Indicators	Weighted Mean	Std. Deviation	Verbal Description/ Interpretation
1. The principal has a faculty development plan designed to - help teachers achieve professional growth.	4.00	.660	Very good
2. The principal encourages faculty and staff to involve in planning for school programs and projects.	4.05	.757	Very good
3. When there are problems comforting the school, the principal calls for a "problem solving session" – meeting with his/her teachers.	4.14	.728	Very good
4. The principal informs the faculty and staff of his/her activities to keep them aware of what is happening within the organization.	4.14	.669	Very good
5. Compliment teachers privately for their efforts or performance	4.212	.668	Very good
Overall Weighted Mean	4.10	.583	Very good

Legend: 1.00-1.49-Needs Improvement; 1.50-2.49-Poor; 2.50-3.49-Good; 3.50-4.49-Very Good; 4.50-5.00-Excellent

Table 9 displays the Private School Principals' Level of Instructional Leadership in terms of Developing a Supportive Work Environment, weighted mean, standard deviation, and verbal interpretation.

The data revealed that the highest assessment in the level of Instructional Leadership of Private School Principals in terms of Developing Supportive Work Environment is indicator number 5 or the principal privately compliment teachers for their efforts or performance with a weighted mean of 4.212 and a standard deviation of 0.668 with a verbal interpretation of very good. This is because if the teachers perform well, the principal will receive the same praise. Teachers in private schools are paid less than those in public schools; giving them compliments is one of the factors that encourages them to stay in their current school.

However, number 1 or the principal has a faculty development plan designed to help teachers achieve professional growth received the lowest evaluation with a weighted mean of 4.00 and a standard deviation of 0.660 with a verbal interpretation of very good. This is sometimes due to the department's existing budget, as training and seminars are expensive, especially if all teachers are sent to the training.

It has an overall weighted mean of 4.10, an overall standard deviation of 0.583, and a very good verbal interpretation. Teachers felt appreciated if they were a part of the school planning process.

This has reference to the definition of instructional leadership by Villa & Tulod (2021) as "leading learning communities." Staff members in learning



communities gather on a regular basis to discuss their work, collaborate on problem-solving efforts, reflect on their professions, and take responsibility for what children learn. Rather than working in hierarchies or in isolation, they collaborate in networks of shared and complementary expertise.

**Table 10**

*Test of Significant Association Between the Principal's Profile and Their Level of Instructional Leadership*

Profile Variables		Managing instruction and production function	Promoting academic learning climate	Developing supportive work environment
AGE	Pearson Correlation	-.020	.062	.182
	Sig. (2-tailed)	.956	.865	.615
	Decision on H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>
SEX	Interpretation	Not significant	Not significant	Not significant
	Pearson Correlation	-.062	-.052	.195
	Sig. (2-tailed)	.865	.887	.589
EDUCATION	Decision on H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>
	Interpretation	Not significant	Not significant	Not significant
	Pearson Correlation	-.356	-.335	-.202
TRAININGS	Sig. (2-tailed)	.312	.344	.576
	Decision on H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>
	Interpretation	Not significant	Not significant	Not significant
EXPERIENCE	Pearson Correlation	.031	-.138	.206
	Sig. (2-tailed)	.933	.704	.568
	Decision on H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>
EXPERIENCE	Interpretation	Not significant	Not significant	Not significant
	Pearson Correlation	-.299	-.128	-.025
	Sig. (2-tailed)	.401	.725	.945
EXPERIENCE	Decision on H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>	Do not reject H <sub>0</sub>
	Interpretation	Not significant	Not significant	Not significant

Table 10 revealed the test of significant association between the principal's profile and their level of instructional leadership. There is no significant association between the profile of the principal in terms of age range by generation and level of instructional leadership in managing instruction production function, promoting academic learning climate, and developing a supportive work environment or it does not reject the hypothesis.

Moreover, there is no significant association between the Profile of the principal in terms of sex and their level of instructional leadership in managing instruction production function, promoting academic learning climate and developing supportive work environment or it does not reject the hypothesis.

Furthermore, there is no significant association between the profile of the principal in terms of relevant training and level of instructional leadership in managing instruction production function, promoting academic learning climate and developing a supportive work environment or it does not reject the hypothesis. There is no significant association between the profile of the principal in terms of experience as principal and level of instructional leadership in managing instruction production function, promoting academic learning climate and developing a supportive work environment or it does not reject the hypothesis.

The analysis yielded correlation values that did not warrant p-values within the significant level of 0.05 set for analysis. Thus, the null hypothesis is not rejected. This means that the profile of the principals did not show a significant association with their instructional leadership. It can be recalled that the teachers

perceived that the principals had a very good level of instructional leadership along the three domains. While the principal's profiles vary in the different profile variable groupings, no significant association was obtained with their instructional leadership. In private schools, it is expected that when you are appointed as principal, teachers would expect that you have the knowledge and skills to lead the educational instructions.

Table 10 also supports the Functional Leadership Theory of Adair (2021), a theory for identifying specific behavior by leaders that, it is expected, contributes to the efficacy of the organization or part of it. The core of the theory is that the leader's most important task is to ensure that everything the group needs is provided. This means a leader is successful at leadership and at their task when they successfully contribute to the group's efficacy and cohesion. According to Functional Leadership Theory, closely connected to the functional leadership model, leadership is not fully dependent on any one person. According to the model, leadership is based on a sequence of behaviors by the group.

This has reference to the study conducted by Lincuna (2020) they concluded that school administrators have indicated they have acquired knowledge and a high level of understanding on their instructional leadership roles in four areas namely the assessment for learning, developing programs and or adapting existing ones, implementing programs for instructional improvement, and instructional supervision. Despite the fact these administrators can perform exceedingly their instructional leadership roles by practicing them day-by-day, they also recognized they are challenged by teachers' negative attitudes, resistance to

changes, and conflicting schedules of their respective schools, division, region, and even with the national activities.

**Table 11**

*Proposed Instructional Leadership Enhancement Program*

PROPOSED INSTRUCTIONAL LEADERSHIP ENHANCEMENT PROGRAM			
INSTRUCTIONAL LEADERSHIP DOMAIN	Managing Instruction Production Function	Promoting Academic Learning Climate	Developing a Supportive Work Environment
AREA OF CONCERN	The principal plans projects and activities that could carry out goals and objectives.	There is a regular collection, interpretation, and dissemination of data on student learning and performance to the top and key school leaders towards informed decision-making.	The principal has a faculty development plan designed to - help teachers achieve professional growth.
GOAL	Plan a project and activities that could carry out goals and objectives.	Craft an action plan for the collection, interpretation and dissemination of data on student learning	Craft a faculty development plan designed to - help teachers achieve professional growth.
Action Steps	<ul style="list-style-type: none"> <li>- Prepare a meeting memorandum.</li> <li>- Hold a meeting with the teachers.</li> <li>- Submit project and activity proposals to the Board of Directors for approval.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare a meeting memorandum.</li> <li>- Hold a meeting with the Teachers.</li> <li>- Create an action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Send a letter to the Human Resources Department requesting a meeting for the Faculty Development Plan.</li> <li>- Create a Faculty Development Plan.</li> </ul>
Target Dates	Every 4 <sup>th</sup> Quarter of the School year	Every 1 <sup>st</sup> Quarter of the School Year.	Every end of School Year.
Monitoring Scheme	Accomplishment Report	Accomplishment Report	Accomplishment Report
Person-In-Charge	Principal	Principal	Principal

Based on the study's findings, Table 11 proposes an instructional leadership enhancement program. The program is designed to support principals' instructional leadership in three areas: overseeing the production of instruction, encouraging a culture of academic learning, and fostering a positive work environment. According to the study's findings, indicators in each of the three domains received the lowest rating. The suggested improvement plan will assist administrators and principals in enhancing instructional leadership.

This has reference to the study conducted by F. Naz and S. Rashid (2021) who discovered that both male and female teachers in public and private schools agreed that instructional leaders facilitated teamwork and fostered positive relationships between parents and school personnel. They all concurred that the principal of the school made an effort to alter the atmosphere of the school to reflect modern trends.

However, this also assisted the study of R. P. Sapad and D. G. Caballes (2022), scientific professors regularly utilize ICT technologies to study, elaborate, or show a subject to pupils in order to increase their understanding.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a summary, the findings' conclusion, and the appropriate recommendation.

#### Summary

The goal of this study was to determine the instructional leadership level of private secondary school principals in Butuan City. The independent variable was the principal's profile, which included age range by generation, gender, highest educational attainment, relevant trainings, and principal experience. The dependent variable was private school principals' instructional leadership in terms of managing the instruction production function, promoting academic learning climate, and developing a supportive work environment. The output was instructional leadership enhancement program.

The study's respondents included 13 private secondary school principals and 74 private secondary school teachers. This study employed a quantitative research design. A survey questionnaire was used to collect data and information for this study. Two questionnaires were created to collect the precise data needed for this study. The principal completed the first questionnaire to gather information about age, gender, the highest level of education, and relevant training. The teacher completed the second questionnaire to assess how well the principals managed the function of producing teaching, encouraged an academic learning environment, and created a positive work environment.

A reliability test was also performed to determine whether the test has internal consistency in assessing the level of instructional leadership of private school principals. The analysis of tryout test results yielded a Cronbach alpha index of 0.7.

The following statistical tools were used in this study to assist the researcher in data analysis: Percentage, Weighted mean, Standard deviation, Pearson Correlation analysis. The study has a single null hypothesis tested at a 0.05 level of significance: There is no significant association between the profile and the level of instructional leadership of the principals.

## **Conclusions**

The following conclusions are drawn from the findings:

In terms of generational age breakdown, female distribution, highest degree of education attained, pertinent trainings, and prior experience as a principal, this study determined the instructional leadership level of private secondary school principals in Butuan City.

The findings of the level of instructional leadership of private secondary school principals in terms of managing the instruction production function support Adair's functional leadership theory, which is a theory for identifying specific leadership behavior that is expected to contribute to the efficacy of the organization or a part of it.

However, the results of promoting academic learning climate lend support to R. Martin et. al., who also proposed the Leader-Member Theory. Leaders, according to this theory, cultivate a variety of quality relationships with their team's followers (termed LMX differentiation).

Furthermore, the results of developing a supportive work environment is very good that supports Instructional Theory that refers to the theory that offers crystal clear guidance about helping people learn and develop in a better way.

Because there is no significant association between the principals' profiles and the level of instructional leadership, the hypothesis is not rejected. The researcher concluded that the level of instructional leadership may differ from faculty members, how the principal implements school policies and standards, and other factors influencing the principal's instructional leadership.

## **Recommendations**

This study revealed the level of instructional leadership of private secondary school principals. Thus, the following recommendations are given:

1. On the profile of the principal in terms of educational attainment, although the study revealed that there is no significant association between the profile of the private secondary school principals and the level of instructional leadership, Principals who are not yet master's degree holders should continue their graduate studies to be qualified since it is the standard qualification to become principal



2. On the profile of the principal in terms of relevant training attended, principals should attend relevant training to further enhance their skills and be equipped with the new updates on the Educational system.
  
3. On the level of instructional leadership in terms of managing the instruction production function domain, it is better for the whole institution if there is a strict implementation of the school principal to plan projects and activities that could carry out goals and objectives towards the standard of the school.
  
4. On the level of instructional leadership of the private school principals in terms of promoting academic learning climate domain, the principal better implements a regular collection, interpretation, and dissemination of data on student learning and performance to the top and key school leaders towards informed decision-making since this will be the basis for the intervention program of the school.
  
5. On the level of instructional leadership of the private school principals in terms of developing a supportive work environment domain, faculty development plans must be properly designed to help teachers achieve professional growth which will help them in teaching the students.

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## CURRICULUM VITAE

Name: Chuchie Carganilla-Casanayan

Address: Imadejas Subd., Butuan City

Phone number: 09108693758

Email: chuchiecasanayan79@gmail.com



### Education

Master of Arts in Education

Agusan College Inc.

2017 – 2022

Bachelor of Secondary Education

Biology

MSU-Iligan Institute of Technology

1996-2001

### Employment

National Service Training Program Coordinator

Student Development Coordinator

August 2022 to Present

Philippine Electronics & Communication Institute of Technology

High School Principal

June 2018 – July 2022

Philippine Electronics & Communication Institute of Technology

## APPENDICES

## **Appendix A Letter to the Respondents**

Agusan Colleges Inc.  
Butuan City

The Principal  
CFC School of the Morning Star  
Butuan City

Ma'am:

I am a graduate school student of the Agusan Colleges Inc., Butuan City and I am on thesis writing entitled "**Level of Instructional Leadership of Private Secondary School Principals in Butuan City**", in partial fulfillment of the requirements for the degree Master of Arts in Education.

In this connection, I wish to ask permission from your good office to allow me to conduct my research questionnaires to the respondents to gather data needed for my study.

Hoping for your Approval. Thank you

Sincerely,

**CHUCHIE CARGANILLA-CASANAYAN, LPT**  
Researcher

Noted:

**NELIA S. RAGANAS. PhD**  
Dean, Graduate School



## **Appendix B Research Instruments**

### **LETTER FOR RESPONDENTS**

Dear Respondents:

I am a graduate school student of Agusan Colleges Inc., currently conducting a thesis entitled “Level of Instructional Leadership of Private Secondary School Principals”. In this regard, I would like to ask your help by answering the questions. Rest assured that all responses will be kept confidential.

Thank you so much for your cooperation.

CHUCHIE CARGANILLA-CASANAYAN, LPT  
Researcher

## Appendix C Questionnaire Checklist

Direction: Please provide pertinent information to the items below by checking the appropriate blanks and / or by supplying the answer in the blanks.

### I. Profile of the Principal

#### A. Age range by generation

\_\_\_ Millennial (26-41)      \_\_\_ Gen Z (42-57)

\_\_\_ Boomer II (58-67)      \_\_\_ Boomer I (68-76)

B. Sex    \_\_\_ Male                      \_\_\_ Female

#### C. Highest Educational Attainment

\_\_\_ Doctorate Degree

\_\_\_ With Doctorate degree units

\_\_\_ Master's Degree

\_\_\_ With Master's degree units

\_\_\_ Bachelor's Degree

#### D. Duration of Relevant Trainings Attended

\_\_\_\_\_ 8 Hours and below

\_\_\_\_\_ 16 – 32 Hours

\_\_\_\_\_ 40 – 80 Hours

\_\_\_\_\_ 88 Hours & above

**E. Number of years as principal-----**

\_\_\_ 3 years &amp; below

\_\_\_ 4-5 years

\_\_\_ 6-8 years

\_\_\_ 9 years &amp; above

- II. The three domains of instructional leadership are listed below, along with the corresponding assessments for your principal.

Direction: Please indicate your answer honestly by checking (/) the appropriate responses as to your perception on Instructional Leadership. Use the scale below:

5 – Excellent

3 – Good

1 – Needs Improvement

4– Very Good

2 – Poor

<b>A. Managing instruction production function</b>	5	4	3	2	1
1. The principal has a system for monitoring and evaluating the extent of alignment of school operations.					
2. The principal has a system for networking and establishing partnerships with various organizations and agencies and dialoguing with them on their possible contributions.					
3. The principal has proper implementation and continuous improvement of the curriculum maps by checking the standards and competencies, activities and assessments and resources.					
4. The principal plans projects and activities that could carry out goals and objectives					
5. The principal organizes activities for the week/month/year to improve the performance of teachers and students					
<b>B. Promoting academic learning climate</b>	5	4	3	2	1

1. There is a regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making					
2. The principal prepares a supervisory program that monitors and evaluates teachers' instructional effectiveness and use of the standards in curriculum development, assessment and instruction					
3. The principal prepares an intervention program for students with learning difficulties					
4. The principal discusses academic performance results with the faculty to identify curricular strengths and weaknesses					
5. The principal encourages teachers to use instructional time for teaching and practicing new skills and concepts					
<b>C. Developing supportive work environment</b>	5	4	3	2	1
1. The principal has a faculty development plan designed to - help teachers achieve professional growth.					
2. The principal encourages faculty and staff to involve planning for school programs and projects.					
3. When there are problems confronting the school, the principal calls for a "problem solving session" – meeting with his/her teachers.					
4. The principal informs the faculty and staff of his/her activities to keep them aware of what is happening within the organization.					
5. Compliment teachers privately for their efforts or performance					

**Comments:**

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## Appendix D Statistical Computation

### Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
MIPF1	74	3.00	5.00	4.2973	.67701
MIPF2	74	3.00	5.00	4.1757	.83351
MIPF3	74	3.00	5.00	4.2432	.71789
MIPF4	74	3.00	5.00	4.1622	.72200
MIPF5	74	3.00	5.00	4.2162	.70750
MIPFMEAN	74	3.00	5.00	4.2189	.63433
Valid N (listwise)	74				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PALC1	74	2.00	5.00	3.9865	.73080
PALC2	74	3.00	5.00	4.0541	.75656
PALC3	74	2.00	5.00	4.0270	.79335
PALC4	74	3.00	5.00	4.0676	.76447
PALC5	74	3.00	5.00	4.0676	.78218
PALCMEAN	74	2.80	5.00	4.0405	.66372
Valid N (listwise)	74				

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
DSWE1	74	3.00	5.00	3.9459	.65984
DSWE2	74	3.00	5.00	4.0541	.75656
DSWE3	74	3.00	5.00	4.1351	.72762
DSWE4	74	3.00	5.00	4.1351	.66876
DSWE5	74	3.00	5.00	4.2162	.66765
DSWEMEAN	74	3.00	5.00	4.0973	.58309
Valid N (listwise)	74				

### Tests of Normality<sup>a</sup>

	SEX	Kolmogorov-Smirnov <sup>b</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SELFASSESSMEAN	2.00	.184	12	.200*	.873	12	.072

\*. This is a lower bound of the true significance.

a. SELFASSESSMEAN is constant when SEX = 1.00. It has been omitted.

b. Lilliefors Significance Correction

### Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
SELFASSESS1	13	3.00	5.00	4.1538	.68874
SELFASSESS2	13	3.00	5.00	3.6923	.85485
SELFASSESS3	13	3.00	5.00	4.2308	.83205
SELFASSESS4	13	3.00	5.00	3.8462	.68874
SELFASSESS5	13	3.00	5.00	3.6923	.63043
SELFASSESS6	13	3.00	5.00	4.0769	.86232
SELFASSESS7	13	3.00	5.00	4.2308	.92681
SELFASSESS8	13	3.00	5.00	3.9231	.86232
SELFASSESS9	13	3.00	5.00	3.8462	.68874
SELFASSESS10	13	3.00	5.00	4.0000	.81650
SELFASSESS11	13	3.00	5.00	3.9231	.75955
SELFASSESS12	13	3.00	5.00	4.0000	.91287
SELFASSESS13	13	3.00	5.00	4.0000	.81650
SELFASSESS14	13	3.00	5.00	3.9231	.75955
SELFASSESS15	13	3.00	5.00	4.0000	.91287
SELFASSESS16	13	3.00	5.00	4.1538	.89872
SELFASSESS17	13	3.00	5.00	4.0769	.86232
SELFASSESS18	13	3.00	5.00	4.0000	.81650
SELFASSESS19	13	3.00	5.00	4.0769	.86232
SELFASSESS20	13	3.00	5.00	3.4615	.66023
SELFASSESSMEA	13	3.00	4.80	3.9654	.68325
N					
Valid N (listwise)	13				

		AMEAN	BMEAN	CMEAN
AGE	Pearson Correlation	-.020	.062	.182
	Sig. (2-tailed)	.956	.865	.615
	N	10	10	10
SEX	Pearson Correlation	-.062	-.052	.195
	Sig. (2-tailed)	.865	.887	.589
	N	10	10	10
EDUCATION	Pearson Correlation	-.356	-.335	-.202
	Sig. (2-tailed)	.312	.344	.576
	N	10	10	10
TRANINGS	Pearson Correlation	.031	-.138	.206
	Sig. (2-tailed)	.933	.704	.568
	N	10	10	10
EXPERIENC E	Pearson Correlation	-.299	-.128	-.025
	Sig. (2-tailed)	.401	.725	.945
	N	10	10	10



