

SCHOOL PRINCIPALS' INSTRUCTIONAL LEADERSHIP SKILLS: ITS INFLUENCE ON TEACHERS' TEACHING PERFORMANCE

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ABSTRACT

Instructional leadership skill is the skill that great educational leader must have to motivate action and optimism. It entails creating specific objectives, overseeing the curriculum, checking lesson plans, assigning resources, and frequently assessing teachers. The main goal of this study is to determine the influence of school principals' instructional leadership skills on the teachers' teaching performance. An adopted survey questionnaire was used and administered to 100 teachers and 13 principals. The data collected were analyzed using descriptive statistics and regression analysis. The study revealed that the principals in Datu Montawal district have very satisfactory instructional leadership skills. Furthermore, the findings also showed that the teachers have very satisfactory teaching performance. In addition, the instructional leadership skills of the school principals have influence on the teaching performance of the teachers. Thus, it is recommended that the positive instructional leadership skills of the principal must be maintained towards the improvement of the teaching outcomes.

Keyword : - School Principal, Instructional Leadership Skills, Teachers' Teaching Performance.

1. INTRODUCTION

Instructional leadership skills are the qualities that a great educational leader must possess to motivate action and optimism. By treating others fairly and making an impression with their candor and integrity, these leaders serve as examples for others. Achieving both individual and group objectives can be motivated by an effective leader's support of people around them. They make choices on the operations of the educational institutions they oversee using their great communication skills to solicit input, solicit suggestions, and do it in a way that is both respectful and objective.

Although principals have a variety of duties, instructional leadership continues to be a struggle in practically all schools throughout the world. This is mostly due to the restrictive definition of the term. Stronge (2007) said that instructional leadership is challenging to carry out because it involves a significant amount of administrative responsibilities and expectations. Prytula et al. (2013) referenced Strong in support of their claim. In spite of the fact that some of the demands placed on school principals by social forces and others by policy concerns were created (Jenkins, 2009), they have all led to leadership problems, such as the addition of new responsibilities without corresponding authority, an imbalance between management and leadership despite the lengthening of the workweek, an increase in ambiguity and complexity, and a decline in morale and enthusiasm.

Furthermore, engagement of school principals in classroom instruction has a negligible impact on the effectiveness and productivity of teaching-learning activities. This implies that instructional leaders may have a significant impact on the effectiveness of teaching and student learning through the teachers they employ, the

classrooms they place them in, their retention strategies, and the chances they provide for teachers to grow. Organizational management for instructional improvement entails hiring excellent teachers and giving them the necessary tools and supports so they may succeed in the classroom.

In order to motivate teachers to produce outstanding results as measured by the Results-Based Performance Management System, today's school principals must possess exceptional instructional leadership skills that have a significant impact on the teaching performance of the teachers. Thus, the researcher believes that the study is significant because it assesses the instructional leadership skills of school principals who bear enormous responsibility for achieving the organization's vision and mission. Furthermore, it will evaluate the teachers' teaching performance using a Results-based Performance Management system - Individual Performance Commitment and Test Form (RPMS-IPCRF) data from the school year 2021–2022 to examine the performance of the teachers. This also investigated at how instructional leadership skills of school principals affect how well teachers perform in the classroom.

2. METHODOLOGY

This study used the descriptive-survey design to determine the level of instructional leadership skill of the school principals and the teachers' teaching performance. The study also used descriptive–correlation research approach to determine the significant relationship between the independent and dependent variables presented in the study. The questionnaires were administered to 100 teachers and 13 principals in the District of Datu Montawal, Maguindanao. The data were collected and analyzed using descriptive statistics.

3. RESULTS AND DISCUSSION

The table 1 illustrates the correlation matrix showing the relationship of the principals' instructional leadership skills and teachers' teaching performance.

In terms of principals' leadership skills as a resource provider, the data revealed that the correlation coefficient of the spearman rho on content knowledge and pedagogy; community linkages and professional engagement & personal growth, and professional development; and Plus Factors were 0.186, 0.219 and 0.203, respectively with its p-value of 0.048, 0.019 and 0.030, respectively. These three p-value are less than 0.05. which indicates that there is a significant relationship between the principals' leadership skills as resource provider to the content knowledge and pedagogy; community linkages and professional engagement & personal growth, and professional development and plus factors. While the diversity of learners, curriculum and planning & assessment and reporting has coefficient correlation of 0.306 and a computed P-value of 0.001 which is less than 0.01. Thus, the data implies that there is a significant relationship between the principals' instructional leadership as resource provider to the diversity of learners, curriculum and planning & assessment and reporting at 0.01 level of significant.

As to the Instructional resources, the correlation coefficient of the spearman rho on Plus Factors was 0.191 with a P-value of 0.042 which is less than 0.05. This implies that among the variables, the plus factor has a significant relationship with the instructional resources.

When it comes to communicator, at 0.01 level of significant, the diversity of learners, curriculum and planning & assessment and reporting and plus factor with a correlation coefficient of 0.250 and 0.252 respectively and a P-value of 0.007 indicates that there is a significant relationship between the diversity of learners, curriculum and planning & assessment and reporting and plus factor to principals' leadership skills as communicators.

On the other hand, the community linkages and professional engagement & personal growth, and professional development showed significant relationship at 0.05 level of significant with a correlation coefficient of 0.198 and a P-value of 0.035.

As for the visible leader, among the variables, the diversity of learners, curriculum and planning & assessment and reporting appeared to have a significant relationship to the principals' leadership skills as visible leader with a correlation coefficient of 0.235 and P-value of 0.012 which is less than 0.05.

School managers should be a competent school leader (Hasim, Guiamalon, & Boquia, 2022). As reported by Alfonso, Lumapenet, & Tagal (2023) that school principals' leadership skills are a contributory factor to their supervisory practices. In the study conducted by Sapal, Lumapenet, & Salik (2023) pointed out the school leaders' instructional supervision skills has negative impact on teachers' performance.

Table 1 Correlation matrix showing the relationship of the principals' instructional leadership skills and teachers' teaching performance.

<i>Spearman Rho</i>						
Leadership Skills		Content Knowledge & Pedagogy	Learning Environment	Diversity of learners, Curriculum and Planning & Assessment and Reporting.	Community Linkages and Professional Engagement & Personal Growth and Professional Development	Plus Factors
Resource Provider	Corr. coef	0.186*	0.156	0.306**	0.219*	0.203*
	Probability	0.048	0.097	0.001	0.019	0.030
Instructional Resources	Corr. coef	0.068	0.100	0.171	0.124	0.191*
	Probability	0.474	0.292	0.069	0.189	0.042
Communicator	Corr. coef	0.101	0.147	0.250**	0.198*	0.252**
	Probability	0.284	0.120	0.007	0.035	0.007
Visible Leader	Corr. coef	0.085	0.094	0.235*	0.161	0.167
	Probability	0.370	0.318	0.012	0.087	0.075

*Correlation is Significant at 0.05 level

**Correlation is significant at 0.01 level

4. CONCLUSIONS

Based on the findings of the study, it is therefore concluded that the principals in Datu Montawal district have skilled instructional leadership skills. Moreover, the teachers have very satisfactory teaching performance. The content knowledge and pedagogy; diversity of learners, curriculum and planning and assessment and reporting; community linkages and professional engagement and personal growth and professional development; and plus factor significantly affect the principals' instructional leadership skills, while the learning environment has no significant relationship with the principals' instructional leadership skills. Teachers' teaching performance are the diversity of learners, curriculum and planning and assessment and reporting and community linkages and professional engagement and personal growth and professional development.

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