



Received: 25-09-2022

Accepted: 05-11-2022

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Instructional Leadership and School Performance: Basis for Leadership Enhancement Program

Andales Randy Estoya

Public School District Supervisor, Department of Education, Division of Bago City, Bago City, Negros Occidental, Philippines

Corresponding Author: **Andales Randy Estoya**

Abstract

This study sought to determine the extent to which public elementary and secondary school principals in the division of Bago City exercised instructional leadership as perceived by their teachers and its relation to school performance. The participants of this study were two hundred sixty-three (263) the public elementary and one hundred ninety-eight (198) secondary school teachers in the division of Bago City who rated their principals' instructional leadership in school year 2016-2017. Stratified sampling method was used to determine the sample size. Survey questionnaire adopted from the Center for Educational Leadership in University of Washington (2012) was used as the data gathering instrument. Mean was used to determine the instructional leadership of school principals as perceived by their teachers. School performance was based from the criteria of

School-Based Management practice with the five indicators: enrolment rate, drop-out rate, cohort survival rate, completion rate, National Achievement Test and Mean Percentage Scores (MPS). The findings revealed that school principals as rated by their teachers exercised instructional leadership to a great extent in variables age, sex, length of service except in type of schools. Teachers in Central schools rated their principal's instructional leadership to very great extent. All schools in the division of Bago City belonged to better performing schools. No significant relationship was established between principal's instructional leadership in the elementary, whereas there is significant relationship established between principal's instructional leadership and school performance.

Keywords: Instructional Leadership, School Performance, Effective Leadership Style, Roles of School Heads in Teaching and Learning Process

1. Introduction

Leadership is a widely- used term in organizations, yet its depth and strength are as complex as other vehicles or media that make things happen in the system.

Hoy and Miskel, (2011) comment that definitions of this concept are almost as numerous as the scholars engaged in its study. Precisely, the shortest and simplest meaning of leadership could be "the ability to influence a group toward the achievement of goals.

Types of leadership style in education were introduced by numerous management theorists to address the needs of the educational system.

Educational leadership becomes an important aspect in delivering knowledge, skills and values. How this knowledge, skills and values receive and translate into one's daily way of life are largely dependent upon the way these pass on. (Lussier, 2011)

Effective leadership style in education is about strengthening the performance of school administrators. Hence, effective school leadership is crucial for teachers, students and staff to enhance performance at the highest level.

In Basic Education schools, leadership is assumed by the principal who takes the initiative in bringing about changes in the educational system. His role is to overcome parading problems contributed by the school he manages, the teachers he trains and supervises and the community he maintains in good relationship. His multiple tasks do not exempt him from mentoring his subordinates and promoting an ideal environment conducive to teaching and learning. His personal traits heighten his importance as a figure of influence of skills and performance.

Leithwood *et al.*, (2003) believes that one can "scratch the surface of an excellent school and you all likely to find an excellent principal; peer into a failing school and you will find weak leadership".

The role of the principal, as an instructional leader is to control various functions of the school i.e., curriculum management, and staff and student supervision. In many studies, characteristics of the principal have a significant impact on student and

school performance.

Personality wise, if a principal possesses strong will power, motivational skills, soft attitude and a commanding figure, this will very likely mean that a professional principal can convert a “failing institute into a successful institution”. This is the common observations of all school administrators which the researcher can also define being as one of the principals in Negros Island. He has articulated that instructional leaders promote the goals and objectives of a given school, with the end view to enhance student achievement. His main aim is to set objective for academic improvement and to circulate these among the staff members as guidelines.

As the instructional leader performs his functions, his behavior reveals his views, his demands and prerogatives. This set of behavior characterizes his traits as witnessed by the educational environment. Eventually, the circumstances that surround the principal in his interaction with them piles up to a pattern which dominantly becomes his style of leadership. Conventional, innovative or a combination of both, the principal stands as an instructional leader of the school. He has to ensure that his leadership balances technical and symbolic demands as he performs these duties in managing school in Negros Island.

However, the realization of these academic goals is dependent on how the school principal does his work. In this light, the researcher, as one of the Public Schools District Supervisors in Negros Island made observations on how management of schools are implemented. He took notice of the performance of school principals as instructional leaders. He has observed how trainings and seminar on instructional leadership have been translated into actions.

Could the way this translation of professional growth among school administrators be articulated in the field to transform lives of all learners? How then can a school principal carry himself to becoming an instructional leader which is now the major emphasis in the educational arena of the 21st century? How does he build and sustain the vision which could lead a learning community in achieving a significant school performance? Can he translate all these leadership dimensions which demand for greater accountability to increase performance?

These are challenging questions which the researcher wants to find out if the principals of Bago City in Negros Island experience the same dilemma. Thus, this makes the investigation very important in order to propose an enhanced program based on the findings of this study.

2. Research methodology

This chapter present the research design the participants of the study the research instruments to be used, the procedure for gathering data, the reliability and validity of the study and the statistical tools to be used as well as the produce for data analyses.

Research design

This study employed descriptive research design in determining the level of the four dimensions of instructional leadership as perceived by their teachers its relation to the school performance results of the public elementary and secondary students of Bago City for school year 2016-2017. It is the nature of this present study to determine the conditions of things in their present state. It delves into the relationship and or comparisons among variables that are

considered in the study as well as the influence of one variable to another. It is in this premise that the researcher considers it most appropriate to use descriptive design.

Descriptive design as defined is appropriate for studies which aim to find out what prevail in the present condition's relationships held opinions and belief, processes and effects and developing trends. It also seeks to determine relationships between or among study variables explores causes of phenomena, test hypotheses and develops generalizations principles or theories on the basis of its finding (Ardales, 2005).

Participants of the Study

The participants of this study are the 263 public elementary and 198 public secondary school teachers who are in the service during school year 2016-2017. The school administrators are rated by these teachers in terms of their instructional leadership practices as categorized into four dimensions.

In determining the number of teacher-participants, the researcher utilize sample survey with the use of stratified sampling technique. Selection of teacher-participants was done through lottery or fish bowl technique wherein the names of the teachers are written on piece of papers and were placed in a container or box. Then, the researcher picked the desired numbers of sample.

The sample size was determined using the stratified sampling.

From the total population of seven hundred sixty- six (766) public school teachers, a sample size of two hundred sixty-three (263) was drawn using the formula of Slovin with five percent (5%) margin of error. Likewise, from the total population of three hundred ninety- four (394) public secondary school teachers one hundred ninety- eight (198) was drawn.

Furthermore, the sample size for public elementary and secondary school teachers were drawn out using the stratified sampling procedure. In stratified sampling, the sample is drawn such a way as to ensure adequate representation for each of the population sub groups or strata in the sample. The size of the sample for each population strata is proportional to the size of the sub- population in each stratum. (Ardales, 2001)^[3].

Table 1: Sample size both Elementary and Secondary

Schools: Elementary	N	n
1	21	7
2	12	4
3	7	2
4	9	3
5	26	9
6	25	9
7	34	12
8	19	6
9	25	9
10	25	9
11	12	4
12	29	10
13	21	7
14	13	4
15	16	5
16	18	6
17	54	19
18	11	4
19	8	3
20	16	5

21	69	24
22	42	14
23	28	10
24	10	3
25	24	8
26	22	8
27	11	4
28	9	3
29	14	5
30	28	10
31	16	4
32	14	5
33	8	3
34	15	5
35	34	12
36	21	7
	766	263
Secondary		
1	164	82
2	31	16
3	35	18
4	24	12
5	73	37
6	42	21
7	25	12
	394	198

Data Gathering Instrument

This study utilized the researcher's made questionnaire in gathering the data. The said questionnaire was based on the four dimensions of instructional leadership developed by the Center for Educational Leadership of the University of Washington, USA. (Appendix B)

The teacher-participants were asked to rate their principal by each item using the five-point Likert Scale.

Below the score range and interpretation

Score Range	Verbal Interpretation
4.500- 5.000	Very Great Extent
3.500- 4.999	Great Extent
2.500- 3.499	Moderate Extent
1.500- 2.499	Low Extent
1.000- 1.499	Very Low Extent

Validity of the Research Instruments

The instrument on instructional leadership was subjected to validation being a self-made research instrument. It underwent face and content validation by a jury of five experts. These five experts have doctorate degrees in educational management who are school administrators.

For content validation the instrument was subjected to Good and Scate Evaluation Survey Instrument. Evaluation of these five (5) experts in the field of education yielded 4.8 mean score verbally interpreted as very high.

Reliability of the Questionnaire

Reliability is defined as the extent to which a test is dependable, self- consistent and stable Fraenkel and Wallen, (2007) ^[9]. To determine the reliability of the questionnaire, Cronbach's Alpha was used. Cronbach's Alpha is used to measure how well as set of items or variable measure a single dimensional latent construct. The instrument was administered to the public elementary school teachers in the division of La Carlota City. There were fifteen (15) of them selected as the dry - run participants.

The result yielded 0.918 signifying very high reliability. (Appendix D)

Data Gathering Procedure

The researcher asked permission from the office of the Schools Division Superintendent to conduct his study. After the permission was granted, the researcher personally visited the school and make a courtesy call to the principal's office to conduct the study. The researcher personally distributed the questionnaire after identifying the sample size of the study. In getting the sample size, stratified sampling was used.

The participants were asked to answer the survey as honestly as they could with the assurance that the data would be treated with utmost confidentiality. It took almost one month for the researcher to conduct this study to the different school districts of Bago City division.

Computation was processed with the use of Statistical Package for Social Sciences (SPSS) software and was checked manually by the statistician.

Data Analysis Procedure

The questionnaire was selected and revised by the researcher based on suggestions of the panel. The data obtained from the returned survey instruments were analyzed by using descriptive and inferential statistics, including chi-square.

The Statistical Package for the Social Science (SPSS 10.1 for Windows) was used for this study.

For Research Questions 2, mean was used to determine the extent to which public elementary and secondary school principals of Bago City Division exercised instructional leadership based on age, sex, length of service and type of school.

The independent variables were factors of the demographic variable and the dependent variable were total responses of the four dimensions of instructional leadership (Vision, Mission and Culture Building, Improvement of Instructional Practice, allocation of resources and management of People and Processes).

For research Question 3, mean was used to determine the level of school performance of Bago City public schools. This school performance has five indicators. These are: enrolment rate, drop- out rate, cohort survival rate, completion rate and National Achievement Test (NAT) Mean Percentage Score.

For research Question 4, chi-square was used to determine the significant relationship between performance of public elementary and secondary school of Bago City.

Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of data gathered to answer the problem formulated for investigation. The presentation of data and the analysis and discussion are done problem by problem.

Profile of the Public Elementary School Teachers According to Variables

The profile of the participants showed that 58.2% of the subjects belonged to younger and 41.8% to the older category. In terms of sex, 8.0%, and 92.0% male and female respectively.

According to length of service, 73.0% of the teacher participants belonged to shorter category, whereas 27.0% belonged to longer category. In terms of type of school, 74.5

were from non- central school and 25.5% from central schools.

Table 1 shows the total number of teacher participants when grouped according to selected demographic variables totaling to two hundred sixty - three (263). These teacher participants are to rate their principals in their instructional leadership styles.

Table 2: Profile of Public Elementary School Teacher Participants by Age, Sex, Length of Service and Type of School

Variable	Category	f	%
Age	Younger (Below 44)	153	58.2
	Older (44 & above)	110	41.8
	Total	263	100.0
Sex	Male	21	8.0
	Female	242	92.0
	Total	263	100.0
Length of Service	Shorter (Below 21)	192	73.0
	Longer (21 and above)	71	27.0
	Total	263	100.0
Type of School	Non-Central	196	74.5
	Central	67	25.5
	Total	263	100.0

Profile of the Public Secondary School Teachers according to Selected Variable

The profile of the participants showed that 75.3% of the subjects belonged to younger and 24.7% to older category. In terms of sex, 27.3% were males and 72.7% were females. According to length of service, 82.8% belonged to shorter category whereas 17.2 % to longer category. As to type of school, 57.6% and 42.4 % for non- central and central schools respectively.

Table 3 shows the total number of public secondary school teacher participants when grouped according to selected demographic variables. Variables composed of one hundred ninety - eight (198).

Table 3: Profile of Public Secondary School Teacher Participants by Age, Sex, Length of Service and Type of School

Variable	Category	F	%
Age	Younger (Below 44)	149	75.3
	Older (44 & above)	49	24.7
	Total	198	100.0
Sex	Male	54	27.3
	Female	144	72.7
	Total	198	100.0
Length of Service	Shorter (Below 21)	164	82.8
	Longer (21 and above)	34	17.2
	Total	198	100.0
Type of School	Non-Central	114	57.6
	Central	84	42.4
	Total	198	100.0

Extent of Exercise of Instructional Leadership of School Heads in Terms of the First Dimension – Vision Mission and Culture Building as Perceived by Public Elementary and Secondary School Teacher Participants

As a gleaned from table 4, the extent of instructional leadership of public elementary school heads in terms of the first dimension – Vision Mission and Culture Building as perceived by their teachers when they are taken as a whole is 4.37 verbally interpreted as to great extent.

The five indicators in this first dimension of instructional leadership obtained mean scores which were all in great

extent. However, it is noted that these elementary school administrators have high mean scores of 4.44 in the first and fifth indicators.

Teachers rated their school principals to a great extent which it can be assumed that these school heads regularly conduct meetings to discuss important matters in school.

They also created an environment conducive to learning success of students as evident in the result of this study.

These findings revealed that these elementary school principals synergized the efforts of their teachers toward the of increasing student learning.

These findings contradict with observations of Fink and Resnick (2001) cited in the module 1 of the Learning on Leading Curricular and Instructional Processes. They observed that most principals spend little time in classroom and even less time analyzing instruction with teachers. They may arrange time for teachers’ meetings and professional development, but they really provide intellectual leadership for growth in teaching skills.

Based on the findings, the perceptions of these teachers on the exercise of their principals’ instructional leadership is to a great extent for they have seen how their school principals took steps to transform the school into learning organization. These findings collaborated with the responses of teachers during the Focus Group Discussion (FGD). The responses of the teachers during the interview of the researcher suggested that their school principals manifest behavior of an instructional leader. (Appendix C)

Nothing in the principal’s role is more important for ensuring successful than effective instructional leadership. School principals who focus on a vision for their schools nurture the capabilities of their teachers. (Tommy, 2007)

Navarro (2012) ^[18] in her work entitled Culture and Leadership as Determinants of School Performance Among Secondary Schools in Negros Occidental, concluded that leadership is one of the important factors which heightened the academic performance of students. Her findings show that the principal’s dynamism greatly contribute to school performance. The realizations of its vision, mission and goals are dependent on principal’s leadership, skills and school culture. Thus, collegial school culture also determines how effective the school is.

On the extent of exercises of instructional leadership of secondary school principals as perceived by their teachers when they are taken as a whole was to a great extent with a mean score of 4.19

Elementary school principals obtained a much higher mean scores than the secondary school heads though both were in a great extent.

It can also be noted that in this dimension on Vision, Mission and Culture Building, the first indicator got the highest mean score of 4.28 verbally interpreted as great extent. It is reflected in this data on Table 3 that these secondary school heads conduct meetings to ensure that everyone in school should be informed about school plans and activities. In this way, these school heads exhibit the role of being an instructional leader who wants to create a school culture and climate conducive to learning.

As affirmed by Blasé J and Blasé J (2004) ^[5] who analyzed teachers’ perceptions of their principals to create and maintain a professional learning communities encourage collaboration, developed shared values and vision and engaged all teachers in collaborative reflection, problem solving, learning and teaching among others.

Hoy and Miskel (2008) [13] posit that a culture of optimism with its emphasis of trust, efficacy and academics provides a setting that facilitates the academic achievement of students and a culture of humanistic pupil control promotes positive social – emotional development of students. The enduring quality of the school environment that is experience by the teachers, affects their behavior and is based on their collective perceptions of behavior in schools.

These manifestations of the secondary school heads can be observed during the Focus Group Discussion (FGD) conducted by the researcher (Appendix C). Teachers were open to speak up and they described their principals as an instructional leader though sometimes their principals exhibit some negative behavior. However they perceived this behavior as a natural thing for a human being. (Appendix C)

Table 4

<i>Extent of Exercise of Instructional Leadership of School Heads in Terms of the 1st Dimension - Vision, Mission and Culture Building as Perceived by Public Elementary and Secondary School Teachers Participants</i>														
Vision, Mission and Culture Building The school principal...	Extent of Exercise													
	Elementary School Teachers (n=263)							Secondary School Teachers (n=198)						
	VL	L	M	G	VG	Mean	Int	VL	L	M	G	VG	Mean	Int
1. Calls/conducts meetings to gather the academic community, thereby, work collaboratively for the welfare of the school;	0	0	28	90	145	4.44	G	1	2	20	93	82	4.28	G
2. Communicates/discusses the vision and mission of the school;	0	1	29	96	137	4.40	G	1	2	25	99	71	4.20	G
3. Organizes the learning environment to respond to culture and linguistic diversity;	0	6	17	134	106	4.29	G	1	2	28	111	56	4.11	G
4. Informs/publishes learning needs and student success and strategies to bridge the gap between them;	0	6	28	114	115	4.29	G	1	4	30	90	73	4.16	G
5. Creates an environment conducive to learning success of every student.	0	0	20	106	137	4.44	G	2	4	23	92	77	4.20	G
Taken as a Whole						4.37	G						4.19	G

VL - Very Low Extent, L - Low Extent, M - Moderate Extent, H - High Extent, VH - Very High Extent

Extent of Exercise of Instructional Leadership of School Heads in Terms of the Second Dimension – Improvement of Instructional Practice as Perceived by Public Elementary and Secondary School Teacher Participants

As reflected in table 5, the extent of exercise of instructional leadership of elementary school principals in terms of the second dimension - Improvement of Instructional Practice as perceived by their teachers when they are taken as a whole is to a great extent garnering a mean core of 4.33.

Out of the two hundred sixty - three (263) elementary school teachers in the division of Bago City, there were one hundred fifty (150) of them rated of their principals in the fifth indicator of this dimension with a mean score of 4.43 signifying a great extent.

Findings revealed that these elementary school principals have assumed their roles as mentors and coaches. This is an indication that mentoring and coaching of teachers are happening in school for evidence also had shown in their school performance.

Indeed, as teachers are the school’s front liners in providing instruction, preparing them well for their role as knowledge provider and facilitator of learning is an important part of the principal responsibility. (Chapman, 2002)

Pettiegrew II (2011) [21] conducted a study in Northeast Ohio to reach conclusions about the contextual factors that influence the nature and exercise of instructional leadership in schools. Results indicated that both principals and teachers perceive framing school goals as the most important leadership behavior. It also concluded that the dimensions of instructional leadership have greatly influence school performance. These findings bear resemblance to the findings of the present study.

As far as the secondary school principals of the division of Bago city, their extent of exercise of instructional leadership in terms of the second dimension - Improvement of Instructional Practice when taken as a whole as perceived by their teachers signify a great extent with a mean score of 4.17.

It is also noted that involving the staff in accomplishing the goals of instruction which is the fifth indicator of this dimension obtained the highest mean score of 4.25 signifying a great extent.

Out of the one hundred ninety - eight (198) public secondary school teachers of the division of Bago City eighty – five (85) of them rated their school head in the fifth indicator of this dimension.

The study of Ebon (2007) [8] on Instructional Leadership Activities and Strategies of School Administrator and their Influence on Student Achievement is significantly related to this present study. Her study reveals that the extent of instructional leadership activities and strategies of school administrators is high. The level of student achievement in the National Achievement Test (NAT) is average and instructional leadership activities did not influence the level of student achievement. Although Ebon’s findings were contrary to the findings of this present study still the extent of instructional leadership exercise by both elementary and secondary school administrators were highly rated by their teachers.

The findings of this study can be explained that the teachers’ expectation of their principal to be an instructional resource have been met. School principals’ roles as supporter of curriculum and a notch higher in expertise have been manifested by these school heads which their teachers expected them to be as such.

Today’s demands of our society we live in, the pursuit of educational research and the quest for new information in order to respond to these demands prompted all school administrators build the schools as a learning organization. This kind of organization must be open to new learning and

build a culture of innovation. Thus, school administrator must act as chief learning officer of the school who bears the ultimate responsibility for the success or failures of this laudable endeavour.

Table 5

<i>Extent of Exercise of Instructional Leadership of School Heads in Terms of the 2nd Dimension - Improvement of Instructional Practice as Perceived by Public Elementary and Secondary School Teachers Participants</i>														
Improvement of Instructional Practice The school principal...	Extent of Exercise													
	Elementary School Teachers (n=263)							Secondary School Teachers (n=198)						
	VL	L	M	G	VG	Mean	Int	VL	L	M	G	VG	Mean	Int
1. Nurtures a culture of continuous improvement, innovation and public service;	3	3	23	109	125	4.33	G	2	1	26	92	77	4.22	G
2. Monitors, evaluates and develops teacher performance;	6	0	25	111	121	4.30	G	3	0	33	87	75	4.17	G
3. Studies objective data and evidences to analyze student learning and teacher leadership practices;	4	2	29	141	87	4.16	G	3	4	29	106	56	4.05	G
4. Distributes and assigns tasks to teachers to develop leadership and accomplish desired goals;	0	6	20	97	140	4.41	G	2	3	32	82	79	4.18	G
5. Involves the staff in accomplishing the goals of instruction.	3	3	21	86	150	4.43	G	2	2	25	84	85	4.25	G
Taken as a Whole						4.33	G						4.17	G

VL - Very Low Extent, L - Low Extent, M - Moderate Extent, H - High Extent, VH - Very High Extent

Extent of Exercise of Instructional Leadership of School Heads in Terms of the Third Dimension – Allocation of Resources as Perceived by Public Elementary and Secondary School Teacher Participants

Data on table 6 shows the extent of instructional leadership of elementary school heads in terms of the third dimension which is Allocation of Resources as perceived by their teachers when they are taken as a whole is 4.27 signifying a great extent.

Out of the two hundred sixty-three (263) public elementary school teachers in the division of Bago City, there were one hundred eighteen (118) of them rated their school administrators a high mean score of 4.34 in the second indicator of the third dimension. These teachers perceived their school principals highly in appropriating financial resources, time, facilities, technology and partnership to attain student and teacher success. Their ratings were 4.34 which was the highest among the five (5) indicators of this dimension.

These findings were affirmed by the study of Alparito (2017) [2] on school – based management practices of school administrators in the division of Sagay City. His study concluded that these school administrators have maturing level as to their practices in allocation of resources dimension.

A very notable impression of teachers towards their school principals can be cited during the Focus Group Discussion (FGD) of the researcher. To quote “our school principal is a carpenter of change”. “He uses all the resources for school improvement”. (Appendix C)

Principals need to have leadership qualities for school improvement. They have to be educational leaders of the twenty first (21st) century meeting its demands. Among the domains for improvement are curriculum and instruction, professional/personal performance of teachers and staff, administrators/organization, school facilities and supplies (Blasé J and Blasé J, 2004) [5].

As instructional leader he has to manage the use of school facilities and supplies like buildings, grounds, technology and equipment. All these initiating physical changes generate and improved instruction.

Germinal (2005) [12] in her study entitled “Barriers As the Public Secondary School Principals’ Instructional Leadership Performance As Perceived by the Principals Themselves and by their Teachers”, revealed that level of barriers on instructional leadership performance as perceived by themselves and their teachers were moderate. There was no significant difference and significant relationship in the level of barriers on instructional leadership among school administrators as perceived by themselves and their teachers when they are grouped as to age, sex, and length of service.

However, level of barriers on instructional leadership among school administrators as perceived by themselves and their teachers in the area of autonomy and power was high and moderate in other variables like educational attainment. The findings of Germinal study are closely related to the findings of this present study. Both findings gave the impressions that these school leaders have articulated clear process and procedures for instructional support.

The extent of exercise of instructional leadership of public secondary school heads in terms of the third dimension – Allocation of Resources as perceived by their teachers when taken as whole is to a great extent with the mean score of 4.05, lower than the elementary school heads.

Notably, the lowest mean score of the secondary school principals of the division of Bago City in this dimension in indicator number two (no.2) appropriates equitably financial resources, time, facilities, technology and partnership to attain student and teacher success which obtained the mean score of 3.99 compared to the mean score of elementary school principals highest rating in this indicator which is 4.34 although both have mean scores verbally interpreted as to a great extent. Out of one hundred ninety -eight (198)

teacher participants, seventy (70) of them rated their principal high in indicator number five (no.5) stabilizes both staff and teacher leaders to meet the ends of improving instruction.

These findings show that as to appropriation of financial resources, time, facilities, technology and partnership to attain student and teacher success, these secondary school administrators were more or less average in their exercise instructional leadership compared to the elementary school principals. They, however, fair well in indicator number five (no.5) stabilizes both staff and teacher leaders to meet the ends of improving instruction for this is where they obtained

the highest mean score from among the five indicators. These explain that they can also stabilize both the staff and teacher leaders to meet the ends of improving instruction.

The results of the study offer some evidences that these school leaders also use data to make equitable decisions about the allocation of resources.

These evidences were collaborated by the responses of teachers during the interview of the researcher. Most teachers gave the impressions that their school administrators have been doing their best to allocate funds appropriately. (APPENDIX C)

Table 6

<i>Extent of Exercise of Instructional Leadership of School Heads in Terms of the 3rd Dimension - Allocation of Resources as Perceived by Public Elementary and Secondary School Teachers Participants</i>															
Allocation of Resources	Extent of Exercise														
	Elementary School Teachers (n=263)							Secondary School Teachers (n=198)							
The school principal...	VL	L	M	G	VG	Mean	Int	VL	L	M	G	VG	Mean	Int	
1. Allocates resources strategically to meet student learning expectations;	0	6	23	133	101	4.25	G	3	1	38	98	58	4.05	G	
2. Appropriates equitably financial resources, time, facilities, technology and partnership to attain student and teacher success;	0	0	29	116	118	4.34	G	3	2	36	109	48	3.99	G	
3. Articulates procedures and processes for instructional support;	0	7	30	122	104	4.23	G	3	1	28	116	50	4.06	G	
4. Decides fairly on staff allocations and student intervention to ensure that varying needs are met;	5	0	35	111	112	4.24	G	3	2	38	95	60	4.05	G	
5. Stabilizes both staff and teacher leaders to meet the ends of improving instruction.	5	1	27	109	121	4.29	G	3	0	35	90	70	4.13	G	
Taken as a Whole						4.27	G						4.05	G	

VL - Very Low Extent, L - Low Extent, M - Moderate Extent, H - High Extent, VH - Very High Extent

Extent of Exercise of Instructional Leadership of School Heads in Terms of the Fourth Dimension – Management of People and Services as Perceived by Public Elementary and Secondary School Teacher Participants

As reflected in table 7, the extent of exercise of instructional leadership of school heads in terms of the fourth (4th) dimension – Management of People and Services as perceived by the public elementary school teachers in the division of Bago City when taken as a whole is to a great extent obtaining a mean score of 4.35.

Out of two hundred sixty- three (263) teacher participants, there were one hundred thirty- four (134) of them rated their principals 4.41 in indicator number five (no.5) involves/assigns subordinates in planning and finishing task vis – a – vis of prescribed procedures. One hundred thirty – nine (139) rated their principals 4.38 in indicator number four (no.4) designs and implements school improvement plan based on objective data and information and one hundred thirty – seven (137) teacher participants gave a rating of 4.39 to their principals in indicator number one (no.1) develops an environment that promotes teachers’ access to professional growth. These ratings were verbally interpreted as great extent.

Results indicates that these public elementary school principals exhibit all these five indicators in these dimensions.

Findings can be explained that these school administrators have engaged in strategic personnel management and have

developed working environments in which their teachers have full access to supports that help improve instruction.

Apparently, these findings can indeed be defined that these elementary school principals in the division of Bago City employed critical processes such as planning, implementing, advocating, supporting, communicating and monitoring to all leadership responsibilities including curriculum, instruction and school improvement plan. They also displayed a kind of leadership which create supportive working environments, which include professional development opportunities, time, space for collaboration and access to professional learning communities.

Indeed, there is no doubt as to their instructional leadership, because of the perception of their teachers as evident in the results of this study.

Bartlett, J (2008) [4] study on Principal Leadership Practices: A Correlation Study of Specific Instructional Leadership Practices and Student Achievement. The findings of this study revealed that instructional leadership practices and student achievement are significantly related, the study concluded that school leadership which uses data and processes in planning for instructions and school improvement can impact student achievement.

Blasé J and Blasé J (2004) [5] expressed instructional leadership in specific behaviors, such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities and

giving praise for effective teaching.

These kinds of behaviors were manifested by these public elementary school principals in the division of Bago City. They made sure of hiring high quality teachers and provide them the appropriate support and resources to be successful in the classroom.

These findings were affirmed by the responses of the teachers during the Focus Group Discussion (FGD) conference with the researcher. (Appendix C)

The extent of exercise of instructional leadership of public secondary school heads in the fourth (4th) dimension – Management of People and Services as perceived by the public secondary school teacher participants as to a great extent with a mean score of 4.25.

Out of one hundred ninety – eight (198) public secondary school teachers eighty – eight (88) of them rated their school principals in indicator number one (no.1) develops an environment that promotes teachers’ access to professional growth 4.29 and also eighty – three (83) of them rated their school principals 4.29 in indicator number five (no.5) involves/assigns subordinates in planning and finishing task vis – a – vis of prescribed procedures.

This means that these public secondary school teachers perceived their school principals to be high as to developing an environment that promotes teachers’ access to professional growth and as to involving or assigning subordinates in planning and finishing tasks of prescribed procedures.

These findings are noticeable in the responses of teachers

during the interviews and Focus Group Discussion (FGD), They answer positively as to the exercises of their principals on instructional leadership. Almost of these teachers expressed that they were afforded with the opportunities to grow professionally and their principals were open and allow them to participate in any issues concerning the school. (Appendix C)

It can be assumed then, that the public elementary school principals in the division of Bago City practiced an instructional leadership which spearheaded activities that address the educational short comings identified with in ones’ area of responsibility.

Sergiovanni (2001) avers that school leadership that focuses on the school as a community and the principal as a servant is a servant leadership. This type of leadership describes the responsibility of a principal for “ministering” to the needs of the school they serve. The needs are defined by the shared values and purposes of the schools’ covenant. They minister by furnishing help and being of service to parents, teachers and students.

These behaviors of servant leadership are so similar to the instructional leadership which the present study had investigated.

Department of Education has never been remised in their obligations to train public school administrators and teachers. Professional growth is one of their laudable programs which most teachers and school administrators have been afforded to assume that quality education be achieved.

Table 7

<i>Extent of Exercise of Instructional Leadership of School Heads in Terms of the 4th Dimension - Management of People and Services as Perceived by Public Elementary and Secondary School Teachers Participants</i>															
Management of People and Services The school principal...	Extent of Exercise														
	Elementary School Teachers (n=263)							Secondary School Teachers (n=198)							
	VL	L	M	G	VG	Mean	Int	VL	L	M	G	VG	Mean	Int	
1. Develops an environment that promotes teachers' access to professional growth;	3	4	17	102	137	4.39	G	2	3	19	86	88	4.29	G	
2. Recruits, hires, inducts and retains qualified staff;	3	2	35	111	112	4.24	G	2	4	26	88	78	4.19	G	
3. Employs critical process such as planning, implementing, advocating, supporting, communicating, and monitoring leadership responsibilities to improve instruction;	3	4	24	113	119	4.30	G	3	1	22	96	76	4.22	G	
4. Designs and implements school improvement plan based on objective data and information;	4	2	22	96	139	4.38	G	2	2	16	101	77	4.26	G	
5. Involves/assigns subordinates in planning and finishing tasks vis-à-vis of prescribed procedures.	0	5	16	108	134	4.41	G	3	0	16	96	83	4.29	G	
Taken as a Whole						4.35	G						4.25	G	

VL - Very Low Extent, L - Low Extent, M - Moderate Extent, H - High Extent, VH - Very High Extent

Extent of Instructional Leadership of School as Perceived by their Teachers by Sex

The extent of exercise of instructional leadership of public elementary school principals as perceived by their teachers by sex when categorized into male is 4.37 in the first dimension which is the Mission Vision and Culture Building, 4.28 in the second dimension the Improvement of Instructional practice, 4.30 in the third dimension the Allocation of Resources and 4.29 in the fourth dimension which is Management of People and Resources. For the female category, 4.37 in the first dimension which is the

Mission Vision and Culture Building, 4.33 in the second dimension the Improvement of Instructional practice, 4.27 in the third dimension the Allocation of Resources and 4.35 in the fourth dimension which is Management of People and Resources. Mean scores in all dimensions in both categories signifying great extent.

Out of two hundred sixty – three (263) public elementary school teacher participants, twenty- one (21) of them were male teachers, two hundred forty – two (242) were female teachers rated their school principals with similar mean score of 4.37 in the dimension one (1) Mission Vision and

Culture Building which is the highest mean scores among the four dimensions.

Notably, the public secondary male teacher participants rated their school principals higher than the female participants in all dimensions though all the mean scores were verbally interpreted as great extent.

Navarro (2012) [18] study on school culture found out that school leaders who foster a culture of learning, culture of responsiveness and high expectations for every student and every adult can spell the difference in achieving the goals of the school.

These manifestations of these public elementary school principals in the division of Bago City have resulted to good performance of their schools.

The secondary school teacher participants in the division of Bago City who belonged to both male and female also rated their school principals to a great extent in all dimensions.

It is noted that out of one hundred ninety – eight (198) public secondary school teacher participants fifty – four (54) of them were male teachers who rated their school principals

with the great extent in all four dimensions which is the fourth dimension the Management of People and Processes got the highest mean score of 4.37. On the other hand, one hundred forty – four (144) public school teacher participants in the division of Bago City which were female rated the highest mean score of 4.20 in the fourth dimension which is the Management of People and Services.

Findings shows that the public elementary school principals in the division of Bago City exercised instructional leadership higher compared to the public secondary school principals in the division of Bago City.

This is corollary to the findings of Lussier (2005) [16] which concluded that sex show no major differences. Both men and women are truly equal in their management skills. His conclusion was that women executive were rated in their ability to meet deadline, boost productivity and generate ideas while men scored higher in handling pressure and frustration which in this area, this is contrary to the findings of the present study.

Table 8

Extent of Exercise of Instructional Leadership of School Heads as Perceived by Their Teachers by Sex								
Instructional Leadership	Mean Extent of Exercise							
	Elementary School Teachers (n=263)				Secondary School Teachers (n=198)			
	Male (n=21)	Int.	Female (n=242)	Int.	Male (n=54)	Int.	Female (n=144)	Int.
Vision, Mission and Culture Building	4.37	G	4.37	G	4.32	G	4.14	G
Improvement of Instructional Practices	4.28	G	4.33	G	4.33	G	4.11	G
Allocation of Resources	4.30	G	4.27	G	4.19	G	4.01	G
Management of People and Processes	4.29	G	4.35	G	4.37	G	4.20	G

Extent of Instructional Leadership of School as Perceived by their Teachers by Age

The extent of exercise of instructional leadership school administrators as perceived by their teachers by age revealed from these data was to great extent. Both elementary and secondary school principals obtained mean scores in all the four dimensions verbally interpreted as great extent. There was a slight a of mean scores in both younger and older categories.

This affirmed in the study of Robbins *et al*, (2011) [23]. Though few of his studies have been observed that age did not bear significant relations in school administrator’s duties and responsibilities, some of his studies also differed as to variable age.

It is also noted that school principals in elementary levels have been rated by their teachers both younger and older group higher in the dimension one (1) Vision Mission and culture Building with the mean score of 4.37. Rated low in the dimension three (3) Allocation of Resources with the mean scores of 4.27 and 4.26 respectively although all the mean scores were verbally interpreted as great extent. While the school principals in secondary level have been rated by their teachers in the younger and older group higher in the dimension four (4) Management of People and Services with the mean scores of 4.31 and 4.23 respectively.

Notably, younger and older group of secondary public-school teachers rated their school principals lower in the dimension three (3) Allocation of Resources with the mean scores of 4.03 and 4.12 respectively.

The ratings of this dimensions – Allocation of Resources were collaborated with the interviews of the researcher during the Focus Group Discussion (FGD). Teachers responses as to their perceptions on their principals’ instructional leadership was impressive. They find their principals’ skills especially as to allocation of resources effective because the utilization of these resources is the reason to enhance students learning.

Results of this study presented that regardless of age, younger or older does not differ as to leadership style.

Agustin, (2014) [1] study, bears significant relation to this study for this is about leadership style of public elementary school administrators. Her findings revealed that age did not bear significant relation to the leadership styles of the school administrators.

However, Robbins, *et al* (2011) [23] posit that there is a widespread belief that productivity declines in age. It is often assumed that an individual speed, agility, strength and coordination decline as one grew old. However, there are some researchers which found that age and job performance are unrelated.

Table 9

<i>Extent of Exercise of Instructional Leadership of School Heads as Perceived by Their Teachers by Age</i>								
Instructional Leadership	Mean Extent of Exercise							
	Elementary School Teachers (n=263)				Secondary School Teachers (n=198)			
	Younger (n=153)	Int	Older (n=110)	Int.	Younger (n=149)	Int	Older (n=49)	Int
Vision, Mission and Culture Building	4.37	G	4.37	G	4.17	G	4.26	G
Improvement of Instructional Practices	4.34	G	4.30	G	4.15	G	4.24	G
Allocation of Resources	4.27	G	4.26	G	4.03	G	4.12	G
Management of People and Processes	4.36	G	4.33	G	4.23	G	4.31	G

Extent of Instructional Leadership of School as Perceived by their Teachers by Length of Service

The extent of exercise of instructional leadership of school administrators as perceived by their teachers by length of service is high. The public elementary school teachers shorter group rated their school principals 4.36 in the dimension one (1) Vision Mission and Culture Building and the younger group rated their school principals 4.41 also in dimension one (1). The public elementary principals got a low mean percentage scores of 4.26 and 4.30 rated by both shorter and longer group in dimension three (3) Allocation of Resources, but still verbally interpreted as great extent. The public secondary school teacher participants both in shorter and longer group rated their school principals high in dimension four (4) Management of people and services with 4.25 and 4.26 mean percentage scores. The public secondary school principals got low mean percentage scores of 4.04 and 4.12 in dimension three (3) Allocation of Resources. Secondary school teacher participants rated their school principals lower than the rating given by the elementary

school teacher participants to their school principals although all mean scores in four dimensions were in great extent in interpretation.

The findings of this present study were affirmed by the study of Vilbar, (2015) [25] on Principals’ leadership Style and school climate of Public Elementary schools in the division of Bago City. Her findings showed that the leadership style of school principals in the division of Bago City as to the aspect of time and resources they have very high scores. This is an indication that these school administrators as perceived by their teachers were practicing instructional leadership.

During the Focus Group Discussion (FGD), the researcher has gathered some information in these issues. The perceptions of the teachers on their school administrators as to the principals’ practices of instructional leadership have mellowed through the years, so these with longer length of service are observed to be more tolerant than these younger one. (Appendix C)

Table 10

<i>Extent of Exercise of Instructional Leadership of School Heads as Perceived by Their Teachers by Length of Service</i>								
Instructional Leadership	Mean Extent of Exercise							
	Elementary School Teachers (n=263)				Secondary School Teachers (n=198)			
	Shorter (n=192)	Int	Longer (n=71)	Int.	Shorter (n=164)	Int	Longer (n=34)	Int
Vision, Mission and Culture Building	4.36	G	4.41	G	4.18	G	4.22	G
Improvement of Instructional Practices	4.33	G	4.31	G	4.16	G	4.25	G
Allocation of Resources	4.26	G	4.30	G	4.04	G	4.12	G
Management of People and Processes	4.35	G	4.33	G	4.25	G	4.26	G

Extent of Instructional Leadership of School as Perceived by their Teachers by Type of School

The extent of exercise of instructional leadership of school administrators as perceived by their teachers by the type of school is to a great extent. The public elementary school teachers rated their school principals high in all dimensions but higher mean scores coming from the central school. Likewise, with mean scores of the secondary school principals, they obtained also high mean scores in all the four dimensions.

The elementary school principals of the central schools obtained much higher mean scores than those of the secondary school principals though both categories mean scores were verbally interpreted as to a great extent.

It can be noticed that the secondary school teacher participants from the central school rated their school principal with a mean score of 3.91, the lowest among the four dimensions, the Allocation of Resources, though

verbally interpreted as great extent.

These findings can be explained that the school principals both in the elementary and secondary in the variable type of school rated by the public-school teacher participants low mean scores in third (3rd) dimension – Allocation of Resources. Perhaps school principals are more careful as to allocation of funds which resulted to unequitable distribution of funds to the different areas as perceived by their teachers.

As instructional leader, he is expected to have a participative and collaborative processes about staff and fund allocation and student interventions to ensure that the varying needs of students are meet. He is also expected to use data to make equitable decisions about allocation of resources.

Instructional leaders should know how to use financial resources, time, facilities, technology and partnerships innovatively and equitably to accomplish the goal of

powerful teaching and learning for all students (Gentillucci and Muto, 2014) ^[11].

These findings of this present study, contradicts with the findings of Alparito’s study on school – based management (SBM) practices in Sagay City, 2017. His findings revealed that both school administrators who were assigned in central and non- central schools were perceived to be in maturing levels. Alparito’s study and the present study are closely related, because the dimensions of instructional leadership

and school – based management practices are the same in context. Some of the dynamics of instructional leadership have been taken from the school – based management (SBM). Likewise, the dimensions of both management and leadership are very much aligned especially as to improvement of instructional practice or continuous improvement of instruction and management of people and resources.

Table 11

Extent of Exercise of Instructional Leadership of School Heads as Perceived by Their Teachers by Type of School								
Instructional Leadership	Mean Extent of Exercise							
	Elementary School Teachers (n=263)				Secondary School Teachers (n=198)			
	Non-Central (n=196)	Int	Central (n=67)	Int.	Non-Central (n=114)	Int	Central (n=84)	Int
Vision, Mission and Culture Building	4.37	G	4.38	G	4.20	G	4.18	G
Improvement of Instructional Practices	4.30	G	4.39	G	4.22	G	4.11	G
Allocation of Resources	4.25	G	4.33	G	4.16	G	3.91	G
Management of People and Processes	4.33	G	4.39	G	4.25	G	4.25	G

Level of School Performance of Public Elementary Schools in the Division of Bago City

Table 12 present the level of school performance of public elementary schools in Bago City division. Data revealed that out of five schools in cluster one, two schools performed best. This is an indication that schools in cluster 1 are doing better with only one school which has good performance. Nonetheless, schools in cluster 1 obtained a total mean score of 2.16 verbally interpreted as better.

Table 12: Level of School Performance of Elementary Schools in the Division of Bago City

Cluster	Mean	Verbal Interpretation
1	2.16	Better
2	1.84	Better
3	1.68	Better
4	1.46	Good
5	2.17	Better
6	1.79	Better
7	1.68	Better

For cluster 2, there are two schools with better school performance, two schools have good school performance and one school got the best school performance. Their total mean score is 1.84 signifying better school performances.

Clusters 3 have a total mean score of 1.68 verbally interpreted as better in school performance. Out of the five schools, there are four which performed better and one with good school performance.

For Cluster 4, there were three schools which performed better and two schools with good school performance.

It can be noted that from among the seven clusters of schools in Bago City, only Cluster 4 obtain 4.16 mean score signifying good school performance. This is an indication that school administrators in this Cluster need to improve in their implementation of instructional leadership.

Cluster 5 got 2.17 total mean score which is interpreted as better in terms of school performance. Two schools belonged to best schools and three were evaluated as better school performance.

Cluster 6 has six schools. These clusters have three better school performance, two good and one best performing school.

For Cluster 7, it is noteworthy to mention that three is one school in the whole division of Bago City which garnered a perfect mean score of 3.00 in school performance. This cluster has a total average mean score of 1.68 which means better in school performance.

Level of School Performance of Public Secondary Schools in the Division of Bago City

The Cluster 8 and 9 belonged to the secondary schools of Bago City division. Combining the two clusters there were three schools with only good in school performance and six schools which were in better level in performance.

However, it is also noted that Cluster 8 had the total mean scores of 1.45 signifying only good in school performance.

Findings of this study, are closely related to the findings of Donnell’s (2012) study on instructional leadership behaviors and student achievement. His findings indicate that teacher perception of principals’ instructional leadership behaviors focused on improving school learning climate were identified as predictors of student achievement. In addition, a clear defining of school vision and missions are also related to higher reading achievement.

These findings of the present study indicate that school administrators of Bago City division truly demonstrate themselves as instructional leaders. Educational managers have schools that demonstrate academic improvement which are more likely to have effective organizational managers.

Table 13: Level of School Performance of Public Secondary Schools in the Division of Bago City

Cluster	Mean	Verbal Interpretation
8	1.45	Good
9	1.7	Better

Correlation Between Instructional Leadership and School Performance

Table 14 shows the Pearson Product Moment of Coefficient Correlation (r) between the four dimensions of instructional leadership and school performance. Findings show that only the secondary school teachers’ perceived extent of instructional leadership of their school heads had significant relationships between school performance since all the p-

values associated with r were less than 0.05.

Several studies can confirm of impact of instructional leadership to school performance. Among these studies are the study of Robinson, *et al.*, (2002) [22] of the impact of leadership on student outcomes: Analyses of Differential Effects of Leadership Styles.

The conclusions and implications are the following: the comparisons between transformational and instructional leaderships and between the four leadership dimensions suggested that the more leaders focus their relationships, their work and their learnings in the business of teaching

and learning, the greater their influence in student outcomes. As to the exercise of instructional leadership among elementary school principals and its relation to school performance, no significant relationship was established.

However, it can be gleaned from this data on table 14, a significant relationship was established between the instructional leadership practice and the school performance. In fact, in the Allocation of Resources dimension of instruction leadership, a very high significant relationship was established between this dimension and school performance among public secondary school principals.

Table 14: Correlation Between Instructional Leadership and School Performance

Instructional Leadership	School Performance		
		Elementary Teachers	Secondary School Teachers
Vision, Mission and Culture Building	R	-0.050	0.152
	P	0.418	0.032
	Sig.	NS	S
Improvement of Instructional Practices	R	-0.027	0.173
	P	0.661	0.015
	Sig.	NS	S
Allocation of Resources	R	-0.046	0.184
	P	0.461	0.010
	Sig.	NS	HS
Management of People and Processes	R	-0.089	0.155
	P	0.149	0.029
	Sig.	NS	S

S - Correlation is significant ($0.01 < p \leq 0.05$), HS - Correlation is highly significant ($p \leq 0.01$)

3. Conclusions

In the light of the findings, conclusions were drawn.

Generally, both public elementary and secondary school principals exercised the four dimensions of instructional leadership to great extent as perceived by their teachers.

The findings of this study are noteworthy since, no previously published studies have shown the extent and relationship of instructional leadership and school performance in Negros Island.

Despite the limitations of this study, its findings have several implications for school leadership.

The four dimensions of instructional leadership in the division of Bago City were really exercised by both elementary and secondary school administrators. The level of instructional leadership of the school principal was to a great extent as perceived by their teachers in terms of the four dimensions - Vision, Mission and culture Building, Improvement of Instructional Practice, Allocation of Resources and Management of People and processes.

This implied that school heads in the division of Bago City have a constant communication with the academic community and discussed the vision, mission of the school. They organized the learning environment to respond the cultural diversity of the learners. Informed and published the learning needs and student success, and created an environment conducive to learning for the success of every student.

The school heads in the division of Bago city also focuses in nurturing a culture of continuous improvement as embedded in the programs in the Department of education. They constantly monitored and evaluated teachers' performance not only for the improvement for the teaching and learning but also for the reward and recognition of the deserving teachers. They also analyze objective data and evidences of student learnings and teacher leadership practices as the basis for planning and implementing purposes. Distributed

and assigned tasks equally among teachers and led in accomplishing desired goals by involving all personnel.

The better academic performance of the school heads in the division of Bago City also implied that most of the school heads developed an environment for teachers to professional growth, designed and implemented school improvement plan, and exhibited trust to subordinates in planning and accomplishing task.

The schools in the division of Bago City were better. Out of nine cluster schools, only two schools have good performance. Almost schools in the division of Bago City belonged to better performing schools.

No significant relationship was established between the instructional leadership and the level of their school performance of public elementary school heads, whereas significant relationship was established between the instructional leadership and the level of their school performance of secondary school principals in the division of Bago City.

This can be concluded that today's leadership across different people and situation- that is patterns of influence are distributed across different stakeholders. So, leadership effectiveness depends on how this influence promotes leader and teacher learning.

Based on the results, it was verified that instructional leadership sets the tone for the entire school for the principal models the way rather than through direct supervision and evaluation of teaching. The principal being an instructional leader has a profound of intense moral purpose focused in promoting deep learning, professional integrity, trusting relationships and seeking evidence to every program and undertaking.

This investigation identifies a clear understanding that learning environment can create a genuine appreciation and well-balanced and emotional intelligence that refuse to fade away through the years.

4. Recommendations

Based on the findings of this study, the following recommendations were advanced.

1. Curriculum planners have to consider the recommendations and observations obtain from the grassroots in order that the delivery of instructional programs be effectively implemented.
2. Department of Education officials have to be aware of the issues and concerns in schools so that these can be address to ensure that all programs can be implemented.
3. School administrators shall be provided with more trainings as to Allocation of Resources so that they can be more skillful in managing their resources. They should also give more time on observing and evaluating their teachers as to the delivery of instruction in the classroom.
4. Teachers have to be aware of their duties and responsibilities to their students. Commitment of the teachers to their service is necessary in education in order that positive learning environment be felt by the students in the school. Teachers are model of discipline and values as such they become the guiding stars of students in achieving lifelong skills.
5. Students are the central figure of education. It is the primary concern of educators to provide students with holistic development in preparation for their future. Students have also to be encouraged to be self – reliant and be socially responsible citizens.
6. Future Researcher should use this present study as reference in searching some ideas and concepts in continuing the research for culture of excellence in education.

5. References

1. Agustin M. Leadership style of public elementary school administrators, 2014.
2. Alparito N. Study on school - based management (SBM) practices in Sagay City, 2017.
3. Ardales V. Basic concepts and methods in research, Iloilo City, Concerns Inc, 2001.
4. Bartlett J. Principal leadership practices: A correlation study of specific instructional leadership practices and student achievement on the Tennessee Gateway Test. ProQuest Information and Learning Company. 300 North Zeeb Road P.O Box 1346 Ann Arbor, MI – 1346, 2008.
5. Blasé J, Blasé J. Instructional leadership in specific behaviors, 2004.
6. Calderella, *et al.* Made a study on comparing the instructional and transformational leadership on student achievement, 2012.
7. Calderon. Methods of research and thesis writing, National Bookstore, Manila, 2012.
8. Ebon. On Instructional leadership activities and strategies of school administrator and their influence on student achievement, 2007.
9. Fraenkel J, Wallen N. How to design and evaluate research in education, 6th Edition Mc Graw Hill NY, USA., 2007
10. A flexible learning course in leading curricular and instructional processes, SEAMEO INNOTECH, 2001.
11. Gentelucci, James, Muto, Cindey, Principals' influence in academic achievement: the student perspective, 2014.
12. Germinal. Barriers as the public schools principals' instructional leadership performance as perceived by the principals themselves and by their teachers, 2005.
13. Hoy, Wayne K, Miskel, Cecil G. Educational administration: Theory research and practice 8th Edition, Mc Graw Hill, USA, 2008.
14. Leithwood K, *et al.* The successful school leadership, University of Nottingham, 2006.
15. Lunenburg, Fred C, Ornstein A. Educational administration concepts and practices 6th Edition, Wadsworth Cengage Learning, USA, 2012.
16. Lussier R. Human relations in organization Mc Graw Hill, USA, 2005.
17. Mc Shane S, Glinow, Mary Ann V. Organizational behavior 4th Edition Mc Graw Hill Companies, Inc, 2008.
18. Navarro J. Culture and leadership as determinants of school performance among secondary schools in Negros Occidental, 2012.
19. O'Donnell RJ, White PG. Within the accountability era: principals' instructional behaviors and students' achievement, 2010.
20. Owens RG. Organization behavior in educational 4th edition New Jersey, Prentice Hall, USA, 2011.
21. Pettiegrew II. The contextual factors influence the nature and exercise of instructional leadership in schools, 2011.
22. Robinson, Viviane, Loyd, Claire, Rowe, Kenneth. The Impact of leadership on student outcomes: an analysis of the differential effects of leadership types, 2002.
23. Robbins SP, Judge TA. Organizational behavior 14th edition Pearson Educational Inc, 2011.
24. Tammy G. The impact of instructional leadership on school climate: A model for principal and teacher's improvement, proquest information and learning company. 300 North Zeeb Road P.O. Box 1346 Ann Arbor, MI 48106 – 1346, 2007.
25. Vilbar. Principals' leadership style and school climate of public elementary schools in the division of Bago City, 2015.