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Instructional Leadership of School Heads and its Impact on Teachers' Professional Development

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ABSTRACT

Instructional leadership of school heads has a myriad of effects in the part of teacher. Hence, it is essential to unfold how instructional leadership of school heads affect teacher professional development. School heads and teachers assess each other's instructional leadership in terms of different aspects and answer how leadership from their school heads affect their professional development as teachers. The results of the study could be used to guide and enlighten policymakers and the school administration on how to even more uplift the professional development of teachers.

The following questions were answered: 1) the profile of the respondents in terms of age, highest educational attainment, length of teaching experience, length of service and academic rank?; 2) the assessment of the two groups of respondents on the instructional leadership skills with regard to instructional skills, management skills, human relation skills, communication skills, and professional skills?; 3) the assessment of the teacher-respondents under the instructional leadership of their school head on their professional development with regard to teaching, professional development, research and scholarly work, and service?; 4) significant difference between the assessment of the two groups of respondents on the instructional leadership skills of the school head?; 5) significant difference between the assessment of instructional leadership skills when grouped according to profile?; 6) how instructional leadership of school heads significantly impact the professional development of teachers?; and 7) what enhancement program on faculty development will be proposed?

The following conclusions were drawn: Majority of the respondents are 51-60 years old, finish master's degree, have 21-25 years of teaching experience, and have associate professor as their academic rank. The assessment of instructional leadership of the respondents are advanced and expert. There is no significant difference between the assessment of instructional leadership skills when grouped according to profile. The instructional leadership of school heads has a significant impact to the professional development of teachers. Recommendations were discussed.

INTRODUCTION

School leadership has been a topic of empirical, quantitative study for nearly four decades, and in that time a great deal has been discovered about the strategies and mechanisms through which effective leadership acts. In its modern conceptualization, leadership is seen as an organizational construct, not centered on single individuals but rather as leadership activity stretched across leaders, followers and the situation which exists in the organization. Nevertheless, principals continue to play a central role in leadership activity, and their actions, behaviors, and strategies significantly influence school effectiveness and improvement efforts.

Research clearly demonstrates that positive teacher collaboration is an important element in both improvement efforts and in building instructional capacity. In their central role as formal leaders, principals influence both the opportunity and effectiveness of teacher collaboration within their schools. Professional learning communities of teachers have been demonstrated to provide ideal opportunities for teachers to learn collaboratively, develop common goals intended to improve student outcomes, and to work cooperatively as leaders to increase the effectiveness of their schools (Evertson, 2020).

Furthermore, the efficiency of schools relies more on the leadership that school heads possess and demonstrate to their teachers and subordinates. Studies on this topic generally expects school heads to be instructional leaders (Hallinger, et. al, 2020). One of the expectations that school heads must meet, does not solely rely on years of experience and vast knowledge, but the leadership they hold must be beneficial for teachers.

Additionally, results from studies reveal that there is both positive and significant relationships between school leadership, teacher self-efficacy and overall teacher effectiveness (Cansoy & Parlar, 2018). This proves that school heads' leadership and teacher holistic effectiveness are always interlinked with one another. Teachers' development more so relies on the leadership of the school heads.

The above mentioned argument sprouts a lot of perception on the big challenge that school heads must achieve and perform. School heads play a very huge role on both the effectiveness of school and improvement of teachers. This notion calls on school instructional leaders to use varied communication style when interacting with all stakeholders, encourage professional capacity and use diverse data and information on instructional practices and decisions (Davis & Boudreau, 2019).

Leadership is increasingly seen as an important factor in the effectiveness of schools (Zahed-Babelan et al., 2019). Schools tend to function harmoniously with the guidance and expertise of its school heads. Henceforth, instructional leadership, as pertaining to the role of school heads in providing good leadership (Ahmad et al., 2021), is perceived as a critical role, not only for the effective functioning of schools but also for its teachers' professional development. Consequently, high-performing countries, when it comes to international assessment, capitalize more on "job-embedded, collaborative, and continuous" learning of teachers (Kim & Lee, 2019). This directly demonstrates that professional development of teachers is given higher regards and value.

Furthermore, studies from the previous years reveal that the practices posses by instructional leaders encompass a critical and positive relationship with teacher professional development in secondary schools (Ahmad et al., 2021). This further explains that instructional leadership possessed by school head is an inseparable aspect when it comes to teacher professional development. Given the findings of the existing researches, the researcher considers that it is very crucial to conduct an exploration regarding the instructional leadership of school heads and its impacts on teacher professional development.

In the researcher's milieu, the study was considerably salient in terms of school and university effectiveness, as well as in teacher professional development. The academe tends to overlook the importance and effects of instructional leadership in the part of teachers' development.

Therefore, it is vital to unceasingly administer this kind of researches to improve and innovate plans, programs and policies for teacher professional development. This kind of pivotal studies will definitely accommodate the ever changing needs and interests when it comes to the relationship of instructional leadership and teacher professional development.

The premise for this research is Marcia Baldanza's Model of 12th Century Instructional Leadership (2018). Strong Advocacy and Leadership, Adult Professional Culture, Continuous Improvement of Teaching Expertise, and Results-Oriented Teams are the first four big ideas that came out of a broad-based theory of action.

The first theory of action is Strong Advocacy and Leadership which focuses on developing, advocating for and enacting a shared school mission, vision, and core values that are centered on each student. Adult Professional Culture is the second philosophy of action, which emphasizes acting ethically and by agreed-upon professional norms, and insisting that others do the same by fostering a caring and inclusive culture based on ethical practices. Continuous Improvement of Teaching Expertise is the third theory of action, which entails developing and supporting rigorous curriculum, instruction, and evaluation, as well as refusing to make excuses for inaction and failure. Finally, the last theory of action is Results-Oriented Teams, which involves a diverse range of stakeholders in meaningful work as part of a professional learning community (Baldanza, 2018).

This theory reinforced the present study in order to assess the instructional leadership of School Heads and its impact on teacher's professional development.

Based on the above theoretical framework presented, the researcher came up with the research paradigm that describes the journey of this study.

The model presents the interlinking relationships among instructional leadership of school heads and the professional development of teachers and faculty.

As seen in Figure 1, school heads' instructional leadership, manifested through their skills such as instructional, management, human resource, communication and professional skills, has a direct influence to teacher (or faculty) professional development (Bredeson, 2000).

The paradigm presents the concrete connection between the instructional leadership of school heads and faculty's professional development. Teachers' instructional, management, human resource, communication and professional skills are improved because of the instructional leadership exhibited by their school heads. Hence, school heads tend to embrace the position of

"facilitator or coordinator" when it comes to teacher professional development (Kim & Lee, 2019). The professional development among teachers are one of the implicit products of school heads' effective leadership, assistance and instruction.

The arrow pointed down presents the output of the study in response to the weakness among the respondents which was the least involvement of faculty respondents when it comes to research. Hence, a project research proposal was made by the researches for the University of Rizal System Pililla particularly the College of Education may use this as their guide in pursuing the said endeavor.
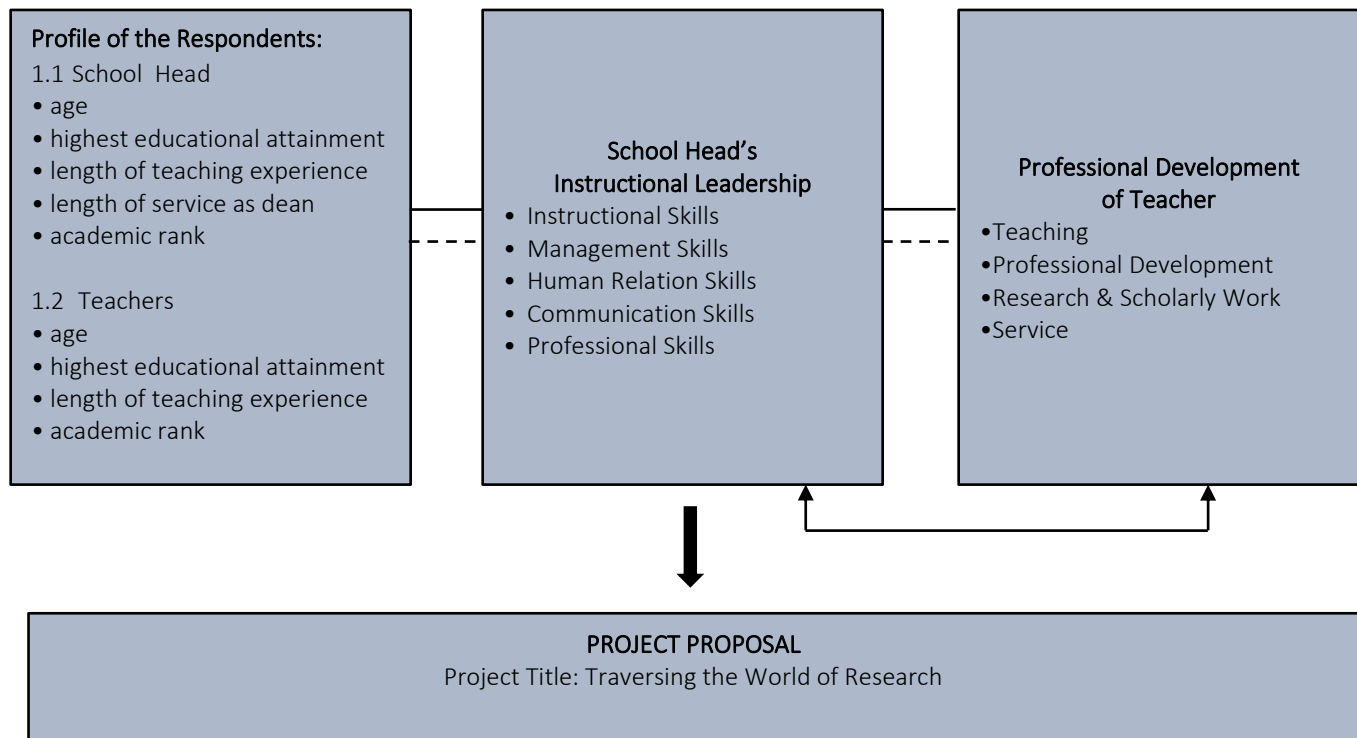
Profile of the Respondents:

1.1 School Head
• age
• highest educational attainment
• length of teaching experience
• length of service as dean
• academic rank

1.2 Teachers
• age
• highest educational attainment
• length of teaching experience
• academic rank

School Head's Instructional Leadership
• Instructional Skills
• Management Skills
• Human Relation Skills
• Communication Skills
• Professional Skills

Professional Development of Teacher
• Teaching
• Professional Development
• Research & Scholarly Work
• Service

PROJECT PROPOSAL
Project Title: Traversing the World of Research

Figure 1. Schematic Diagram of the Study.

This study aimed to asses the instructional leadership of school heads and its impact on teachers' professional development. Specifically, this sought answers to the following questions:

1. What is the profile of the respondents in terms of;
    1.1 Dean
        1.1.1   age
        1.1.2   highest educational attainment
        1.1.3   length of teaching experience
        1.1.4   length of service as dean
        1.1.5   academic rank
    1.2 Teachers
        1.2.1   age
        1.2.2   highest educational attainment
        1.2.3   length of teaching experience
        1.2.4   academic rank?
2. What is the assessment of the two groups of respondents on the instructional leadership skills with regard to;
    2.1 Instructional Skills
    2.2 Management Skills
    2.3 Human Relation Skills
    2.4 Communication Skills
    2.5 Professional Skills?
3. What is the assessment of the teacher-respondents under the instructional leadership of their school head on their professional development with regard to;
    3.1 Teaching
    3.2 Professional Development
    3.3 Research & Scholarly Work

3.4   Service?
4. Is there a significant difference between the assessment of the two groups of respondents on the instructional leadership skills of the school head?
5. Is there a significant difference between the assessment of instructional leadership skills when grouped according to profile?
6. Does the instructional leadership of school heads significantly impact the professional development of teachers?
7. Based on the findings of the study what enhancement program on faculty development will be proposed?

Based from the statement of the problem, the following hypotheses are hereby presented.
1. Instructional leadership among the school heads has direct impact on the professional development of teachers.
2. There is a significant difference between the assessment of the two groups of respondents on the instructional leadership skills of the school head.

The result of this study will be a great benefit to the following:
Administration – the result of the study determines the strengths and weaknesses of school heads and faculty, which may lead to their improvement.
Community - the result of this study is to help the community engage actively in communities of practice and professional activities, nurturing environments and enriching opportunities which promotes successful learning.
Faculty and Staff - as stewards of the institutions ensure an enabling and supportive environment for effective learning to happen.
Accreditation - the study can be used as part of the accreditation requirements of the university.
Researchers - the results of the study can be used as further references for similar studies in different locales, or more in-depth studies on the same subject matter.
The study was limited to deans, program heads and faculty in University of Rizal System Pililla. There was a total of 32 respondents in the study—3 deans, 4 program heads and 25 teachers. They assessed their school heads' instructional leadership with the help of the researcher-made questionnaire.

METHODOLOGY
The study employed hybrid research design. Hybrid research is a type of research methodology that employs a combination of two research technique (Caroll, 2019). The research utilized a hybrid research, a combination of quantitative and qualitative research methodology, in determining the assessment of the instructional leadership of school heads and its impacts to teacher professional development. The quantitative research design was used to assess the instructional leadership among the school heads while qualitative research design was utilized to answer the impacts of school heads' instructional leadership to teacher professional development.
This study was conducted at the University of Rizal System Pililla. It is a public educational institution in the municipality of Pililla, Rizal. The institution was part of the four (4) extension campuses of the Rizal State College before it became a satellite campus under the University of Rizal System, making ten (10) of the campuses nurturing noble graduates.   This State University provides undergraduate to post-graduate degree programs in the field of Business, Education and Social Sciences.
The University consists of three colleges: First, College Of Education with the following courses; Bachelor of Elementary Education in General Education, Bachelor of Secondary Education major in English, Bachelor of Secondary Education major in Social Studies. Second, College of Business Administration with the following courses; Bachelor of Science in Business Administration major in Business Management, Bachelor of Science in Business Administration major in Financial Management, Bachelor of Science in Business Administration major in Marketing Management. Third, College Of Social Sciences with the following courses; Bachelor of Arts major in English Language Studies, Bachelor of Arts major in Political Science Bachelor of Science major in Psychology. For the Graduate School: Doctor of Philosophy major in Educational Management; Master of Arts in Teaching major in English; Master of Arts in Teaching major in Social Studies. All of the undergraduate courses mentioned above, underwent the accreditation process and now on Level 3 Phase 1 process while the Graduate School now on Level 1 (URS Office of Public Affairs 2021).
To ensure that URS services constantly meet stakeholders' requirements and that quality is consistently improved, the University adopted the International Organization for Standardization (ISO) required for quality management system in the provision of tertiary education and the conduct of research and extension activities for the Province of Rizal. TUV Rheinland Philippines conducted Stage 1 and Stage 2 Certification Audits on it. Now, URS ISO 9001:2015 certified.
This study used 100 percent of the total population of the URSP campus except the Campus Director. The campus consists of three Colleges; first is the College of Social Sciences with one dean, one program head and 10 teachers; second is the College of Business with one dean, one program head and nine 9 teachers; last is College of Education with one dean, two program heads and six teachers. Moreover, the research employed total renumeration as its sampling technique.

The research instrument used in the study was researcher-made questionnaire-checklist containing the assessment of the instructional leadership among school heads as evaluated by the respondents using Likert scale, as its first part, and open-ended questions to determine the impacts of instructional leadership of school heads to teacher professional development, as its second part. Moreover, since the research instrument was made by the researcher, it underwent validation by three experts in the field. The researcher wrote a letter to the Campus Director and asked permission to conduct the study in her mother Campus and was granted. The main instrument was the survey questionnaire-checklist. It was based on the problems presented and related literature and studies.

The instrument was administered immediately following validation by the experts. The instrument was administered online through Google forms for all target respondents with links provided through Facebook messenger accounts of all the respondents. This form of online data gathering was employed to conform to physical distancing restrictions applied nationwide. Respondents were not able to repeat the survey which shall be configured to allow only one entry per IP address. This would ensure the validity of the online data to be gathered. This system shall be employed by modifying the settings included in Google. The results were harvested from Google, the completeness of which was checked. Google was provided a summary of the respondents' answers for tallying and coding in Microsoft Excel and applied the appropriate statistical tools.

Moreover, discussion of the results were further elaborated to provide justified meanings and implications.

The following statistical measures and treatments were used to process the gathered data.

- Frequency, percentage and rank distribution. To present the profile of the respondents in terms of the given variables.
- Mean. For the assessment of two groups of respondents on the instructional leadership skills.
- ANOVA. This was used to determine the significant difference between the assessment of the two groups of respondents on the instructional leadership skills of the school head and between the assessment of instructional leadership skills when grouped according to profile

RESULT AND ANALYSIS

The following information presents the results of this study based on the specific problems of this research undertaking:

SOP # 1. What is the profile of the respondents of:

1.1. Dean
    1.1.1   age
    1.1.2   highest educational attainment
    1.1.3   length of teaching experience
    1.1.4   length of service as dean
    1.1.5   academic rank
1.2. Teachers
    1.2.1.   age
    1.2.2.   highest educational attainment
    1.2.3.   length of teaching experience
    1.2.4.   academic rank

Table 1. Profile of the Dean-Respondents in Terms of Age.

Age	Frequency	Percent	Rank
31 - 40 years old	1	11.11	3
41 - 50 years old	6	66.66	1
51 - 60 years old	2	22.22	2
Total	9	100.00	

Table 1 presents the profile of the deans in terms of their age. There is one (1) or 11.11% out of nine dean-respondents aged 31-40 years old. Six (6) or 66.66% are aged 41-50 years old. Lastly, there are two (2) or 22.22% who are aged 51-60 years old
Evidently, the results show that most of the deans are in middle age.
This is line with the study of Hertzog and Hultsch (2000) that older adults possess intact monitoring skills essential for controlling of learning and cognition, and renovating understanding about efficient approaches for cognitive functioning.

Table 2. Profile of the Dean-Respondents in Terms of Highest Educational Attainment.

Educational Attainment	Frequency	Percent	Rank
Master's	4	44.44	2
Doctorate	4	44.44	2
Post-Doc	1	11.11	3
Total	9	100.00	

Table 2 presents the profile of dean-respondents in terms of their educational attainment. There are four (4) or 44.44% of the dean-respondents who attained master's degree. Four (4) or 44.44% attained doctorate. One (1) or 11.11% attained post-doctorate.

As manifested in the table, the results show that most of the dean attained either doctorate or master's degree.

Hegelund, et. Al. (2020) discovered the positive relationship between educational attainment and intelligence. These two variables both have effects of each other, especially for both young and midlife adults.

Table 3. Profile of the Dean-Respondents in Terms of Teaching Experience.

Teaching Experience	Frequency	Percent	Rank
6 - 10 years	4	44.44	2
16 - 20 years	4	44.44	2
21 - 25 years	1	11.11	3
Total	9	100.00	

Table 3 presents the profile of dean-respondents in terms of their years in teaching. There are four (4) or 44.44% of the dean-respondents who teach for 6-10 years. Four (4) or 44.44% teach for 16-20 years. One (1) or 11.11% for 21-25 years.

It can be observed from the table that most of the dean-respondents posses a fairly long time in teaching.

The findings justify the assertion of Podolsky, et. al. (2019) that there is a positive relationship between the years of teacher's experience and student achievement. Moreover, as teachers expand their experience, their students are most likely to perform well beyond test scores.

Table 4. Profile of the Dean-Respondents in Terms of Length of Service as Deans.

Length of Service as Head	Frequency	Percent	Rank
1 - 5 years	7	77.77	1
6 - 10 years	1	11.11	3
11 - 15 years	1	11.11	3
Total	9	100.00	

Table 4 presents the profile of dean-respondents in terms of the length of years as heads. There are seven (7) or 77.77% of the dean-respondents who work as a dean for 1-5 years. One (1) or 11.11% for 6-10 years. One (1) or 11.11% for 11-15 years.

It can be seen from the table that most deans have shorter length of years as heads.

Smethers (2020) found in his research that there are many managerial roles that a dean needs to perform. These include "Organizational Leadership, Personal Scholarship, External Relations, Department Administration, and Student Support."

Table 5. Profile of the Dean-Respondents in Terms of Academic Rank.

Academic Rank	Frequency	Percent	Rank
Instructor	2	22.22	2
Assistant Professor	2	22.22	2
Associate Professor	5	55.55	1
Total	9	100.00	

Table 5 presents the profile of dean-respondents in terms pf their academic rank. There are two (2) or 22.22% of the dean-respondents who are instructors. Two (2) or 22.22% are assistant professors. Five (5) or 55.55% are associate professors.

As reflected from the table, most of the deans are ranking academically as associate professors.

Table 6. Profile of the Teacher-Respondents in Terms of Age.

Age	Frequency	Percent	Rank
30 years old and below	5	23.81	3
31 - 40 years old	3	14.29	4
41 - 50 years old	6	28.57	2
51 - 60 years old	7	33.33	1
Total	21	100.00	

Table 6 presents the profile of teacher-respondents in terms of their age. There are five (5) or 23.81% of the teacher-respondents aged 30 years old and below. Three (3) or 14.29% are 31-40 years old. Six (6) or 28.57% are 41-50 years old. Three (3) or 14.29%

are 31-40 years old. Seven (7) or 33.33% are 51-60 years old.
Evidently, the results reveal that most teachers are in older age.
Karlberg and Bezzina (2020) revealed that more experienced teachers view that recognizing "collaborative and collegial forms of learning" has an impact in their professional development. Additionally, more experienced teachers more likely to find and discover engaging, interactive and educational teaching methodologies.

Table 7. Profile of the Teacher-Respondents in Terms of Educational Attainment.

Educational Attainment	Frequency	Percent	Rank
Bachelor's	3	14.29	3
Master's	14	66.66	1
Doctorate	4	19.05	2
Total	21	100.00	

Table 7 presents the profile of teacher-respondents in terms of their educational attainment. There are three (3) or 14.29% of the teachers-respondents who attained bachelor's degree. Fourteen (14) or 66.66% attained masters. Four (4) or 19.05% attained doctorate.
As manifested from the table, most teacher-respondents finished master's degree as their highest educational attainment.
Valenta, et. al. (2018) concluded, in their research titled *Training Of Pedagogical Education Masters: Practiceoriented Model*, that the inclusion of created organizational and pedagogical conditions to the formation of master's curriculum will invite students and motivate them to successfully finish their programs.

Table 8. Profile of the Teacher-Respondents in Terms of Teaching Experience.

Teaching Experience	Frequency	Percent	Rank
1 - 5 years	4	19.05	3
6 - 10 years	2	9.52	5
11 - 15 years	3	14.29	4
16 - 20 years	5	23.81	2
21 - 25 years	6	28.57	1
26 - 30 years	1	4.76	6
Total	21	100.00	

Table 8 presents the profile of teacher-respondents in terms of their years in teaching. There are four (4) or 19.05% of the teacher-respondents who teach for 1-5 years. Two (2) or 9.52% teach for 6-10 years. Three (3) or 14.29% for 11-15 years. Five (5) or 23.81% for 16-20 years. Six (6) or 28.57% for 21-25 years. One (1) or 4.76% for 26-30 years.
The result draws that majority of the teacher-respodents are teaching for 21-25 long years.
The findings justify the assertion of Podolsky, et. al. (2019) that there is a positive relationship between the years of teacher's experience and student achievement. Moreover, as teachers expand their experience, their students are most likely to perform well beyond test scores.

Table 9. Profile of the Teacher-Respondents in Terms of Academic Rank.

Academic Rank	Frequency	Percent	Rank
Part-Time	2	9.52	4
Instructor	7	33.33	2
Assistant Professor	4	19.05	3
Associate Professor	8	38.10	1
Total	21	100.00	

Table 9 presents the profile of teacher-respondents in terms of their academic rank. There are two (2) or 9.52% of the teacher-respondents who are part-time teachers. Seven (7) or 33.33% are instructors. Four (4) or 19.05% are assistant professors. Eight (8) or 38.10% are associate professors.
Evidently, the results show majority of the teacher-respondents have associate professor as their academic rank.
Ghaffarshoja, et. al (2021) ascertained that university professors and administrators need to exert more attention to entrepreneurial thinking and professional commitment.

SOP # 2. What is the assessment of the two groups of respondents on the instructional leadership skills with regard to;
2.1   Instructional Skills
2.2   Management Skills
2.3   Human Relation Skills
2.4   Communication Skills
2.5   Professional Skills?

Table 10. Assessment of Dean-Respondents on the Instructional Leadership Skills with Regard to Instructional Skills, Management Skills, Human Relation Skills, Communication Skills and Professional Skills.

Instructional Leadership Skills	Mean	Verbal Interpretation	Rank
Instructional Skills	3.89	Advanced	5
Management Skills	3.96	Advanced	3
Leadership Skills	3.93	Advanced	4
Human Relation Skills	4.49	Expert	1
Communication Skills	4.38	Expert	2
Professional Skills	3.71	Advanced	6
Overall	4.06	Advanced	

Table 10 presents the assessment of dean-respondents on instructional leadership skills. Their instructional skills gained the mean of 3.89 and verbally interpreted as advanced. Their management skills got the mean of 3.99 and verbally interpreted as advanced. Their leadership skills got the mean of 3.93 and verbally interpreted as advanced. Their human relation skills got the mean of 4.49 and verbally interpreted as expert. Their communication skills got the mean of 4.38 and verbally interpreted as expert. Lastly, their professional skills gained the mean of 3.71 and verbally interpreted as advanced.

Moreover, among the instructional leadership skills presented, human relation skills got the highest mean of 4.49 while professional skills gained the lowest mean of 3.71. The two are verbally interpreted as expert and advanced, respectively.

The results show that dean-respondents demonstrated consistent excellence in human relation skills and communication skills. Additionally, they perform the role of "person to ask" because they are able to perform associated skills, like instructional, management, leadership and professional skills, without assistance.

However, the results negate the study of Lazo (2019). In his study, department heads' interpersonal communication skills found the need to be more improved, specifically in areas like sending clear messages, listening, giving and getting feedback, and handling emotional interaction.

Table 11. Assessment of Teacher-Respondents on the Instructional Leadership Skills with Regard to Instructional Skills, Management Skills, Human Relation Skills, Communication Skills and Professional Skills.

Instructional Leadership Skills	Mean	Verbal Interpretation	Rank
Instructional Skills	4.56	Expert	5
Management Skills	4.77	Expert	1
Leadership Skills	4.63	Expert	4
Human Relation Skills	4.64	Expert	3
Communication Skills	4.66	Expert	2
Professional Skills	4.42	Expert	6
Overall	4.61	Expert	

Table 11 presents the assessment of teacher-respondents on instructional leadership skills. Their instructional skills gained the mean of 4.56 and verbally interpreted as expert. Their management skills got the mean of 4.77 and verbally interpreted as expert. Their leadership skills got the mean of 4.63 and verbally interpreted as expert. Their human relation skills got the mean of 4.64 and verbally interpreted as expert. Their communication skills got the mean of 4.66 and verbally interpreted as expert. Lastly, their professional skills gained the mean of 4.42 and verbally interpreted as expert.

Moreover, among the instructional leadership skills presented, management skills got the highest mean of 4.56 while professional skills gained the lowest mean of 4.42. The two skills are both verbally interpreted as expert.

Consequently, the results show that the teacher-respondents exhibit the highest and most consistent excellence in management skills. They also posses outstanding performance when it comes to instructional, leadership, human relations, communication and professional skills.

The research finding is supported by Bayn (2020) that teachers evaluated management skills and self-efficacy are both high.

SOP #3. What is the assessment of teacher-respondents under the instructional of their school head on their professional development with regard to;
   3.1 Teaching
   3.2 Professional Development
   3.3 Research & Scholarly Work and
   3.4 Service?

Table 12. Assessment of Teacher-Respondents under the Instructional Leadership of their School Head on their Professional Development with Regard to Teaching, Professional Development, Research & Scholarly Work and Service.

Professional Development	Mean	Verbal Interpretation	Rank
Teaching	4.60	Expert	1
Professional Development	4.14	Advanced	2
Research and Scholarly Work	2.93	Intermediate	4
Service	3.97	Advanced	3
Overall	3.91	Advanced	

Table 12 presents the assessment of teacher-respondents under the instructional of their school heads on their professional development. Teaching gained the mean of 4.60 and verbally interpreted as expert. Professional development got the mean of 4.14 and verbally interpreted as advance. Research and scholarly work got the mean of 2.93 and verbally interpreted as intermediate. Lastly, service gained the mean of 3.97 and verbally interpreted as advanced.

Evidently, among the aspects of professional development presented, teaching got the highest mean of 4.60 while research and scholarly work gained the lowest mean of 2.93. The two aspects are verbally interpreted as expert and intermediate, respectively. The findings show that school heads demonstrate consistent excellence in the aspect of teaching as part of teacher professional development. On the other hand, school heads successfully complete tasks and required skills in the aspect of research and scholarly work as part of teacher professional development.

Lofthouse (2019) found out that teaching or coaching is applicable for teachers for them to deal with authentic challenges, professional welfare's and problems experienced in complex educational setup.

SOP #4. Is there a significant difference between the assessment of the two groups of respondents on the instructional leadership skills of the school head?

Table 13. Relationship Between the Assessment of the Two Groups of Respondents on the Instructional Leadership Skills of the School Head.

Instructional Leadership Skills	T	Sig	H_o	VI
Instructional Skills	-2.48	0.03	Rejected	Signifcant
Management Skills	-3.02	0.01	Rejected	Significant
Leadership Skills	-2.70	0.02	Rejected	Significant
Human Relation Skills	-.0.70	0.50	Failed to Reject	Not Significant
Communication Skills	-1.08	0.30	Failed to Reject	Not Significant
Professional Skills	-1.81	0.10	Failed to Reject	Not Significant

Table 13 presents relationship between the assessment of the two groups of respondents on the instructional leadership skills of the school head. For instructional skills, it got a t-stat of -2.48 and a significant value of 0.03. It rejected the null hypothesis and has the verbal interpretation of significant. For ma skills, it got a t-stat of -3.02 and a significant value of 0.01. It rejected the null hypothesis and has the verbal interpretation of significant. For leadership skills, it got a t-stat of -2.70 and a significant value of 0.02. It rejected the null hypothesis and has the verbal interpretation of significant. For human relation skills, it got a t-stat of -2.70 and a significant value of 0.50. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For communication skills, it got a t-stat of -1.08 and a significant value of 0.30. It failed to reject the null hypothesis and has the verbal interpretation of not significant. Lastly, for professional skills, it got a t-stat of -1.81 and a significant value of 0.10. It failed to reject the null hypothesis and has the verbal interpretation of not significant.

Evidently, the results show that there is significant difference between the assessment of the two groups of respondents on the instructional leadership skills of the school head when it comes to instructions, management and leadership skills. On the other hand, there is no significant difference between the assessment of the two groups of respondents on the instructional leadership skills of the school head when it comes to human relation, communication and professional skills.

SOP #5. Is there a significant difference between the assessment of instructional leadership skills when grouped according to profile?

Table 14. Relationship Between the Assessment of Instructional Leadership Skills when Grouped according to Age.

Instructional Leadership Skills	F	Sig	H$_o$	VI
Instructional Skills	7.30	0.02	Rejected	Significant
Management Skills	0.96	0.44	Failed to Reject	Not Significant
Leadership Skills	2.97	0.06	Failed to Reject	Not Significant
Human Relation Skills	1.67	0.21	Failed to Reject	Not Significant
Communication Skills	1.17	0.35	Failed to Reject	Not Significant
Professional Skills	1.32	0.30	Failed to Reject	Not Significant

Table 14 presents relationship between the assessment of instructional leadership skills when grouped according to age. For instructional skills, it got a significant value of 0.03. It rejected the null hypothesis and has the verbal interpretation of significant. For management skills, it got a significant value of 0.44. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For leadership skills, it got a significant value of 0.06. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For human relations skills, it got a significant value of 0.21. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For communication skills, it got a significant value of 0.35. It failed to reject the null hypothesis and has the verbal interpretation of not significant. Lastly, for professional skills, it got a significant value of 0.30. It failed to reject the null hypothesis and has the verbal interpretation of not significant.
As manifested from the table, the results show that there is significant difference between the assessment of the two groups of respondents when it comes to instructional skills. On the other hand, there is no significant difference between the assessment of the two groups of respondents when it comes to management, leadership, human relation, communication and professional skills.

Table 15. Relationship Between the Assessment of Instructional Leadership Skills when Grouped according to Educational Attainment.

Instructional Leadership Skills	F	Sig	H$_o$	VI
Instructional Skills	0.29	0.75	Failed to Reject	Not Significant
Management Skills	1.08	0.36	Failed to Reject	Not Significant
Leadership Skills	0.41	0.67	Failed to Reject	Not Significant
Human Relation Skills	0.08	0.93	Failed to Reject	Not Significant
Communication Skills	0.53	0.60	Failed to Reject	Not Significant
Professional Skills	2.13	0.15	Failed to Reject	Not Significant

Table 15 presents relationship between the assessment of instructional leadership skills when grouped according to educational attainment. For instructional skills, it got a significant value of 0.75. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For management skills, it got a significant value of 0.36. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For leadership skills, it got a significant value of 0.67. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For human relations skills, it got a significant value of 0.93. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For communication skills, it got a significant value of 0.60. It failed to reject the null hypothesis and has the verbal interpretation of not significant. Lastly, for professional skills, it got a significant value of 0.15. It failed to reject the null hypothesis and has the verbal interpretation of not significant.
The results show that there is no significant difference between the assessment of the two groups of respondents when it comes to instructional, management, leadership, human relation, communication and professional skills.

Table 16. Relationship Between the Assessment of Instructional Leadership Skills when Grouped according to Academic Rank.

Instructional Leadership Skills	F	Sig	H$_o$	VI
Instructional Skills	3.73	0.03	Rejected	Significant
Management Skills	0.89	0.47	Failed to Reject	Not Significant
Leadership Skills	3.12	0.05	Failed to Reject	Not Significant
Human Relation Skills	3.00	0.06	Failed to Reject	Not Significant
Communication Skills	2.74	0.08	Failed to Reject	Not Significant
Professional Skills	4.64	0.01	Rejected	Significant

Table 16 presents relationship between the assessment of instructional leadership skills when grouped according to academic rank. For instructional skills, it got a significant value of 0.03. It rejected the null hypothesis and has the verbal interpretation of significant. For management skills, it got a significant value of 0.47. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For leadership skills, it got a significant value of 0.05. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For human relations skills, it got a significant value of 0.06. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For communication skills, it got a significant value of 0.08. It failed to reject the null hypothesis and has the verbal interpretation of not significant. Lastly, for professional skills, it got a significant value of 0.01. It rejected the null hypothesis and has the verbal interpretation of significant.

As manifested from the table, the results show that there is significant difference between the assessment of the two groups of respondents when it comes to instructional and professional skills. On the other hand, there is no significant difference between the assessment of the two groups of respondents when it comes to management, leadership, human relation, and communication skills.

Table 17. Relationship Between the Assessment of Instructional Leadership Skills when Grouped according to Teaching Experience.

Instructional Leadership Skills	F	Sig	H_o	VI
Instructional Skills	1.62	0.22	Failed to Reject	Not Significant
Management Skills	0.72	0.62	Failed to Reject	Not Significant
Leadership Skills	1.36	0.29	Failed to Reject	Not Significant
Human Relation Skills	1.31	0.31	Failed to Reject	Not Significant
Communication Skills	1.55	0.24	Failed to Reject	Not Significant
Professional Skills	1.09	0.41	Failed to Reject	Not Significant

Table 17 presents relationship between the assessment of instructional leadership skills when grouped according to teaching experience. For instructional skills, it got a significant value of 0.22. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For management skills, it got a significant value of 0.62. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For leadership skills, it got a significant value of 0.29. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For human relations skills, it got a significant value of 0.31. It failed to reject the null hypothesis and has the verbal interpretation of not significant. For communication skills, it got a significant value of 0.24. It failed to reject the null hypothesis and has the verbal interpretation of not significant. Lastly, for professional skills, it got a significant value of 0.41. It rejected the null hypothesis and has the verbal interpretation of significant.

The results show that there is no significant difference between the assessment of the two groups of respondents when it comes to instructional, management, leadership, human relation, communication and professional skills.

SOP #6. Does the instructional leadership of school heads significantly impact the professional development of teachers?

Eighteen (18) out of 21 teacher-respondents affirmed that instructional leadership of their school heads significant affect their professional development as teachers. They provided wide arrays of ways and aspects on how their school heads impact their professional development.

Seven teacher-respondents said that their school head's motivation and moral support affect their development as teachers. First, school heads tend to push them beyond their limits by motivating them to perform well and better in their activities. Second, school heads also influence them to finish their master's degree, doctorate and encourage them to professionally develop as teachers. Third, school heads encourage them to participate in seminars, conferences and conduct researches solely for the target of their professional development. In addition, one respondent answer that school head's transformation leadership directly affect her professional development as a teacher.

These findings from teacher-respondents coincide with the answers of school heads regarding the impact that they contribute under their leadership. The respondents, as school heads, encourage their faculty members to continue their professional development through participation in a professional organization, doing scholarly works and acknowledgment and appreciation to their contributions in the programs and activities.

The research findings agrees with the study of Renata, et. al (2018) that headmasters or school heads achievement motivation has significant influence in the effectivity of teachers. With the help of their supervision in implementing academic supervision, their transformational leadership, the ability to inspire and encourage others to do better, also contributes to the development of teachers.

Furthermore, three teacher-respondents said that their school head's management skills have an impact in their professional development. They affirmed that their school head's management skills has something to do with their professional development because, basically, teachers are under the management and supervision of school heads.

This finding is line with the study of Aquino et al. (2021) that school heads' managerial leadership practices is entirely vital for

teachers.

Two respondents believed that their school heads' communication skills also impact their professional development as teachers. This is also in line with one of the answers of the school heads that consistent communication is vital for teachers.

This is in line with the assertion of Murtiningsih, et al. (2019) that communication skills of school heads has significant difference with the work ethos of teachers. School heads' communication skills definitely contribute to the development of teachers.

Lastly, one respondent said that his school head's effective planning impact his professional development as a teacher.

SOP #7. Based on the findings of the study what enhancement program on faculty development will be proposed?

Based on the findings of the study, faculty development when it comes to research and scholarly work should be proposed. The administration should conduct seminars, webinars and trainings that will expand the skills of teachers under the aspect of research and scholarly work.

DISCUSSION

The following conclusions are drawn from the findings of the study:
1. Majority of the respondents are 51-60 years old, finish master's degree, have 21-25 years of teaching experience, and have associate professor as their academic rank.
2. The assessment of instructional leadership of the respondents are advanced and expert.
3. There is no significant difference between the assessment of instructional leadership skills when grouped according to profile
4. The instructional leadership of school heads has a significant impact to the professional development of teachers.

The following recommendations towards an improved professional development of school heads and teachers.
1. Conduct seminars and trainings to improve the professional skills of school heads and teachers.
2. Recommend teachers participate seminars and trainings to expand their knowledge on research and scholarly works.
3. It is recommended for the administration and university stakeholders to recognize school heads' or deans' motivation by providing additional resources and support to expand and improve their leadership skills as this as a direct impact on teachers' professional development.
4. Conduct a follow-up study using different research locale, different variable and different respondents.

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APPENDIX A
Letter to the Campus Director for the Conduct of the Study

Republic of the Philippines
UNIVERSITY OF RIZAL SYSTEM
Pililla, Rizal

February 3, 2022

DR. ARIEL M. PLANTILLA
Campus Director
URSP

Sir:

Greetings!

I am presently enrolled in Emilio Aguinaldo College for my Doctorate Degree and conducting a research is just one of the subject requirements. In this regard, I humbly request from your good office, to allow me to conduct my study in our campus entitled "INSTRUCTIONAL LEADERSHIP OF SCHOOL HEADS AND ITS IMPACT ON TEACHER'S PROFESSIONAL DEVELOPMENT". My target respondents are the Deans, Program Heads, and Faculty Members where they will answer the questionnaire-checklist through the Google forms.

This endeavor too would be of great help for my professional development and I really appreciate your accommodation for this matter.

I assure that all the information gathered will be treated with confidentiality and will only be used for the purpose of the study. I will just send the link of the forms individually to my colleagues upon your approval of the conduct.

Your favorable response is highly appreciated.

Thank you very much and God bless!!

Respectfully yours,

VERNA A. GASTON, LPT, MAT
COE, Faculty

APPROVED
Coordinate with the College Deans regarding the distribution of your questionnaire

APPENDIX B
Research Instrument
Greetings in the name of public service!
The researcher from Emilio Aguinaldo College is conducting a research entitled, "INSTRUCTIONAL LEADERSHIP OF SCHOOL HEADS AND ITS IMPACT ON TEACHERS' PROFESSIONAL DEVELOPMENT", as a requirement in one of her subjects for her Doctorate Degree.
In view of this, the researcher is humbly requesting your valuable time to answer the questionnaire-checklist to gather needed data.
Rest assured that the information will be kept confidential and will be used for academic purposes only, in accordance with the Data Privacy Act of 2012.
Should you have any questions, you may contact the researcher via email (verna.gaston.mnl@eac.edu.ph), thru Facebook Messenger (Verna Astorga Gaston), or thru call or text message (09209832761).
Thank you very much.

VERNA A. GASTON
Researcher

Questionnaire-Checklist
For School Heads – (Deans & Program Heads)

15

**INSTRUCTIONAL LEADERSHIP OF SCHOOL HEADS AND ITS IMPACT
ON TEACHERS' PROFESSIONAL DEVELOPMENT**

Questionnaire-Checklist

For School Heads – (Deans & Program Heads)

I. **Demographic Profile**

Direction: Please put a check (/) mark on the item that corresponds to your personal profile.

Age:
- [ ] 61 years old and above
- [ ] 51- 60 years old
- [ ] 41- 50 years old
- [ ] 31-40 years old
- [ ] 30 years old and below

Highest Educational Attainment:

Graduate: _____
(Course /Major) _____

Baccalaureate Degree: _____
(Course/Major) _____

Length of Teaching Experience
- [ ] 31 years and above
- [ ] 26- 30 years
- [ ] 25-21 years
- [ ] 16-20 years
- [ ] 11-15 years
- [ ] 6-10 years
- [ ] 1-5 years

Length of Service as School Head
- [ ] 31 years and above
- [ ] 26- 30 years
- [ ] 21-25 years
- [ ] 16-20 years
- [ ] 11-15 years
- [ ] 6-10 years
- [ ] 1-5 years

Academic Rank _____

II. **School Head's Instructional Leadership**

Direction: Please complete the questionnaire below by putting a check mark (√) next to the answer that represents your opinion using the scale provided below.

1

Scale	Range	Verbal Interpretation	Description
5	4.20-5.00	Expert	Demonstrated consistent excellence in applying this skill across areas
4	3.40-4.19	Advanced	Able to perform the actions associated with this skill without assistance; certainly recognized as "person to ask" when difficult situations arise regarding this skill
3	2.60-3.39	Intermediate	Able to successfully complete tasks and required skills
2	1.80-2.59	Beginner	A level of experience was gained in several scenarios but still expected to need help when performing this skill
1	1.00-1.79	Needs Improvement	Small degree of understanding of basic techniques and concepts

I. Instructional Skills	5	4	3	2	1
As School Head, 1. I actively involved in facilitating teaching and learning processes by evaluating and assessing the students' performance.					
2. I spearhead the implementation, review and modification of the curricular and course syllabi of the programs under the college.					
3. I conduct formal/informal class observations through the Google Meet and other platforms.					
4. I check all the records and classroom tasks of the teachers and students' task performances in the Google Classroom and monitor their implementation.					
5. I lead the college in a subject area for meetings, conferences, workshops and the like.					

2

II. Management Skills	5	4	3	2	1
As School Head,					
1. I work with the Campus Director in establishing a procedure for evaluating the effectiveness of the instructional leadership process.					
2. I implement university academic policies, rules and regulations concerning students, faculty and curricular offerings.					
3. I prepare class schedule in collaboration with the Deans, Program Heads, Campus and University Registrar.					
4. I establish a school climate that is conducive to effective teaching and learning.					
5. I take care and prepare an annual plan and procurement program for the general maintenance of the college.					

III. Leadership Skills	5	4	3	2	1
As School Head,					
1. I spearhead, monitor and evaluate programs, projects and activities in the area of instruction, research, extension and production of the college.					
2. I supervise faculty and personnel and evaluate their performance based on set targets and standards.					
3. I lead in the preparation, production of curriculum and other instructional materials.					
4. I provide support to teachers in handling student discipline with parents.					
5. I plan, implement, monitor and evaluate the activities of the college.					

IV. Human Relation Skills	5	4	3	2	1

3

	5	4	3	2	1
As School Head, 1. I respect the strengths and weaknesses of teachers and personnel of the college.					
2. I recognize the good teaching performance among teachers through evaluation.					
3. I encourage educators and students who encounter teaching related problem to feel free of seeking assistance from the School Heads.					
4. I create structures and opportunities for teacher and students to collaborate.					
5. I promote the welfare of the faculty, students and personnel of the college.					
V. Communication Skills	5	4	3	2	1
As School Head, 1. I promote an open communication with the teachers & personnel in the faculty meetings through the Google Meet, Memos and Facebook messenger.					
2. I facilitate feedbacks, ask for ideas and make informed decisions regarding the processes of the college.					
3. I discuss curricular related policies with the teachers, personnel and students of the college.					
4. I encourage a two-way exchange of communication.					
5. I report the needed equipment and other school facilities needed for improvement from time to time.					
V. Professional Skills	5	4	3	2	1
As School Head, 1. I identify specific strengths and weaknesses in a teacher's instructional practices through mentoring and coaching.					
2. I create professional growth opportunities for teachers to enroll in the graduate school.					

4

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3. I motivate the teacher in the creation of their researches, scholarly works and extension services.					
4. I encourage the teachers in their professional development in attending seminars/webinars, workshops & conferences .					
5. I designate qualified teachers/personnel for chairmanship/membership in academic and related programs.					

III. Qualitative Discussion

Direction: In order to support the results of the study, kindly answer the questions below.

1. What instructional leadership skill do you like the most as School Head?

_____
_____

2. What strategy/ies you use in performing such skill?

_____
_____

3. What do you think is/are the other factor/s that can have an impact on a teacher's professional development under your leadership in your college?

_____
_____

5

Questionnaire-Checklist

For Teachers

INSTRUCTIONAL LEADERSHIP OF SCHOOL HEADS AND ITS IMPACT ON TEACHERS' PROFESSIONAL DEVELOPMENT

Questionnaire-Checklist
For Teachers

I. Demographic Profile

Direction: Please put a check (/) mark on the item that corresponds to your persona profile.

Age:

☐ 61 years old and above	☐ 31- 40 years old
51- 60 years old	30 years old and below
41- 50 years old	

Highest Educational Attainment:

Graduate: _____
(Course /Major) _____

Baccalaureate Degree: _____
(Course/Major) _____

Length of Teaching Experience

☐ 31 years and above	☐ 11-15 years
☐ 26- 30 years	☐ 6-10 years
☐ 21-25 years	☐ 1-5 years
☐ 16-20 years	

Academic Rank _____

II. School Heads' (Deans & Program Heads) Instructional Leadership

Direction: Please complete the questionnaire below by putting a check mark (√) next to the answer that represents your opinion using the scale provided below.

Scale	Range	Verbal Interpretation	Description
5	4.20-5.00	Expert	Demonstrated consistent excellence in applying this skill across areas
4	3.40-4.19	Advanced	Able to perform the actions associated with this skill without assistance; certainly recognized as "person to ask" when difficult situations arise regarding this skill

1

3	2.60-3.39	Intermediate	Able to successfully complete tasks and required skills
2	1.80-2.59	Beginner	A level of experience was gained in several scenarios but still expected to need help when performing this skill
1	1.00-1.79	Needs Improvement	Small degree of understanding of basic techniques and concepts

	5	4	3	2	1
I. Instructional Skills					
My School Heads....					
1. actively involved in facilitating teaching and learning processes by evaluating and assessing the students' performance.					
2. spearhead the implementation review and modification of the curricular and course syllabi of the programs under the college.					
3. conduct formal/informal class observations through the Google Meet.					
4. check all the records and classroom tasks of the teachers and students' performances in the Google Classroom and monitor their implementation.					
5. lead the college in a subject area for meetings, conferences, workshops and the like.					
II. Management Skills	5	4	3	2	1
My School Heads....					
1. work with the Campus Director in establishing a procedure for evaluating the effectiveness of the instructional leadership process.					

2

	5	4	3	2	1
2. implement university academic policies, rules and regulations concerning students, faculty and curricular offerings.					
3. prepare class schedule in collaboration with the Deans, Program Heads, Campus and University Registrar.					
2. establish a school climate that is conducive to effective teaching and learning.					
5. take care and prepare an annual plan and procurement program for the general maintenance of the college.					

III. Leadership Skills	5	4	3	2	1
My School Heads....					
1. spearhead, monitor and evaluate programs, projects and activities in the area of instruction, research, extension and production of the college.					
2. supervise faculty and personnel and evaluate their performance based on set targets and standards.					
3. lead in the preparation, production of curriculum and other instructional materials.					
4. provide backup for teachers with student discipline and with parents.					
5. plan, implement, monitor and evaluate the activities of the college.					

IV. Human Relation Skills	5	4	3	2	1
My School Heads....					
1.respect the strengths and weaknesses of teachers and personnel of the college.					
2. recognize the good teaching performance among the teachers through evaluation.					
3. encourage educators and students who encounter teaching related problem to feel free to seek assistance from the School Heads.					

3

	5	4	3	2	1
4. create structures and opportunities for teacher and students to collaborate.					
5. promote the welfare of the faculty, students and personnel of the college.					
V. Communication Skills	5	4	3	2	1
My School Heads….					
1. promote an open communication with the teachers & personnel in the faculty meetings thru the Google Meet, Memos and Facebook messenger.					
2. facilitate feedbacks, ask for ideas and make informed decisions regarding the processes of the college.					
3.discuss curricular related policies with the teachers, personnel and students of the college.					
4.encourage a two-way exchange of communication.					
5. report the needed equipment and other school facilities needed for improvement from time to time.					
V. Professional Skills	5	4	3	2	1
My School Heads….					
1. identify specific strengths and weaknesses in a teacher's instructional practices through mentoring and coaching.					
2. create professional growth opportunities for teachers to enroll in the graduate school.					
3. motivate the teacher in the creation of their researchers, scholarly works and extension services.					
4. encourage the teacher in their professional development in attending seminars/webinars, workshops & conferences .					
5. designate qualified teachers/personnel for chairmanship/membership in academic and related programs.					

4

III. Professional Development of Teachers

Direction: Please complete the questionnaire below by putting a check mark (√) next to the answer that represents your opinion using the scale provided below.

Scale	Range	Verbal Interpretation	Description
5	4.20-5.00	Expert	Rich, in-depth description of growth
4	3.40-4.19	Competent	Clear description of growth
3	2.60-3.39	Intern	Reasonable description of growth
2	1.80-2.59	Beginner	Minimal description of growth
1	1.00-1.79	Needs Improvement	Small degree or irrelevant description of growth

I. Teaching	5	4	3	2	1
Under the leadership of my School Heads,…					
1. I finish my lesson covered in the syllabus for every grading period.					
2. I apply the interactive teaching methods aligned with the new educational conditions.					
3. I have competencies to apply the methods for assessing learners.					
4. I have the skills to manage my classroom.					
5. I develop syllabi and instructional materials for the course.					
II. Professional Development	5	4	3	2	1

5

	5	4	3	2	1
Under the leadership of my School Heads,….					
1.I attend the seminars\webinars, trainings, workshops related to my discipline and other related areas.					
2. I understand the latest technology developments and I am comfortable with the changes.					
3. I am encouraged to enroll in graduate school.					
4. I have speaking engagements inside and outside the campus.					
5. I join professional organizations to widen my linkages.					
I. Research and Scholarly Work	5	4	3	2	1
Under the leadership of my School Heads,….					
1. I attend the research and scholarly works' seminars, workshops and conferences.					
2. I finish my research (as sole author, co-author).					
3. I have accepted or I have published articles in scholarly, & peer-reviewed journals.					
4. I publish a book (as sole author, co-author, reviewer, editor/compiler).					
5. I present research on the local/ national and international level.					
IV. Service	5	4	3	2	1
Under the leadership of my School Heads,….					
1. I extend expert services as a member of the panel, adviser, statistician & language critic in doctoral dissertations, masteral & undergraduate thesis.					

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2. I am assigned and execute the chairmanship /membership committee in academic & non-academic programs.					
3. I am part of the extension (community service) project of the college.					
4. I supervise practicum and internship or any career placement activities of the students.					
5. I act as an officer/member of the academic and professional organization.					

IV. Qualitative Discussion

Direction: In order to support the results of the study, kindly answer the questions below.

1. What instructional leadership skill of your School Heads do you like the most?

_____
_____

2. What strategy/ies do your School Heads use in performing such skill?

_____
_____

3. What do you think is/are the other factor/s of instructional leadership of your School Heads that can have an impact on your professional development?

_____
_____

7

APPENDIX C
Statistical Treatment
1. Profile
   a. Heads
      i. Age

Age	Frequency	Percent	Rank
31 - 40 years old	1	11.11	3
41 - 50 years old	6	66.66	1
51 - 60 years old	2	22.22	2
Total	9	100.00	

      ii. Educational Attainment

Educational Attainment	Frequency	Percent	Rank
Master's	4	44.44	2
Doctorate	4	44.44	2
Post-Doc	1	11.11	3
Total	9	100.00	

      iii. Teaching Experience

Teaching Experience	Frequency	Percent	Rank
6 - 10 years	4	44.44	2
16 - 20 years	4	44.44	2
21 - 25 years	1	11.11	3
Total	9	100.00	

      iv. Length of Service as Head

Length of Service as Head	Frequency	Percent	Rank
1 - 5 years	7	77.77	1
6 - 10 years	1	11.11	3
11 - 15 years	1	11.11	3
Total	9	100.00	

      v. Academic Rank   *grouped by title for simplicity

Academic Rank	Frequency	Percent	Rank
Instructor	2	22.22	2
Assistant Professor	2	22.22	2
Associate Professor	5	55.55	1
Total	9	100.00	

   b. Teachers
      i. Age

Age	Frequency	Percent	Rank
30 years old and below	5	23.81	3
31 - 40 years old	3	14.29	4
41 - 50 years old	6	28.57	2
51 - 60 years old	7	33.33	1
Total	21	100.00	

      ii. Educational Attainment *unfinished degrees not counted

Age	Frequency	Percent	Rank
Bachelor's	3	14.29	3
Master's	14	66.66	1
Doctorate	4	19.05	2
Total	21	100.00	

iii. Teaching Experience

Teaching Experience	Frequency	Percent	Rank
1 - 5 years	4	19.05	3
6 - 10 years	2	9.52	5
11 - 15 years	3	14.29	4
16 - 20 years	5	23.81	2
21 - 25 years	6	28.57	1
26 - 30 years	1	4.76	6
Total	21	100.00	

iv. Academic Rank

Academic Rank	Frequency	Percent	Rank
Part-Time	2	9.52	4
Instructor	7	33.33	2
Assistant Professor	4	19.05	3
Associate Professor	8	38.10	1
Total	21	100.00	

2. Instructional Leadership Skills
a. Heads

Instructional Leadership Skills	Mean	Verbal Interpretation	Rank
Instructional Skills	3.89		5
Management Skills	3.96		3
Leadership Skills	3.93		4
Human Relation Skills	4.49		1
Communication Skills	4.38		2
Professional Skills	3.71		6
Overall	4.06		

b. Teachers

Instructional Leadership Skills	Mean	Verbal Interpretation	Rank
Instructional Skills	4.56		5
Management Skills	4.77		1
Leadership Skills	4.63		4
Human Relation Skills	4.64		3
Communication Skills	4.66		2
Professional Skills	4.42		6
Overall	4.61		

3. Professional Development

Professional Development	Mean	Verbal Interpretation	Rank
Teaching	4.60		1
Professional Development	4.14		2
Research and Scholarly Work	2.93		4
Service	3.97		3
Overall	3.91		

4. T-Test, T vs H*if 100%, SigTest is unnecessary

Instructional Leadership Skills	T	Sig	H$_o$	VI
Instructional Skills	-2.48	0.03	R	S
Management Skills	-3.02	0.01	R	S
Leadership Skills	-2.70	0.02	R	S
Human Relation Skills	-.0.70	0.50	FR	NS
Communication Skills	-1.08	0.30	FR	NS
Professional Skills	-1.81	0.10	FR	NS

Descriptive Statistics						
Instructional Leadership Skills	Heads			Teachers		
	Mean	VI	R	Mean	VI	R
Instructional Skills	3.89		5	4.56		5
Management Skills	3.96		3	4.77		1
Leadership Skills	3.93		4	4.63		4
Human Relation Skills	4.49		1	4.64		3
Communication Skills	4.38		2	4.66		2
Professional Skills	3.71		6	4.42		6

Teachers scored significantly higher for IS, MS, and LS.

5. ANOVA   *if 100%, SigTest is unnecessary
   a. Heads
   b. Teachers
      i. Age

Instructional Leadership Skills	F	Sig	H$_o$	VI
Instructional Skills	7.30	0.02	R	S
Management Skills	0.96	0.44	FR	NS
Leadership Skills	2.97	0.06	FR	NS
Human Relation Skills	1.67	0.21	FR	NS
Communication Skills	1.17	0.35	FR	NS
Professional Skills	1.32	0.30	FR	NS

Descriptive Statistics												
Instructional Leadership Skills	<30			31-40			41-50			51-60		
	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R
Instructional Skills	4.76		5	5.00		3.5	3.93		6	4.77		1
Management Skills	4.84		2	5.00		3.5	4.67		1	4.71		2.5
Leadership Skills	4.80		3.5	5.00		3.5	4.20		4	4.71		2.5
Human Relation Skills	4.92		1	5.00		3.5	4.50		3	4.40		6
Communication Skills	4.80		3.5	5.00		3.5	4.60		2	4.46		4.5
Professional Skills	4.44		6	5.00		3.5	4.07		5	4.46		4.5

Post-hoc (Tukey) SigDiffs:
        Instructional Skills
        41-50 vs 30
        41-50 vs 51-60
        41-50 vs 31-50
41-60 is significantly lower than the rest in terms of IS. Others are equal.

      ii. Educational Attainment

Instructional Leadership Skills	F	Sig	H$_o$	VI
Instructional Skills	0.29	0.75	FR	NS
Management Skills	1.08	0.36	FR	NS
Leadership Skills	0.41	0.67	FR	NS
Human Relation Skills	0.08	0.93	FR	NS
Communication Skills	0.53	0.60	FR	NS
Professional Skills	2.13	0.15	FR	NS

Descriptive Statistics									
Instructional Leadership Skills	Bachelor's			Master's			Doctorate		
	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R
Instructional Skills	4.40		4.5	4.63		5	4.45		6
Management Skills	4.53		1.5	4.81		1	4.80		1
Leadership Skills	4.47		3	4.70		3	4.50		5
Human Relation Skills	4.53		1.5	4.64		4	4.70		2.5
Communication Skills	4.40		4.5	4.71		2	4.65		4
Professional Skills	3.73		6	4.47		6	4.70		2.5

iii. Academic Rank

Instructional Leadership Skills	F	Sig	Ho	VI
Instructional Skills	3.73	0.03	R	S
Management Skills	0.89	0.47	FR	NS
Leadership Skills	3.12	0.05	FR	NS
Human Relation Skills	3.00	0.06	FR	NS
Communication Skills	2.74	0.08	FR	NS
Professional Skills	4.64	0.01	R	S

Descriptive Statistics											
Instructional Leadership Skills	Part-time			Instructor			Assistant			Associate		
	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R
Instructional Skills	4.50			4.86			4.90			4.15		
Management Skills	4.80			4.80			4.95			4.65		
Leadership Skills	4.70			4.80			5.00			4.28		
Human Relation Skills	4.80			4.86			4.95			4.25		
Communication Skills	4.60			4.83			5.00			4.35		
Professional Skills	3.60			4.86			4.80			4.05		

Post-hoc (Tukey) SigDiffs:

Instructional Skills   Professional Skills
Instructor > Associate   Instructor > Associate
Instructor > Part-time

Instructors have higher scores compared to Associate Professors in terms of IS. Instructors have higher scores compared to Part-Timers and Associate Professors in terms of PS.
Other pairs are equal.

iv. Teaching Experience

Instructional Leadership Skills	F	Sig	Ho	VI
Instructional Skills	1.62	0.22	FR	NS
Management Skills	0.72	0.62	FR	NS
Leadership Skills	1.36	0.29	FR	NS
Human Relation Skills	1.31	0.31	FR	NS
Communication Skills	1.55	0.24	FR	NS
Professional Skills	1.09	0.41	FR	NS

Descriptive Statistics									
Instructional Leadership Skills	1-5			6-10			11-15		
	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R
Instructional Skills	4.70		5	5.00		2.5	5.00		3.5
Management Skills	4.85		2	4.90		5.5	5.00		3.5
Leadership Skills	4.80		3	4.90		5.5	5.00		3.5
Human Relation Skills	4.90		1	5.00		2.5	5.00		3.5
Communication Skills	4.75		4	5.00		2.5	5.00		3.5
Professional Skills	4.30		6	5.00		2.5	5.00		3.5
Instructional Leadership Skills	16-20			21-25			26-30		
	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R	W$\bar{x}$	VI	R
Instructional Skills	4.12		5	4.53	4		4.20		3.5
Management Skills	4.64		1	4.70	1		4.60		1.5
Leadership Skills	4.32		3.5	4.60	2		4.00		5
Human Relation Skills	4.32		3.5	4.50	5		4.20		3.5
Communication Skills	4.52		2	4.57	3		3.80		6
Professional Skills	4.08		6	4.27	6		4.60		1.5

*ANOVA is based on the profile of the Rater, not the Ratee, and therefore provides insights on perception biases of the Rater.

6.   Correlational Analysis

Overall	r	VI	Sig	VI
Instructional Leadership Skills vs. Professional Development (Ave)	0.45	Low	0.04	S
Pairwise				
Instructional Skills vs. Teaching	0.68	Moderate	0.00	S
Instructional Skills vs. Professional Development	0.84	High	0.00	S
Instructional Skills vs. Research and Scholarly Work	0.15	Negligible	0.51	NS
Instructional Skills vs. Service	0.10	Negligible	0.65	NS
Management Skills vs. Teaching	0.67	Moderate	0.00	S
Management Skills vs. Professional Development	0.41	Low	0.07	NS
Management Skills vs. Research and Scholarly Work	0.11	Negligible	0.64	NS
Management Skills vs. Service	0.00	Negligible	0.99	NS
Leadership Skills vs. Teaching	0.73	High	0.00	S
Leadership Skills vs. Professional Development	0.68	Moderate	0.00	S
Leadership Skills vs. Research and Scholarly Work	0.05	Negligible	0.82	NS
Leadership Skills vs. Service	0.08	Negligible	0.72	NS
Human Relation Skills vs. Teaching	0.56	Moderate	0.01	S
Human Relation Skills vs. Professional Development	0.37	Low	0.09	NS
Human Relation Skills vs. Research and Scholarly Work	0.11	Negligible	0.63	NS
Human Relation Skills vs. Service	-0.11	Negligible	0.64	NS
Communication Skills vs. Teaching	0.56	Moderate	0.01	S
Communication Skills vs. Professional Development	0.34	Low	0.13	NS
Communication Skills vs. Research and Scholarly Work	0.11	Negligible	0.62	NS
Communication Skills vs. Service	0.00	Negligible	1.00	NS
Professional Skills vs. Teaching	0.63	Moderate	0.00	S

Professional Skills vs. Professional Development	0.66	Moderate	0.00	S
Professional Skills vs. Research and Scholarly Work	0.16	Negligible	0.49	NS
Professional Skills vs. Service	0.24	Negligible	0.31	NS

Highly likely that the result is just due to respondent bias. Those who rate high are likely to rate the entire test high, those who rate low are likely to rate low. Makes the result a bit meaningless.