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Demonstrating Instructional Leadership and School GSA: Gateway to Pedagogical Effectiveness

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Abstract: ***This study assessed the relationship between the status of instructional leadership in relation to the General Scholastic Average (GSA) of the West II District- Elementary in the Division of Mandaue City, Cebu, during the School Year 2018-2019 towards effective scaling design. The study was participated by 72 teachers using stratified proportionate random sampling method. An adapted questionnaire was used with high internal consistency. Using multiple linear regression analysis, it was found out that there was no significant relationship between the profile of the respondents as a set and instructional leadership. The study found out there was a positive significant relationship between status of instructional leadership in relation to GSA. Therefore, the study recommended that school heads empower the teacher to act as instructional leader. In addition, it is suggested to conduct stress management and time management seminar-workshop, qualitative study to get an in-depth knowledge of the barriers and challenges in the practice of instructional leadership, determine other predictors of instructional leadership, and conduct similar study in another District in the Division of Mandaue City for further enhancements of the study.***

Keywords: Development Education; Instructional Leadership; Descriptive Method; Cebu City, Mandaue City, Cebu, Philippines

1. Introduction

Basic education is viewed as a major tool for country's development, but scholars found some areas in the basic education that needs improvement and suggested to intensify teachers' role in the reform [1], [2], [3].

Harris [4] made a valid point that teachers must feel part of the reform as they are important sources of expertise and information. If teachers need to play an important role in the country's educational reform,educators have to recognize the role of the teacher as a leader.

This is worth noting because Katzenmeyer and Moller [5] viewed leadership in three facets, namely leadership of students which includes as facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups; leadership of operational that task to keep the school organized and moving the towards its goals; and leadership through decision-making and partnerships with different stakeholders including parents.

Instructional Leadership took root in transformative and distributed leadership. For example, Shields [6] argued that educators must create pedagogical dialogue that critically build on, and value learner's lived experience. This suggests that both school heads and teachers create opportunities for social arrangements where knowledge and power are shared for communal benefits, specifically for the learners.

They work with the entire community including the mainstream and marginalized group in the school to attain equitable educational opportunities for all [7]. Thus, the vigorous interaction that at work among the leaders, teachers, and situations are vital to instructional practice [8]

Since this has been a growing trend in education, the researcher examined its significant impact on learner's academic outcomes in the context of the West II District-Elementary, Division of Mandaue City from school year 2018-2019. Based on the 4th quarter District Monitoring Evaluation and Adjustment Report (DsMEA) school year 2018-2019, the average Mean Percentage Score (MPS) of the six (6) schools in West II District- Elementary was 85%.

Although, such was way beyond the 75% minimum requirement, school heads and teachers must not be complacent because learning outcomes must constantly improve and the bar of improvement have kept on mounting.

2. Objectives of the Study

The study assessed the status of Instructional Leadership in relation to General Scholastic Average (GSA) of the West II District-Elementary in the Division of Mandaue City, Cebu during the School Year 2018-2019 towards effective scaling design.

Specifically, the study elicited information on the profile of the teacher respondents, manifestations of instructional leadership, GSA, and the association between the profile of the teacher respondents and instructional leadership, the influence of instructional leadership over GSA, the barriers and challenges in the practice of Instructional Leadership, and the intervention to enhance the Instructional Leadership practices.

3. Methods

The study used descriptive-correlational research design in assessing the influence of instructional leadership over the GSA of the pupils. The research used an existing research questionnaire [9], but made some modifications according to the context of the sample population. The questionnaire was subjected to reliability test and the result showed a high internal consistency with .92 Cronbach Alpha.

The study was participated by 72 teachers coming from six (6) schools through stratified proportionate random sampling.

The schools where the participants came from, were namely Pagsabungan Elementary School, Canduman Elementary School, Don Calixto Yongco Sr Elementary School, Cubacub Elementary School, Mandaue City School Elementary School for the Arts, and Casili Elementary School.

The researcher used multiple regression analysis to determine the profile of the respondents as predictor of Instructional Leadership, and Pearson's correlation in assessing the influence of Instructional Leadership over GSA. Utmost confidentiality was ensured and the respondents were assured that the data gathered are for the improvement of instructional leadership practices.

4. Results and Discussion

4.1. Profile of the Respondents

Table 1 shows the distribution of the respondents in terms of age and gender. Result showed that most respondents were female (94.44%), which is important because elementary learners perceived women teachers as more considerate to their needs than male colleagues [10].

Most respondents were in their early and middle adulthood, which belongs to age bracket of 26-45, thus indicating rich and creative workforce. This suggest that school heads must capitalize the talents, skills, gender orientation, and energy of these teachers to generate positive learning outcomes among the learners.

Table 1: Distribution of Respondents in terms of Age and Gender

Age	Gender			
	Male		Female	
	f	%	F	%
51+	0	0	4	5.56
46-50	0	0	6	8.33
41-45	0	0	11	15.28
36-40	4	5.55	12	16.67
31-35	0	0	17	23.61
26-30	0	0	15	20.83
21-25	0	0	3	4.17
Total	4	5.56	68	94.44

Table 2 exhibits the distribution of the respondents in terms of educational background. Result showed that most teachers obtained units in Master's degree program (80.60%), while there were a handful of teachers achieved units in a Doctoral program (2.80%).

Results may imply that teachers found the need to improve their teaching qualifications.

This result could be ascribed to the policy of the department of education recognizing the importance of continuing professional development and advancement which is significant in raising the bar of students' achievements [11].

While some teachers compelled by their superiors to take graduate and post graduate studies, but for others they wanted to be promoted to a higher rank, which one of the minimum requirements for promotion [11]. This makes sense because competition, if taken positively, brings the best out of the teacher.

Table 2: Distribution of Respondents in terms of Educational Background

Highest Educational Attainment	f	%
M.A. with Doctoral Units	2	2.80
M.A. Graduate	5	6.90
B.S. with M.A. units	58	80.60
B.S. Graduate	7	9.70
Total	72	100

Table 3 illustrates the distribution of Respondents in terms of Plantilla Position. Result showed that most teachers held teacher III position (47.20%) and Teacher I position (48.60%).

Though, in this case, it may imply that only few Master Teachers would act as mentor and coach to teachers; nonetheless, instructional leadership is a shared responsibility among department heads, and teacher leader themselves as stipulated in the Instructional SupervisionManual.

Jackson [12] stressed that Master Teachers are crucial in helping teachers to be effective in meeting and exceeding the teaching standards.

Table 3: Distribution of Respondents in terms Plantilla Position

Plantilla Position	f	%
Master Teacher II	1	1.40
Master Teacher I	2	2.80
Teacher III	34	47.20
Teacher I	35	48.60
Total	72	100

Table 4 exhibits the distribution of respondents in terms of ancillary designation. The study showed that Subject Coordinator was the most held ancillary designation (51.40%) and such leadership position is vital in keeping the school organized and thus direct towards its goals [5]. There were also considerable number teachers did not hold any ancillary designation (27.80%).

But recently scholars found that the work of teachers was varied and largely specific individual context of the school. It is worth noting that some use different approaches to assistance, modelling collegiality as a mode of work, and encouraging others to provide leadership to their peers [13].

Table 4: Distribution of Respondents in terms Ancillary Designation

Ancillary Designation	f	%
Librarian	2	2.80
Assistant Librarian	1	1.40
Canteen Manager	1	1.40
Gender and Development Coordinator	1	1.40
Disaster Risk Reduction Management Coordinator	3	4.20

Property Custodian	2	2.80
BrigadaEskwela Coordinator	1	1.40
Subject Coordinator	37	51.40
National Drug Education Program Coordinator	3	4.20
Guidance School Designate	1	1.40
*No Designation	20	27.80
Total	72	100

Table 5 presents the distribution of respondents in terms of appropriate training attended. Result showed that many teachers considered the Results-based Performance Management System (RPMS) as appropriate training attended (48.60%). The RPMS, content and pedagogy are crucial to ensure the delivery of quality, accessible, relevant basic education [14]. Continuous improvement through in-service trainings help improves teaching quality and students' achievements [15].

Table 5: Distribution of Respondents in terms Appropriate Training Attended

Appropriate Training	f	%
RPMS	35	48.60
Content and Pedagogy	13	18.10
Literacy and Numeracy	3	4.20
Bookkeeping	1	1.40
Assessment and Evaluation	1	1.40
Community Involvement	3	4.20
ICT	1	1.40
Guidance and Counselling	1	1.40
Stress Management	4	5.60
Research	2	2.80
Special Education	3	4.20
Leadership	1	1.40
Curriculum	1	1.40
Sports	2	2.80
Drug Addiction	1	1.40
Total	72	100

In sum, professional development including advance studies, in-service trainings are factors need into account on the exercise of instructional role. It draws strong commitment from teachers and in the process make a significant change on the attitudes and behaviors of the teachers [16].

4.2. General Scholastic Average

The GSA of the West II District-Elementary achieved satisfactory result, indicating that most of the pupils had developed basic knowledge and core understanding with little guidance from teachers and assistance from peers.

The pivotal role of Monitoring, Evaluation, and Adjustment allows teachers to track and measure the effectiveness of the educational programs like delivery of instruction, school operations, addressing gaps, and lauds best practices. Such monitoring mechanism significantly affect learners' overall school performance [17]. Hence, it is expected that there must be some improvements in the delivery of instruction that result to an increase of academic achievements every rating period.

4.3. Manifestations of Instructional Leadership as perceived by the respondents

Table 6 shows the manifestations of instructional leadership as perceived by the respondents. It was found out that teachers strongly agree (m=5.56) that transformative leadership is evident. For example, teachers help learners with their self-development, or help learners understand teacher's vision through the use of tools, such as images, stories, and models.

Teachers also strongly agree (m=5.37) that distributed leadership practices are evident. It means that teacher and stakeholders have input over school goals, curricular activities, educational, and innovations. Teachers can even express concerns to administrations. When it comes to content decisions (m=5.31), teachers have influence over content in their own class, sequence of topics and content taught based on learner's ability. In terms of pedagogical decisions, teachers strongly agree (m=5.24) that they have influence over specific methods, strategies used in class, and assignment given to their students.

Thus, those beliefs are worth noting because it shows that being part of the school organization, teachers can lead, build networks of stakeholders, steer the vision and mission of the school, and positively contribute in the achievements of the objectives and standards [18]. (Poetter and Badialli, 2001).

Table 6: Manifestation of Instructional Leadership

Domains of Instructional Leadership	WM	Interpretation
Transformative Leadership	5.56	Strongly Agree
Distributed Leadership	5.37	Strongly Agree
Content Decision in Teaching	5.31	Strongly Agree
Pedagogical Decision in Teaching	5.24	Strongly Agree
Total	5.40	Strongly Agree

4.4. Profile of the respondents as predictor of Instructional Leadership

The profile of the respondents as a set, which comprised age and gender, educational background, plantilla position, ancillary designations, and appropriate trainings attended, did not predict instructional leadership as shown in the (p.405≥0.05).

There might be other factors that need to be taken into account and requires further investigations.

Relationship between Instructional Leadership and General Scholastic Average

As shown in figure 1, Pearson correlation was (r=.439), and the relationship was statistically significant (p.000≤0.05), indicating statistically moderate positive correlation between Instructional Leadership and General Scholastic Average.

The result suggests that instructional leadership affects academic performance. It is viewed as an essential form of teaching that must be shared and distributed among the teachers. It is neither a single leader directed nor exist in isolation. In other words, it is not the principal alone who controls the situation as traditionally perceived. As leader

themselves, teachers had significant influence over the academic performance of the learners [7], [19], [4].

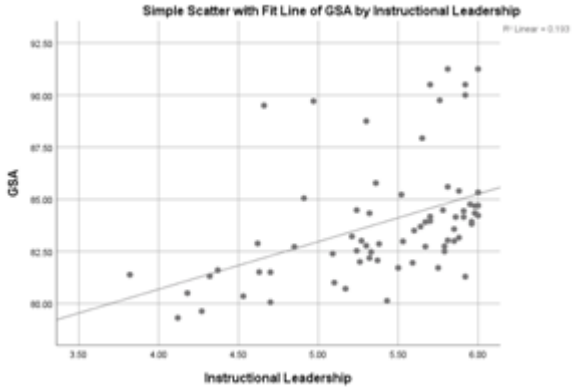

Figure 1: Relationship Between Instructional Leadership and General Scholastic Average

Barriers and Challenges in the Practice of Instructional Leadership

Although, the study showed positive results, but there were barriers and challenges need to be accounted such as students' undesirable behaviors (e.g. absenteeism), lack of parental support, work overloads on the part of the teachers, lack of time for supervisions, and inadequate trainings. Existing literature also attributed to the teacher's lack of belief, inadequate support from stakeholders and resources, inability to handle changes, and the dichotomy of the roles of the principals as leader and a manager at the same time [20].

Conclusion and Recommendation

The findings in the study corroborated the theory of Spillane, Halverson, and Diamond [21] that Instructional Leadership is an important tool of education development and learner's academic achievement.

Thus, the study recommends that school heads empower teachers to act as instructional leader. Seminars related to stress and time management must be conducted to achieve job satisfaction and optimum work performance as the intensification of the workloads has dramatically increased over the years. Conduct qualitative study to get an in-depth knowledge on the barriers and challenges in the practice of instructional leadership. Investigate variables other than age and gender, educational background, trainings, position plantilla, and ancillary designations as predictor of instructional leadership. Lastly, conduct similar study in other Districts in the Division of Mandaue City for further enhancements of the study.

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