

## **INSTRUCTIONAL LEADERSHIP OF SCHOOL HEADS AS DETERMINANTS OF PEDAGOGICAL COMPETENCE OF TEACHERS**

**Peachie O. Mejica<sup>1</sup> and Celeste T. Mercado<sup>2</sup>**

Faculty, Actin National High School<sup>1</sup>, PSU Lingayen Campus<sup>2</sup>

**Abstract** - *The main objective of this study is to investigate the relationship of instructional leadership of school heads and the pedagogical competence of teachers. The study employed a descriptive correlational method of research which was participated by 50 repatriated teachers from Thailand.*

*Based on the results, it was found out that instructional leadership of school heads which are considered as the instructional vision construction, school culture development, teachers' growth and development support and monitoring of instruction and innovation manifested are practiced. Thus, there is a significant relationship between the perceived instructional leadership and the teacher's pedagogical competence. It is recommended that school heads may continue to pursue the best practices on instructional leadership. They should maintain the attributes in designing and monitoring the school framework to assure instructional success to utilize and maximize the pedagogical competence of teachers; School heads and teachers should be in a helping hand to amplify the best practices in the managerial and teaching strategies for the betterment of the school and the students. They should continue those best practices even at this time of pandemic.*

**Keywords:** *Instructional leadership, Pedagogical Competence*

### **Introduction**

School Heads are the foundations of each school. They are the builder, the educator, and the innovator of each staff. Despite innovative changes of the educational administrations, school heads may be a great factor for the success of each institution.

The Philippine Professional Standards for Teachers (PPST), which recognizes growth in teachers' professional capacity and supports the K to 12 curriculum reform agenda, underpins the proposed system for the professional development of teachers. The current development of the Philippine Professional

Standards for School Heads (PPSSH) and Philippine Professional Standards for Supervisors (PPSS) will further broaden the importance of a Transformed NEAP. These sets of Professional Standards will assist NEAP in the design and delivery of in-service professional development, and, through integrated monitoring and evaluation procedures, provide for accountability.

According to a study of Brooks and Sutherland (2014), historically, principals have been characterized as change agents who work with a limited and constantly evolving sphere of influence—they are at once leaders, administrators and middle managers who mediate tensions between

policy-as-designed and policies-as-implemented. Principals face challenges of increasing complexity and frequency as they fulfill their functions and provide direction and support while seeking to influence conditions related to teaching and learning times where uncertainty is the norm and reform is often implemented from unstable footing. Principals operate precariously in between these internal and external worlds, and the relative lack of success of school reform efforts is evidence of the breadth and depth of the challenge they face daily.

Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for the instructional principal.

Principals and school leaders tried to maintain for balance and proficiency in their roles as instructional leaders. Among the reasons cited for a lack of proficiency and emphasis on instructional leadership in schools is a lack of comprehensive training. Failure on executing instructional activities, unrealistic community expectations and a surfeit of paperwork were also cited as reasons for the shortfall.

### **Statement of the Problem**

This study seeks to find out how the instructional leadership of school heads relate to the pedagogical competence of the teachers. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. Age;
  - 1.2. Sex;
  - 1.3. Civil Status;

- 1.4. Highest Educational Attainment;
  - 1.5. Relevant Seminars/Trainings Attended;
  - 1.6. Length of Service; and
  - 1.7. Position/Rank?
2. What is the extent of manifestation of School Head's on Instructional Leadership in terms of the following:
    - 2.1. Instructional Vision Construction;
    - 2.2. School Culture Development;
    - 2.3. Teachers' Growth and Development Support; and
    - 2.4. Monitoring of Instruction and Innovation?
  3. What is the level of Teacher's Pedagogical Competence in terms of the following:
    - 3.1. Lesson Planning and Preparation;
    - 3.2. Classroom Management;
    - 3.3. Teaching-Learning Process;
    - 3.4. Subject-Matter Language Proficiency;
    - 3.5. Assessment of Learning outcomes?
  4. Is there a significant relationship between the perceived instructional leadership and the teacher's pedagogical competence?
  5. What recommendations could be given for the school heads' instructional leadership and the teachers' pedagogical competence?

### **MATERIALS AND METHOD**

The intention and focus of this study is to find out the perceived manifestations of the school heads' instructional leadership as

determinant of the teachers' pedagogical competence. Thus, the study utilized a descriptive method of research using the survey technique and to determine the perceptions of the respondents towards the instructional supervision of the SHs and the instructional competence of the teachers.

The study had used 50 teachers to assess the instructional leadership of their school heads and their pedagogical competence. The parameters used to measure the instructional leadership include Instructional Vision Construction, School Culture Development, Teachers' Growth and Development Support and Monitoring of Instruction and Innovation. Since there is a limited contact and communication process due to lockdown and global pandemic, the writer used 50 repatriated teachers from Thailand through quota and purposive sampling. Quota sampling as a non-probability sampling method in which the researcher set and create a sample involving individuals that represent a population while purposive sampling is an acceptable kind of sampling for special situations. It was used most often when a difficult-to-reach population needs to be measured.

The main data gathering instrument used in the study was a survey interview and self-constructed questionnaire. The survey questionnaires were distributed to the 50 repatriated teachers from Thailand. The questionnaire is divided into three (3) parts: The first part has five (5) questions to determine how the respondents' profile such as Age; Sex; Civil status; Highest Educational Attainment; and Seminars/Trainings attended. The second part is to determine the perceptions of the respondents regarding on the instructional leadership of their SHs such as Instructional Vision Construction, School Culture

Development, Teachers' Growth and Development Support and Monitoring of Instruction and Innovation. The third part is to know the perceptions and assessment on the instructional competence of the teachers in Lesson Planning and Preparation; Classroom Management, Teaching-Learning Process Subject-Matter Language Proficiency and Assessment of Learning outcomes.

## RESULTS AND DISCUSSION

The following is the presentation and interpretation data gathered regarding the profile of the respondents. Also, it shows the data regarding the teachers' manifestations towards school head's instructional leadership and the teachers' assessment on their pedagogical competence.

### Profile of the Respondents

**Figure 1. Age Distribution of the Respondents**

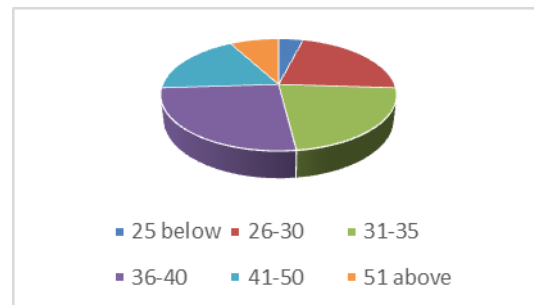


Figure 1 illustrates the age range of the respondents which is divided into six (6) brackets. Based on the gleaned data it shows that 13 percent of the 50 respondents are within the 36-40 age range. This implies that the respondents are within the typical age of Proficient Teachers in the field. This age range typically in their peak of their teaching career.

**Figure 2. Distribution of Respondents as to Civil Status**

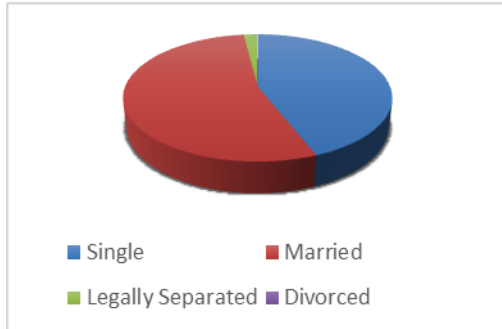


Figure 2 illustrates the distribution of the respondents as to civil status. The graph shows that 54 percent of the 50 respondents are married, 44 percent are still single while the remaining 1 percent were legally separated. The result implies that most of the respondents are married.

The succeeding figures presents the data regarding the work-related background of the respondents as to the Highest Educational Attainment (HEA), seminar-training attended, number of years in service and the position in the field.

**Figure 3. Distribution of Respondents as to the Highest Educational Attainment**

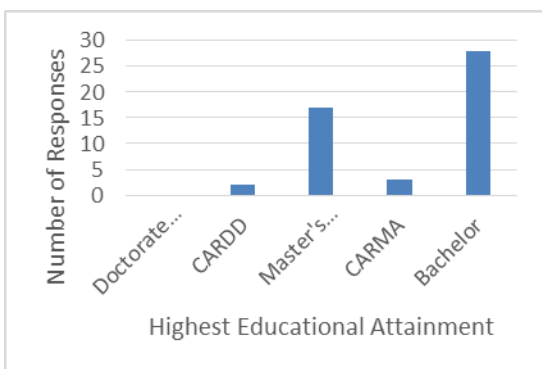


Figure 3 illustrates the educational attainment of the respondents. As gleaned in the graph, an average of 56 percent of the teacher-respondents finished Bachelor's

degree. On the other hand, 34 percent of the teachers finished Master's degree. This implied that most of the respondents accomplished Bachelor's degree level.

**Figure 4. Distribution of Respondents as to Gender**

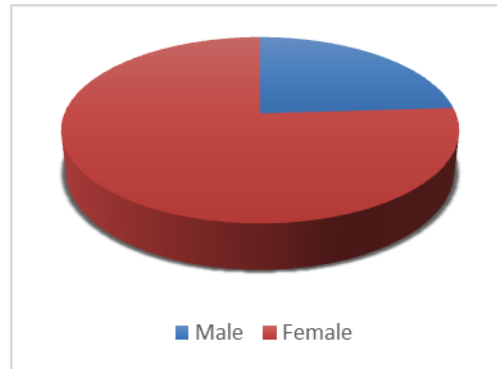


Figure 4 shows the distribution of the respondents as to gender. The graph shows that 76 percent of the 50 respondents are female while the remaining 12 percent are male respondents. The result implies that most of the respondents are female.

**Figure 5. Respondents as to the Seminar/Trainings Attended**

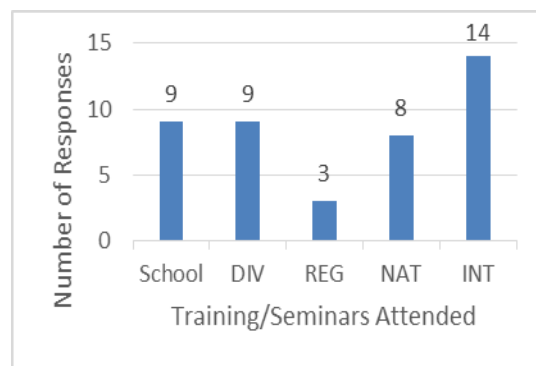


Figure 5 illustrates the distribution of the respondents' seminar/trainings attended. As gleaned in the graph, an average of 28 percent of the teacher-respondents attended international trainings. On the other hand, 9

percent of the teachers attended the school-wide and division-wide mass training. This implied that most of the respondents accomplished and attended international training/seminars.

**Figure 6. Distribution of Respondents as to the Length of Service**

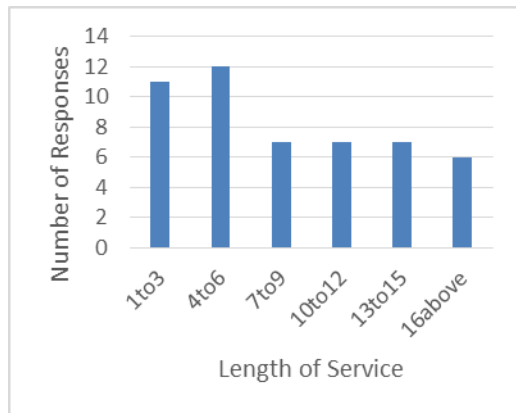


Figure 6 illustrates the distribution of the respondents as to the length of service. As gleaned in the graph, an average of 22 percent is in the service for almost 4 to 6 years; 22 percent for almost 1 to 3 years. This implied that most of the respondents is in the teaching career for almost 4 to 6 years.

**Figure 7. Distribution of Respondents as to the Position/Rank**

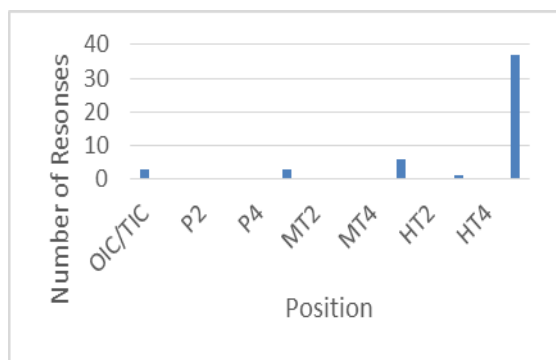


Figure 7 illustrates the distribution of the respondents as to position or rank. As gleaned in the graph, an average of 37 percent is positions as Teacher 1-3; 12 percent are Head Teachers. This implied that most of the respondents are Teachers 1-3.

### Perception of the Respondents in the Instructional Leadership

**Table 1. Instructional Leadership as to Construction of Instructional Vision**

As an instructional leader, when it comes to the <b>construction of instructional vision</b> , my school head ...	Frequency					WM	I
	5	4	3	2	1		
1. sets clear goals and expectations for student achievement and classroom instruction;	16	26	8			4.16	P
2. formats and structures the curriculum map for regular teacher interaction;	12	28	9	1		4.02	P
3. processes for sustained professional development to ensure all staff have the skills necessary to attain goals;	15	18	11	5	1	3.82	P
4. systems for formally monitoring and evaluating progress;	18	21	11			4.14	P
5. allocates the proper resources to accomplish goals;	17	18	13	2		4.00	P
6. collects, shares, and affects others with his/her leadership to ensure goals and expectations are met; and	15	17	15	3		3.88	P
7. clearly articulates, data-driven goals for student achievement and classroom instruction.	22	17	9	2		4.18	P
<b>Average Weighted Mean</b>	<b>4.03</b>					<b>Practiced</b>	

Legend: 4.51=5-Highly Practiced (HP); 3.51-4.5-Practiced (P); 2.51-3.5-Moderately Practiced (MP); 1.51-2.5-Not Practiced (NP); 1-1.5-Extremely Not Practiced (ENP); WM – Weighted Mean; I – Interpretation

The data in Table 1 shows that the respondents gained an average weighted mean of 4.03 in the perceived instructional leadership of the school heads in terms of the construction of instructional vision with an interpretation of “practiced”. Indicator 7 which stated as “clearly articulates, data-driven goals for student achievement and classroom instruction” garnered the highest mean average 4.18 with an interpretation of “practiced”. Next mean is 4.16 which is indicator 1 that stated “sets clear goals and expectations for student achievement and classroom instruction.” Lastly, indicator 4 “systems for formally monitoring and evaluating progress” got an average mean of 4.14. Both were in “practiced”.

The results imply that the school head manifested the first sub-variable which is having the necessary skill to have better outlook in a clear goal for the totality of the school continuity plan. According to Steiner and Kowal (2007), starting with objectives for improved student learning helps ensure that the instructional coaching program is not just a one-shot staff development program, but a program that ultimately imparts a new strategy or skill that will have a measurable impact on student learning. Moreover, according to the Governance of Basic Education Act of 2001, school head should make sure that each learning goal are clearly articulated and understood and that everyone in the school is accountable for the achievement of the goals.

**Table 2. Instructional Leadership as to Development of the School Culture**

	Frequency					WM	I
	5	4	3	2	1		
1. develops and manages a school culture conducive to conversations about the core technology of instruction by building norms of trust,	13	22	12	3		3.90	P

collaboration, and academic press among staff;							
2. promotes an academic learning climate;	20	17	13			4.14	P
3. operates more through the school's culture and by modeling rather than through the direct supervision and evaluation of teaching;	13	18	17	2		3.84	P
4. tunes in to all of the pertinent issues and current events related to curriculum, effective assessment, and pedagogical strategies;	11	23	12	4		3.82	P
5. supports collegial relationships among teachers and instructional leaders;	16	23	9	2		4.06	P
6. creates and sustains a learning community that supports teachers as learners and leaders;	21	15	8	6		4.02	P
7. encourages teachers and other school personnel to collaborate in the improvement of instructional practices in schools;	20	17	9	4		4.06	P
8. promotes a culture of cooperative work among teachers, superiors' learners and other stakeholders; and	13	22	11	4		3.88	P
9. develops professional linkages among all the clientele.	11	21	14	2	2	3.74	P
<b>Average Weighted Mean</b>		<b>3.94</b>	<b>Practiced</b>				

Legend: 4.51-5-Highly Practiced(HP); 3.51-4.5-Practiced(P); 2.51- 3.5-Moderately Practiced(MP); 1.51-2.5-Not Practiced (NP); 1-1.5-Extremely Not Practiced (ENP); WM – Weighted Mean; I – Interpretation

The data in Table 2 shows that the respondents gained an average weighted mean of 3.94 in the perceived instructional leadership of the school heads in terms of he interpretation “practiced”. The results imply that the school head manifested the leadership on developing the school culture which is very significant in setting-up the school’s atmosphere. It provides a safe and healthy environment for students and staff of the school, which in turn allows collaboration on the school community to evolve. Galiste (2019) revealed that instructional leadership emphasizing the

created climate integrity is really a significant factor with teacher’s performance and the improvement.

**Table 3. Instructional Leadership as to Development of the School Culture**

In teachers’ growth and development support, my school head...	Frequency					WM	I
	5	4	3	2	1		
1. engages teacher in the planning, designing, and evaluation of individual professional development programs;	16	13	5			3.86	P
2. encourages job – embedded professional development activities;	18	13	5			3.82	P
3. provides opportunities for dialogue among teachers and instructional leaders on curriculum, teaching and learning;	18	14	5			3.78	P
4. provides differentiated professional development activities to address career patting, teaching assignment, adult learning and teaching styles, interest, needs among others;	15	16	7			3.64	P
5. encourages teachers to engage in self-assessment and personal relations to guide own professional development;	19	14	2	1		3.86	P
6. formalizes processes for sustained professional development to ensure all staff have the skills necessary to attain goals;	23	14	2	1		3.78	P
7. provides training opportunities, support, and follow-up required for teachers to strengthen their content knowledge and ascertain research-based instructional strategies	21	9	5			3.92	P

and						
8. upholds the practice of the Code of Ethics for Professional.	27	16	5	2	4.36	P
<b>Average Weighted Mean</b>	<b>3.88</b>		<b>Practiced</b>			

Legend: 4.51=5-Highly Practiced(*HP*); 3.51-4.5-Practiced(*P*); 2.51- 3.5-Moderately Practiced(*MP*); 1.51-2.5-Not Practiced (*NP*); 1-1.5-Extremely Not Practiced (*ENP*); WM – Weighted Mean; I – Interpretation

The data in Table 3 shows that the respondents gained an average weighted mean of 3.88 in the perceived instructional leadership of the school heads in terms of the teachers’ growth and development support with an interpretation of “practiced”. Indicator 2 which stated as “upholds the practice of the Code of Ethics for Professional” garnered the highest mean average 4.36 with an interpretation of “practiced”. Next mean is 3.92, indicator 7 that stated, “provides training opportunities, support, and follow-up required for teachers to strengthen their content knowledge and ascertain research-based instructional strategies” with an interpretation “practiced”. Lastly, indicator 1 “engages teacher in the planning, designing, and evaluation of individual professional development programs” got an average mean of 3.96 with an interpretation “practiced”.

The results imply that school heads really uphold and manifested the leadership towards professionalism which help every teacher to build leadership capacity to maintain personal and professional renewing desire to improve. Department Order No. 35, series 2016 of the Department of Education provided a full support and clear goal in continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd’s commitment to the development of teachers

potential aimed towards their success in the profession. It is revealed in a study [1] that the school head’s planning, controlling and evaluations on the faculty development program is highly related to the input and success of the school performance.

**Table 4. Instructional Leadership as to Monitoring of Instruction & Innovation**

In monitoring of instruction and innovation, my school head...	Frequency					W M	I
	5	4	3	2	1		
1.establishes healthy supervisory relationship in self-assessment among teachers based on respect and trust in their personal and professional competence;	16	21	10	3		4.00	P
2.encourages teachers to established good relationships with student peers and superiors.	20	24	5	1		4.26	P
3.furnishes system for formally monitoring and evaluating progress;	16	23	8	3		4.04	P
4.possesses fair and just planning and observation skills as well as proficiency in research and evaluation of both staff and student performance;	14	20	14	2		4.04	P
5.reviews actions and accepts feedback in an atmosphere of collegiality and collaboration;	15	14	18	2	1	3.92	P
6.upholds responsibility and willingness to accept decisions on supervisory;	15	21	10	3	1	3.80	P
7.inquires about the effects, implications of actions or decisions on others (e.g. colleagues, teachers, students, etc.) as a guide for future decisions;	11	22	13	2	2	3.92	P
8.encourages teachers to inquire on good practices and to pursue better alternatives for the improvement teaching and learning; and	13	25	10	2		3.76	P
9.assists teachers in identifying strengths and growth areas through monitoring and evaluation.	11	24	11	3	1	3.98	P
<b>Average Weighted Mean</b>	<b>3.95</b>					<b>Practiced</b>	

Legend: 4.51-5-Highly Practiced (HP); 3.51-4.5-Practiced (P); 2.51- 3.5-Moderately Practiced (MP); 1.51-2.5-Not Practiced (NP); 1-1.5-Extremely Not Practiced (ENP); WM – Weighted Mean; I – Interpretation

The data in Table 4 shows that the respondents gained an average weighted mean of 3.95 in the perceived instructional leadership of the school heads in terms of monitoring of instruction and innovation with an interpretation of “practiced”. Indicator 2 which stated as “encourages teachers to established good relationships with student peers and superiors” garnered the highest mean average 4.26 with an interpretation of “practiced”. Indicator 3 that stated, “furnishes system for formally monitoring and evaluating progress.” and indicator 4 “possesses fair and just planning and observation skills as well as proficiency in research and evaluation of both staff and student performance” both got an average mean of 4.04 with the interpretation “practiced”.

The results indicate that the school heads displayed the leadership in monitoring of instruction and innovation. Republic Act 9155 discussed and explained one of the vital roles of the school heads, consistent with the national educational policies, plans and standards, the school heads shall have authority, accountability and responsibility for introducing new and innovative modes of instruction to achieve higher learning outcomes.

A study [2] revealed that one of the bases for improving school administration & supervision is the management of change and the implementation of innovations. Furthermore, he explained that one of the factors for the management of change and implementation of innovations is the instructional monitoring of the school head.



### Teachers’ Manifestations in their Pedagogical Competences

**Table 5. Perception of the Pedagogical Competence**

In lesson planning and preparation, I highly ...	Frequency					WM	I
	5	4	3	2	1		
1. reflect high level learning related to curriculum frameworks and standards;	18	24	8			4.20	P
2. adapt, where necessary, to the needs of individual students, and permit practical;	24	21	5			4.38	P
3. engage all the elements of the instructional design support the stated instructional objectives;	18	21	10	1		4.12	P
4. engage all lesson unit which are highly coherent and has a clear structure;	14	31	5			4.18	P
5. consider the taxonomy of educational objectives from Bloom’s to Anderson;	14	29	7			4.14	P
follow the affective domain’s – feeling, emotions, attitude – feel”;	20	18	12			4.16	P
6. structure and design my plan with ‘physical – skills – do’ along with performance tasks and OBE and	11	32	7			4.08	P
7. engage all materials and resources support the instructional objectives and key concepts, and most engage students in meaningful learning.	15	29	6			4.18	P
<b>Average Weighted Mean</b>	<b>4.18</b>		<b>Practiced</b>				

Table 5 shows the perceptions of the teacher-respondents on their pedagogical competence as to lesson planning and preparation. It can be gleaned in the data that the respondents gained an average weighted mean of 4.18 with an interpretation “practiced”. Indicator 2 which stated “adapt, where necessary, to the needs of individual students, and permit practical” got the highest mean with an interpretation “practiced”. Next is indicator 2, “reflect high level learning related to curriculum frameworks and standards” which gained an average mean 4.20 with interpretation “practiced”. Lastly, indicator 4 “engage all lesson unit which are highly coherent and has a clear structure” and indicator 7 “engage all materials and resources support the instructional objectives and key concepts, and most engage students in meaningful learning” both gained an average mean of 4.18 and with an interpretation “practiced”.

This implies that the respondents are highly engaged in designing and creating high level learning related to curriculum frameworks and standards along with the principles of K-S-A-Vs and concepts of Bloom’s Taxonomy in lesson planning and preparations. The study [3] revealed that one of the sub-indicators used to explain the competence of teachers is the designing and utilization of the lesson plan.

**Table 6. Perception of the Pedagogical Competence as to Classroom Management**

In the classroom management, I highly...	Frequency					W M	I
	5	4	3	2	1		
1. manage classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning;	23	23	4			4.38	P
2. consider the ideas that classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students;	23	24	2	1		4.38	P
3. display classroom routines, and work to-do lists;	26	20	4			4.44	P
4. initiate discipline of students including classroom rules, guidelines and individual and group tasks;	29	18	3			4.52	P
5. praise and punished students for every work accomplished;	15	27	6	2		4.10	P
6. display bulletin board displays containing the assigned tasks, things to ponder and monthly celebrations and	15	28	6	1		4.14	P
7. conduct follow-ups and conferences on parents every grading period.	19	17	9	5		4.00	P
<b>Average Weighted Mean</b>	<b>4.28</b>		<b>Practiced</b>				

Legend: 4.51=5-Highly Practiced(HP); 3.51-4.5-Practiced(P); 2.51- 3.5-Moderately Practiced (MP); 1.51-2.5-Not Practiced (NP); 1-1.5-Extremely Not Practiced (ENP); WM – Weighted Mean; I – Interpretation

Table 6 shows the perceptions of the respondents on their pedagogical competence as to classroom management. It can be gleaned in the data that respondents gained an average weighted mean of 4.28 with an interpretation “practiced”. Indicator 3 which stated, “initiate discipline of students including classroom rules, guidelines and individual and group tasks” gained the highest average mean of 4.52 with an interpretation “practiced”. Indicator 3 “display classroom routines, and work to-do lists” got an average mean of 4.44 while indicator 1 “manage classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning” and indicator 2 “consider the ideas that classroom is safe, and students contribute to

ensuring that the physical environment supports the learning of all students” gained an average mean of 4.38 and were all interpreted “practiced”.

**Table 7. Perception of the Pedagogical Competence as to Teaching-Learning Process**

In a teaching-learning process, I highly ...	Frequency					W M	I
	5	4	3	2	1		
1. identify appropriate learning objectives, strategies and accompanying materials in the plan;	21	7	5			4.32	P
2. achieve an increase of at least 3% proficiency level in the Periodical Test in subjects taught;	12	3	5	1		4.10	P
3. engage with the new trends of teaching learned from the conducted seminar-trainings;	15	2	1	0	3	3.98	P
4. equip with an extensive knowledge of content and pedagogy with showed evidence of a continuing search for improved practice;	12	2	9	8	1	4.04	P
5. engage in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes;	11	2	8	8	3	3.94	P
6. engage with and reflections upon their learning and to consolidate the understanding during the learning process;	9	3	5	4	2	4.44	P
7. equip with learning activities which are highly relevant to students and instructional objectives and key concepts and	20	1	4	5	1	4.26	P
8. redouble the efforts in improving learning/teaching methods.	18	2	6	5	1	4.22	P
<b>Average Weighted Mean</b>	<b>4.24</b>		<b>Practiced</b>				

Legend: 4.51=5-Highly Practiced(HP); 3.51-4.5-Practiced(P); 2.51- 3.5-Moderately Practiced (MP); 1.51-2.5-Not Practiced (NP); 1-1.5-Extremely Not Practiced (ENP); WM – Weighted Mean; I – Interpretation

Table 7 shows the perception of the respondents on their pedagogical competence as to the teaching-learning process. It can be gleaned on the data that the respondents gained an average weighted mean 4.24 and with an interpretation “practiced. It can also be gleaned that indicator 6 which stated, “engage with and reflections upon their learning and to consolidate the understanding during the learning process” got the highest average mean of 4.44 with an interpretation “practiced”. Next is indicator 1 “identify appropriate learning objectives, strategies

and accompanying materials in the plan” with an average mean 4.32 and interpreted as “practiced”. Lastly, indicator 7 “equip with learning activities which are highly relevant to students and instructional objectives and key concepts” with an average mean 4.26 and interpreted also as “practiced”.

The results imply that the teacher-respondents are well equipped and engaged in targeting and achieving on the identified appropriate learning objectives, competence and accompanying materials in the plan to attain or achieve the learning competencies, achieved the target. In accordance with the Department Order No. 42, series 2017 or the National Adaption and Implementation of the Philippine Professional Standards for Teachers (PPST), which aims for the teachers to actively engaged in the planning and management of teaching and learning process (Domain 4). Moreover, teachers should have a strong understanding of the subjects/areas in which they are trained in terms of content knowledge and pedagogy. They possess the requisite knowledge, skills and values that support the teaching and learning process. They manage learning programs and have strategies that promote learning based on the learning needs of their students.

**Table 8. Perception of their Pedagogical Competence as to Subject-Matter Language Proficiency**

With the <b>subject-matter language proficiency</b> , I highly ...	Frequency					W M	I
	5	4	3	2	1		
1. formulate many of the high-level questions and assumes responsibility for the participation of all students in the discussion;	14	27	9			4.10	P
2. express teacher’s spoken and written language in a correct and expressive way with well-chosen vocabulary that enriches	17	26	6	1		4.18	P

the lesson;							
3. convey information and ideas with clarity;	20	26	4			4.32	P
4. express ideas and thoughts with no inhibitions and gender-biases;	13	31	6			4.14	P
5. articulate ideas in a meaningful manner that is easy to understand or comprehend and	15	31	4			4.22	P
6. choose selected words which is highly useful in a context approach.	14	32	4			4.20	P
<b>Average Weighted Mean</b>	<b>4.19</b>		<b>Practiced</b>				

Legend: 4.51=5-Highly Practiced (*HP*); 3.51-4.5-Practiced (*P*); 2.51- 3.5-Moderately Practiced (*MP*); 1.51-2.5-Not Practiced (*NP*); 1-1.5-Extremely Not Practiced (*ENP*); WM – Weighted Mean; I – Interpretation

Table 8 shows the perception of the respondents on their pedagogical competence as to subject-matter language proficiency. It can be gleaned on the data that the respondents gained an average weighted mean 4.19 and with an interpretation “practiced”. It can also be gleaned that indicator 3 which stated, “convey information and ideas with clarity” got the highest average mean of 4.32 with an interpretation “practiced”. Next is indicator 5 “articulate ideas in a meaningful manner that is easy to understand or comprehend” with an average mean 4.22 and interpreted as “practiced”. Lastly, indicator 6 “choose selected words which is highly useful in a context approach” with an average mean 4.20 and interpreted also as “practiced”.

The results imply that the teacher-respondents recognize the importance of the proper means of communication through the context of each lesson and facilitating the learners’ language.

**Table 9. Perception of the Pedagogical Competence as to Assessment**

In assessing learning outcomes, I highly ...	Frequency					WM	I
	5	4	3	2	1		
1. monitor, evaluate and maintain students' progress;	28	19	2	1		4.48	
2. showcase a student's work for a particular purpose as well as where and how they need to improve to meet academic goals;	24	18	8			4.32	P
3. define the specific/target outcomes or competencies to be achieved/ measured in terms of skills, knowledge, attitude or values;	16	30	4			4.24	P
4. engage with the assessment which is completely congruent with the instructional objectives and key concepts, both in content and process;	19	27	4			4.30	P
5. align with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development and	18	26	6			4.24	P
6. monitor the students' progress systematically, from class record to the parents' involvement.	28	18	14			4.48	P
<b>Average Weighted Mean</b>	<b>4.34</b>		<b>Practiced</b>				

Legend: 4.51-5-Highly Practiced (HP); 3.51-4.5-Practiced (P); 2.51- 3.5-Moderately Practiced (MP); 1.51-2.5-Not Practiced (NP); 1-1.5-Extremely Not Practiced (ENP); WM – Weighted Mean; I – Interpretation

Table 9 shows the perception of the respondents on their pedagogical competence as to assessing the learning outcomes. It can be gleaned on the data that the respondents gained an average weighted mean 4.34 and with an interpretation “practiced”. It can also be gleaned that indicator 1 which stated, “monitor, evaluate and maintain students’ progress” and indicator 6 “monitor the students’ progress systematically, from class record to the parents’ involvement” both got the highest average mean of 4.48 with an interpretation “practiced”. Next is indicator 2 “showcase a student’s work for a particular purpose as well as where and how they need to improve

to meet academic goals” with an average mean 4.32 and interpreted as “practiced”. Lastly, indicator 4 “engage with the assessment which is completely congruent with the instructional objectives and key concepts, both in content and process” with an average mean 4.30 and interpreted also as “practiced”.

The results imply that the teacher-respondents are well inclined in designing, selecting, organizing, and utilizing a diagnostic, formative and summative assessment strategies consistent with the curriculum. It also shows that teachers promptly monitored and communicated with parents and guardians regarding on the learners’ progress.

According to a study of Carlito, teachers need to know whether their students are successfully achieving the knowledge, skills and values inherit in their lessons. For this reason, it is critical for teachers to build a repertoire of effective strategies for performing their executive function of assessment, measurement and evaluation of learning.

**Table 10. Summary of the School Head’s Manifestations on Instructional Leadership**

School Head’s Manifestations on Instructional Leadership	AWM	I
1. Instructional Vision Construction	4.03	Practiced
2. School Culture Development	3.94	Practiced
3. Teachers’ Growth and Development Support	3.88	Practiced
4. Monitoring of Instruction and Innovation	3.95	Practiced
<b>Overall</b>	<b>3.95</b>	<b>Practiced</b>

<b>Weighted Mean</b>		
----------------------	--	--

Legend: 4.51=5-Highly Practiced(*HP*); 3.51-4.5-Practiced(*P*); 2.51- 3.5-Moderately Practiced(*MP*); 1.51-2.5-Not Practiced (*NP*); 1-1.5-Extremely Not Practiced (*ENP*); AWM – Weighted Mean; I – Interpretation

Table 10 summarizes the manifestations of the school heads on the instructional leadership with an overall weighted mean of 3.99 of practiced. Among all indicators, indicator 1 “instructional vision construction” got the highest average weighted mean of 4.03. Next is indicator 4 “monitoring of instruction and innovation” with an average weighted mean of 3.95. Lastly, indicator 2 “school culture development” with an average weighted mean of 3.94. It can be gleaned that all sub-indicators were manifested as “practiced”.

The results imply that the top priority of the school heads is the construction of instructional vision which allows them to design the over-all framework of each of the Key Result Areas of the school which lead them to monitor and evaluate the performance of the teaching staff and innovate into a better and improved key leading factors to address the loopholes and weaknesses of the process. To address the pointed weaknesses, school culture development should be the next priority such as breaking into the traditional and conventional practices.

Furthermore, it can also be gleaned on the data the least priority of the school heads is the teachers’ growth and development. This is because teachers demonstrated and practiced the values and behaviors enshrined in the Norms and Conducts and Ethical Standards for Public Officials and Employees (RA 6713) and the Code of Ethics. Some of the programs and innovations of the school heads might be a refreshment and reviews for the said variable.

**Table 11. Summary of Pedagogical Competence of the Teachers**

Pedagogical Competence of the Teachers	AWM	I
1. Lesson Planning and Preparation	4.18	Practiced
2. Classroom Management	4.28	Practiced
3. Teaching -Learning Process	4.24	Practiced
4. Subject-Matter Language Proficiency	4.19	Practiced
5. Assessment of Learning outcomes	4.34	Practiced
<b>Overall Weighted Mean</b>	<b>4.25</b>	Practiced

Legend: 4.51=5-Highly Practiced(*HP*); 3.51-4.5-Practiced(*P*); 2.51- 3.5-Moderately Practiced(*MP*); 1.51-2.5-Not Practiced (*NP*); 1-1.5-Extremely Not Practiced (*ENP*); AWM – Weighted Mean; I – Interpretation

Table 11 summarizes the pedagogical competence of the teachers with an overall weighted mean of 4.25 of practiced. Among all indicators, indicator 5 “assessment of learning outcomes” got the highest average weighted mean of 4.34.

The results imply that teachers are focused on assessing learning outcomes.

**Table 12. Significant Relationship Between the Perceived Instructional Leadership of the School Heads and the Pedagogical Competence of the Teachers**

Pedagogical Competence of the Teachers	Perceived Instructional Leadership of the School Heads											
	Instructional Construction		Vision		School Culture Development		Teachers' Growth and Development Support		Monitoring of Instruction and Innovation		Overall	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value		
Lesson Planning and Preparation	.714*	<.001	.741*	<.001	.669**	<.001	.674**	<.001	.674**	<.001		
Classroom Management	.702*	<.001	.720*	<.001	.671**	<.001	.672**	<.001	.672**	<.001		
Teaching-Learning Process	.538*	<.001	.457*	<.001	.489**	<.001	.516**	<.001	.516**	<.001		
Subject-Matter Language Proficiency	.720*	<.001	.744*	<.001	.697**	<.001	.729**	<.001	.729**	<.001		
Assessment of Learning outcomes	.544*	<.001	.584*	<.001	.520**	<.001	.509**	<.001	.509**	<.001		
<b>Overall</b>											<b>.752**</b>	<b>&lt;.001</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As gleaned from the table, the results showed that there is a significant positive moderate relationship between the perceived instructional leadership of the school heads and the pedagogical competence of the teachers. This is shown by the computed r-values ranging from 0.457 to 0.744 with corresponding p-values of <.001 which is lower than the set .05 level of significance.

The results imply that there is a positive relationship between the instructional leadership of the school heads and the pedagogical competence of the teachers. This means that the higher is the perceived instructional leadership of the teachers, the

higher also is the pedagogical competence of the teachers or vice versa.

According to the study of Caponpon (2014), the development program and the administrative practices of the school heads are significantly related to the teachers' and school's performance

### CONCLUSION

The following conclusion are drawn from the findings of the study:

1. Most of the respondents are all aligned in the proficient level in the field of teaching as to their profile all the and the work-related background of the respondents as to the Highest Educational Attainment (HEA), seminar-training attended, number of years in service and the position in the field.
  2. School heads' practices on the instructional leadership were manifested as "practiced" as to instructional vision construction, school culture development, teachers' growth and development support and monitoring of instruction and innovation.
  3. Teacher-respondents' pedagogical competence of teachers was manifested as "practiced" as to lesson planning and preparation, classroom management, teaching-learning process, subject-matter language proficiency and assessment of learning outcomes. It can be gleaned that all sub-indicators were manifested as "practiced".
  4. There is a significant positive moderate relationship between the perceived instructional leadership of the school heads and the pedagogical competence of the teachers.
- modules, virtual studies, webinars, and online learning courses.
  2. School heads ought to continue to pursue the best practices on instructional leadership. They should maintain the attributes in designing and monitoring the school framework to assure instructional success to utilize and maximize the pedagogical competence of teachers. This means that the higher is the perceived instructional leadership of the teachers, the higher also is the pedagogical competence of the teachers or vice versa.
  3. Teachers should continue their best practices on their pedagogical competencies that helped them for their bread-and-butter in the field of teaching. Also, career re-orientation would help them for adjustments in teaching career.
  4. School heads and teachers should be in a helping hand to amplify the best practices in the managerial and teaching strategies for the betterment of the school and the students. It is revealed that the They should continue those best practices even at this time of pandemic.

## RECOMMENDATION

Based on the conclusions of the study, the following are recommended:

1. Teachers should continue to pursue on their personal and professional development career which help them to be more competent and experienced even this time of pandemic through self-learning

## BIBLIOGRAPHY

- [1] Caponpon, Donna Rose C. *Instructional competence of teachers, school heads administrative practices and performance of schools: inputs to administrators development program*. Master Thesis. Laguna State Polytechnic University, San Pablo City Campus. 2019

- [2] Ofrin, Josephine L. *School Heads' Management of Change & Implementation of School Innovations: Basis of Improving School Administration & Supervision*. Master Thesis. Laguna State Polytechnic University, San Pablo City Campus. 2017
- [3] Villareal, Vanessa V. *Instructional leadership responsibility of principals and the instructional of teachers*. Master Thesis. Laguna State Polytechnic University, San Pablo City Campus. 2017
- [4] Garcia, Carlito D. (2008). *Measuring and evaluating learning outcomes: a textbook in ASL 1 & 2*. Mandaluyong City: Books Atbp. Publishing Corporations.