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## School Heads as Instructional Leaders in support of Teachers' Holistic Development

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*Domains of Instructional Leadership School Heads Performance, Instructional Leadership, School Heads, Teachers Holistic Development, Correlation, Multiple Regression*

### ABSTRACT

Instructional leadership is a school management paradigm in which a principal collaborates with teachers to support and advise in developing effective instructional strategies. This study was conducted to determine the school heads' as instructional leaders in support of teachers' holistic development in public elementary schools in the division of Nueva Ecija. A total of 316 teachers served as respondents in the study. The investigation utilized the descriptive correlational research methods and Slovin's formula with stratified random sampling. The data was collected through a questionnaire that included the teachers' demographic profile, school heads' domains of instructional leadership, school heads' leadership performance, and teachers' holistic development—the researcher utilized Pearson Product Moment Correlation and Spearman's rho as statistical treatment. The school head communicates with teachers and staff to ensure that everyone strives toward the same objective, assigns responsibility for curriculum organization across grade levels, and meets with instructors one-on-one to evaluate students' school performance. Furthermore, the school principal ensures that public announcements do not interfere with teaching time, recognizes excellent performance through faculty meetings, keeps instructors informed about professional development, and recognizes students who thrive academically. The respondents strongly agree that their school head gives instructions and clarifies processes, facilitates communication, and permits teachers to evaluate their work. Regarding school heads' domains of instructional leadership and school heads' leadership styles, performance was positively correlated, the same with the result obtained between school heads' domains of instructional leadership and teachers' holistic development. Furthermore, a positive correlation was also found between school heads' leadership styles performance and teachers' holistic development. Generally, this study confirmed that school heads as instructional leaders would support the teachers' personal and professional growth.

### INTRODUCTION

Many activities, initiatives, and projects changed as the deadly coronavirus disease 19 (COVID 19) entered the Philippines during this health crisis. Department of Education (DepEd) also adjusted the new standard set up to continue primary education amidst the risk brought by Covid 19. This study will assess the capacity of a school head as an instructional leader.

Statistically, instructional leadership (Sibomana, 2022) influences school culture. The department has different webinars, In-Service training (INSETs), and School Learning Action cells (SLAC). Sezer (2020) revealed the values gained during in-service training, such as personal, professional, and cultural values.

Principals are now looking for strategies to improve their instructional leadership to improve their effectiveness as leaders. The goal of the present research was to see how much teachers think their principal is doing a good job as instructional leaders. It also intends to investigate the impact of school-level interactions on the link between instructional leadership and school success in terms of teachers' personal and professional development.

### LITERATURE REVIEW

As cited in Ng et al. (2015), goal setting is an essential instructional leader's role that needs the participation and collaboration of stakeholders. Collaboration of the

school's principal (Dilecki & Limon, 2017; and Peariso, 2011), teachers, and learners in setting the school's objectives is vital to assure school and learners' success, as seconded by Newman (2012) and Hallinger (2018). The main task of the principal is to guide in setting the goals effectively. Learners in setting the school's objectives are vital to assure school and learners' success (Newman, 2012; Hallinger, 2018). The main task of the school heads is to guide in setting the goals effectively. School leaders perform their roles in school, leading to either success or failure in attaining school goals (Okorji et al., 2016).

The school learning environment is an imperative characteristic that plays an essential function in the school's performance (Akram et al., 2018). It covers the physical, social, academic, and affective aspects where the school head and teachers work together. An excellent harmonious relationship working together may find pleasure to the school leader, teachers, and staff. Trust is the crucial factor for a positive learning environment. School heads perform better in a positive learning environment (Okorji et al., 2016). Trust, respect, and cooperation of the staff emphasize instructional practice, and shared governance contributes to a safe and organized school climate (Bellibas & Liu, 2018). Leadership and school success in terms of teachers' personal and professional development.

Leadership in times of health crisis is different from

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face to face. Leaders need to adapt to the emerging situation and be flexible enough in managing the school. Francisco & Nuqui (2020) studied situational leadership during a health crisis (Covid 19 pandemic). They utilized a qualitative research design wherein the results revealed that instructional school leaders should be an adaptive, effective communicator, and good in decision making.

**METHODOLOGY**

**Research Design**

This research study used a descriptive correlational research design using the survey method. According to Davis (2021), the ideal way attempts to determine, describe, or identify. McCombes (2019) states that the descriptive technique is a research strategy representing the population’s characteristics. This methodology focuses on the “what” of the study research subject rather than the “why.” Two variables will be measured outside of the researcher’s control. The primary purpose of this study is to discover more than just the demographic characteristics of the respondents. In this study, the descriptive correlation was used to find the significant relationship between the independent and dependent variables.

**Research Locale**

Nueva Ecija Province comprises four (4) districts; Congressional District I, Congressional District II, Congressional District III, and Congressional District IV. Central schools from the districts of Sto. Domingo and Talavera North in CD I, Llanera and Rizal in CD II, Gen. Natividad and Palayan in CD III and Jaen South and San Isidro in CD IV were the locale of the study.

Table 1: Distribution of Teacher-Respondents

CD	District	Number of Respondents
I	Sto. Domingo	28
	Talavera North	80
II	Llanera	33
	Rizal	40
III	Gen. Natividad	23
	Palayan	28
IV	Jaen South	33
	San Isidro	51
<b>Total</b>		<b>316</b>

**Sample and Sampling Procedure**

The researcher used Slovin’s formula to determine how big a sample size should be from a population (Ellen, 2020). Then, purposive sampling was used. The researcher’s inclusion criteria were the proximity of the research locale to the researcher and two central schools per congressional district in the Division of Nueva Ecija.

**RESULTS AND DISCUSSIONS**

**Age**

The table above presents the distribution of teacher-respondents according to age. About 68 or 21.52 percent within the age range of 41-46, followed by 63 or 19.94 percent within the age range of 35-40, and 51 or 16.14

percent belonged within the age bracket of 47-52 years old. This implies that the teacher-respondents were in middle age.

**Sex**

The profile of the teacher-respondents is shown in the table. The table revealed that as to sex, 282 or 89.24 percent were females, and 34 or 10.76 percent were males.

**Civil Status**

The table shows the profile of the teacher-respondents. In terms of civil status, 255 (80.70%) were married, 48 (15.19%) were single, 10 (3.16%) were widow/ widower, and 3 (0.95%) were separated. The result implied that most of the teachers were married, which means that after establishing years of service, they tend to have families of their own.

**Highest Educational Attainment**

The table presents the total number and percentage of the highest educational attainment profile of the teacher-respondents. There was 234 or 74.05 percent earned units in Master’s Degree, 62 or 19.62 percent were Bachelors Degree or College Graduate, 12 or 3.80 percent finished their Master’s Degree, 7 or 2.22 percent earned units Doctoral Degree. Only 1 or 0.32 percent completed Doctoral Degree.

**Designation**

The table shows the profile of the teacher-respondents. In terms of designation, 179 (56.65%) majority of the respondents were Teacher III, 71 (22.47%) were Teacher I, 31 (9.81%) were Teacher II, 21 (6.65%) were Master Teacher I, and 14 (4.32%) were Master Teacher II.

**Grade Level Handled**

The table shows the profile of the teacher-respondents in terms of grade-level handled. It can be shown that there were 49 (15.51%) handled Grade 1, followed by 47 (14.87%) who belonged to kindergarten as equal to Grade 3 and Grade 6; and 43 (13.61%) were in Grade 5, 42 (13.29%).

**Number of Teaching Experiences**

The table depicts the number of teaching experiences of the teacher-respondents. As indicated on the table, teachers who served for 1-6 years and 7-12 years equally got 78 or 24.68 percent, 68 or 21.52 percent served for 13-18 years, 49 or 15.51 percent served for 17-22 years, 20 or 6.33 percent served for 25-30 years, 14 or 4.43 percent served for 31-36 years, 2 or 0.63 percent served for 37 and above and 7 or 2.22 percent no data given. The mean number of years in the service is 13.34.

**Number of Related Webinars attended**

The table presents the number of related webinars attended by the teacher-respondents. There were 159 (50.32%) most of the respondents have attended 1-7,

Table 2: Profile of the Teacher-Respondents

<b>1.1. Age</b>	<b>Frequency</b>	<b>Percentage</b>
23-28	37	11.71
29-34	49	15.51
35-40	63	19.94
41-46	68	21.52
47-52	51	16.14
53-58	31	9.81
59-above	17	5.38
<b>Total</b>	<b>316</b>	<b>100</b>
<b>Mean Age</b>		<b>41.55</b>
<b>1.2. Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	34	10.76
Female	282	89.24
<b>Total</b>	<b>316</b>	<b>100</b>
<b>1.3. Civil Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	48	15.19
Married	255	80.70
Widow/Widower	10	3.16
Separated	3	0.95
<b>Total</b>	<b>316</b>	<b>100</b>
<b>1.4. Highest Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
BEED/BSEED	62	19.62
Earned units in MAED	234	74.05
Finished MAED	12	3.80
Earned units in PhD/EdD	7	2.22
Finished PhD/EdD	1	0.32
<b>Total</b>	<b>316</b>	<b>100</b>
<b>1.5. Designation</b>	<b>Frequency</b>	<b>Percentage</b>
Teacher I	71	22.47
Teacher II	31	9.81
Teacher III	179	56.65
Master Teacher I	21	6.65
Master Teacher II	14	4.32
Master Teacher III	0	0
<b>Total</b>	<b>316</b>	<b>100</b>
<b>1.6. Grade Level Handled</b>	<b>Frequency</b>	<b>Percentage</b>
Kindergarten	47	14.87
Grade 1	49	15.51
Grade 2	42	13.29
Grade 3	47	14.87
Grade 4	41	12.97
Grade 5	43	13.61
Grade 6	47	14.87
<b>Total</b>	<b>316</b>	<b>100</b>
<b>1.7. Number of Teaching Experiences</b>	<b>Frequency</b>	<b>Percentage</b>
1-6	78	24.68
7-12	78	24.68
13-18	68	21.52
19-24	49	15.51
25-30	20	6.33
31-36	14	4.43
37-above	2	0.63
No data given	7	2.22
<b>Total</b>	<b>316</b>	<b>100</b>
<b>Mean number of teaching experience</b>		<b>13.34</b>
<b>1.8. Number of related webinars/trainings attended</b>	<b>Frequency</b>	<b>Percentage</b>
159	50.32	
8-14	46	14.56
15-21	17	5.38

22-28	0	0
29-35	6	1.9
36-42	1	0.32
43-49	0	0
50-above	1	0.32
None	86	27.22
<b>Total Mean number</b>	<b>316</b>	<b>100</b>
<b>Mean number of related webinars/trainings attended</b>		<b>4.89</b>

followed by 86 (27.22%) wherein none had participated in related seminars, 46 (14.56%) had attended 8-14 seminars, 17 (5.38%) have attended 15-21 seminars, 6 (1.90 %) have attended 29-35 seminars, and 1 (0.32%) equally gained for 36-42 seminars and 50 and above.

### Domains of Instructional Leadership

The data gathered on domains of instructional leadership includes school goals, curriculum and instruction, and school climate.

### School Goals

The result showed that the item school head “creates goals that aim to improve current levels of academic achievement” had the highest weighted mean of 3.82 and was verbally described as “always,” and the lowest weighted mean was the item “uses need assessments or other questionnaires to gather feedback from employees on main objective improvement” with a weighted mean of 3.63 verbally interpreted as “always.”

The statement “creates goals that aim to improve current

levels of academic achievement” indicates that principals are under growing pressure to accomplish school development objectives and provide each student with the best possible education.

The statement “uses need assessments or other questionnaires to gather feedback from employees on main objective improvement” is to assess the effectiveness of their leadership for further modification.

It can be noted from the result that the item school head “communicates the academic goals of the school to people at school” had the highest weighted mean of 3.77 and was verbally described as “always,” and the lowest weighted mean were the items “discusses the academic aims of the school with educators during casual situations,” “assures that the school’s goals are prominently displayed throughout the building “ and “refers to the school’s objectives in pupil meetings “ with a weighted mean of 3.63 verbally interpreted as “always.” One way to disseminate the information to the community and know the school’s goals. Workers at the school want to know that they are open about their school and what

**Table 3:** Defining School Goals

Defining school goals	Mean	SD	Verbal Description
My School Head...			
1. creates goals that aim to improve current levels of academic achievement.	3.82	0.393	Always
2. sets academic goals with deadlines.	3.79	0.425	Always
3. defines the academic educational objectives regarding staff responsibilities for meeting them.	3.79	0.415	Always
4. uses need assessments or other questionnaires to gather feedback from employees on the main objective improvement.	3.63	0.540	Always
5. develops the academic goals for the school and consider data on the academic performance of students.	3.77	0.420	Always
6. creates goals that teachers can easily translate into classroom priorities.	3.78	0.427	Always
<b>Overall Weighted Mean</b>	<b>3.76</b>	<b>0.333</b>	<b>Always</b>

**Table 3.2:** Communicating the School Goals

Communicating the School Goals	Mean	SD	Verbal Description
My School Head...			
1. communicates the academic goals of the school to people at school.	3.77	0.430	Always
2. discusses the academic aims of the school with educators during casual situations.	3.73	0.467	Always
3. examines the academic educational objectives with the personnel during staff meetings.	3.75	0.464	Always
4. keeps the school's academic goals in mind when making curricular plans with faculty.	3.74	0.460	Always
5. assures that the school's goals are prominently displayed throughout the building.	3.73	0.453	Always
6. refers to the school's objectives in pupil meetings.	3.73	0.484	Always
<b>Overall Weighted Mean</b>	<b>3.74</b>	<b>0.359</b>	<b>Always</b>

**Table 3.3:** Curriculum Supervision and Instruction

<b>I. Curriculum Supervision and Evaluation</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. often carries out informal observations in classes.	3.71	0.496	Always
2. ensures that faculty members' classroom aims align with the school's set objectives.	3.77	0.439	Always
3. meets with teaching staff and aides to make sure everyone is working toward that goal.	3.78	0.427	Always
4. takes a look at the learner's work products when reviewing classroom instruction.	3.66	0.505	Always
5. assesses educators based on academic achievements closely tied to the school's goals.	3.73	0.464	Always
6. highlights specific strengths and weaknesses in teacher teaching approaches during post-observation conferences.	3.74	0.448	Always
<b>Overall Weighted Mean</b>	<b>3.73</b>	<b>0.351</b>	<b>Always</b>

**Table 3.4:** Monitoring the Curriculum

<b>II. Monitoring the curriculum</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. determines who is in charge of organizing the curriculum across grade levels.	3.80	0.416	Always
2. assures that the educational objectives of the school are transformed into uniform curricular goals.	3.76	0.448	Always
3. consider the findings of school-wide testing when making academic selections.	3.71	0.470	Always
4. assures that the goals of various programs are consistent with those of regular classes.	3.75	0.457	Always
5. examines the instructional curriculum to ensure that it meets the educational objectives of the school.	3.70	0.498	Always
6. examines the congruence between the curriculum goals of the school and the accomplishment test(s) utilized for program assessment.	3.74	0.472	Always
<b>Overall Weighted Mean</b>	<b>3.74</b>	<b>0.365</b>	<b>Always</b>

they will face in terms of how it operates.

**Curriculum and Instruction**

The result stated that the item school head “meets with teaching staff and aides to make sure everyone is working toward that goal” had the highest weighted mean of 3.78 and was verbally described as “always,” and the lowest weighted mean was the item “takes a look at the learner’s work products when reviewing classroom instruction,” with a weighted mean of 3.63 verbally interpreted as “always.”

The statement “interacts with teachers and aides to ensure that everyone is working toward the same objective.” The principal’s primary responsibility is to ensure that school objectives are transformed into classroom instruction.

The statement “when examining classroom teaching, the school principal looks at the learner’s project results” indicates that the learner’s output is essential in monitoring and assessing the curriculum. Students are having good outstanding in class link to positive school achievement.

It can be observed that the item school head “determines who is in charge of organizing the curriculum across grade levels” had the highest weighted mean of 3.80 and was verbally described as “always.” The lowest weighted mean, the item “examines the instructional curriculum to ensure that it meets the educational objectives of the school,” with a weighted mean of 3.70 verbally interpreted as “always.”

The statement school head “identifies who is in charge of planning the curriculum for each grade level” means that organizational function is vital to having a smooth flow of communication. Systematic mechanisms are included in the work of these principals. The result is made easy if an identified person is responsible for curriculum monitoring.

The statement “examines the educational curriculum to make sure that it meets the school’s instructional goals” means it needs to review the teaching program to see if it fits its educational goals. This method often focuses on relevance, consistency, value, effectiveness, scalability, sustainability, and if the learner met the intended learning objectives.

It is noticeable that the item school head “engages with teachers one-on-one to discuss students’ school performance” had the highest weighted mean of 3.74 and was verbally described as “always,” and the lowest weighted mean were the items “examines exam scores to see how far you’ve come toward your academic objectives,” and “informs learners about the outcomes of the school’s achievement evaluation “ with a weighted mean of 3.66 verbally interpreted as “always.”

The statement “engages in one-on-one discussions with educators on children’s academic achievement” is vital to assess learners’ performance. Collaboration between the principal and teacher is indispensable in tracking the learners’ performance.

**Table 3.5:** Tracking the achievement of learners

<b>III. Tracking the achievement of learners</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. engages with teachers one-on-one to discuss students' school performance.	3.74	0.469	Always
2. considers the item analysis of assessments with the teachers to determine the educational program's strengths and flaws.	3.69	0.470	Always
3. examines exam scores to see how far you've come toward your academic objectives.	3.66	0.495	Always
4. notifies staff in writing of the school's achievement outcomes.	3.71	0.454	Always
5. informs learners about the outcomes of the school's achievement evaluation.	3.66	0.502	Always
6. determines whether learners require extra training, such as remediation or enrichment, based on their exam results.	3.69	0.503	Always
<b>Overall Weighted Mean</b>	<b>3.69</b>	<b>0.373</b>	<b>Always</b>

**Table 3.6:** Safeguards Instructional Time

<b>I. Safeguards instructional time</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. assures that the available announcements do not disrupt instructional time.	3.75	0.453	Always
2. ensures that learners are not taken to the office during class hours.	3.71	0.527	Always
3. ensures that misbehaving learners face specific repercussions for skipping class time.	3.62	0.592	Always
4. ensures that learners who are late or disobedient make up for missed class hours.	3.58	0.63	Always
5. examines classrooms to ensure that teaching hour is used to teach and practice new competencies and ideas.	3.71	0.489	Always
6. spends time talking with learners and teaching staff during recess and breaks.	3.55	0.676	Always
<b>Overall Weighted Mean</b>	<b>3.65</b>	<b>0.421</b>	<b>Always</b>

**Table 3.7:** Providing Rewards for Teachers

<b>II. Providing rewards for teachers</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. encourages exceptional teacher performance through faculty meetings, newsletters, or memoranda.	3.78	0.458	Always
2. commends teachers on their work or achievements privately.	3.72	0.520	Always
3. recognizes teachers' exceptional efforts or performance in notes for their employee records.	3.78	0.423	Always
4. recognizes teachers for exceptional contributions by providing possibilities for professional growth.	3.78	0.441	Always
5. recognizes teachers' achievements and improvement.	3.78	0.478	Always
6. appreciates their accomplishments outside of the classroom.	3.78	0.438	Always
<b>Overall Weighted Mean</b>	<b>3.77</b>	<b>0.359</b>	<b>Always</b>

The statement “evaluate exam scores to see how far they’ve come toward school’s goals” is a tool that evaluates the school’s performance through the learners’ accomplishments. The principals’ assessments on monitoring student development show that they know the relevance of test scores inside the school.

The statement “students should be informed of the school’s performance outcomes” means that they are valued. Child-centered learning is at the heart of progressive education’s ideology.

**School Climate**

The data signifies that the item “assures that the available announcements do not disrupt instructional time” had the highest weighted mean of 3.75 and was verbally described as “always,” and the lowest weighted mean was the item “spends time talking with learners and teaching

staff during recess and breaks” with a weighted mean of 3.58 verbally interpreted as “always.”

The statement “school head ensures that any current messages do not interfere with class time” means that if there is an announcement, it should not interrupt classes. Disruptions in class have a negative influence on students’ mindsets and conduct.

The statement “during breaks and snacks, spend time interacting with children and educators” means that the school head needs to ensure quality time is given to learners. As a leader, providing time to learners and teachers means a lot to them.

The information shown above denotes that the items “in faculty meetings, newsletters, or memos, educators’ exceptional achievements should be emphasized,” “teaching staff’s particular efforts and accomplishments should be recognized in memos for their records,” and

**Table 3.8:** Enhancing Professional Growth

<b>III. Enhancing professional growth</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. informs teachers about professional development options.	3.83	0.393	Always
2. chooses in-service programs that are in line with the academic goals of the school.	3.82	0.396	Always
3. supports teachers' desires for in-service directly related to the school's instructional objectives.	3.82	0.396	Always
4. encourages the implementation of skills learned during in-service development in the workplace.	3.82	0.399	Always
5. makes time during staff meetings for employees to contribute instructional ideas from in-service programs.	3.80	0.408	Always
6. participates in educator in-service events, including instruction.	3.83	0.407	Always
<b>Overall Weighted Mean</b>	<b>3.82</b>	<b>0.323</b>	<b>Always</b>

**Table 3.9:** Providing Learning Incentives

<b>IV. Providing Learning Incentives</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
1. acknowledges learners who excel academically with official prizes such as being named to the honor roll or mentioned in the principal's newsletter.	3.76	0.485	Always
2. uses assemblies to recognize learners for their educational attainment and classroom conduct.	3.76	0.452	Always
3. acknowledges excellent learner accomplishment or development by meeting learners in the office with their project results.	3.73	0.465	Always
4. informs parents to update them on their child's better academic achievement.	3.77	0.458	Always
5. acknowledges learners who perform exemplary behavior or are announced in the principal's memorandum.	3.73	0.5	Always
6. creates a picture recognition board and reward learners by putting their photos on it.	3.71	0.533	Always
<b>Overall Weighted Mean</b>	<b>3.74</b>	<b>0.388</b>	<b>Always</b>

“teachers that go above and beyond should be rewarded with chances for career advancement,” “acknowledge teachers’ accomplishments and growth” and “recognizes their achievements even outside the workplace” had the highest weighted mean of 3.78 and was verbally described as “always.” The lowest weighted mean was the item “personally congratulate educators on their accomplishments or achievements,” with a weighted mean of 3.72 verbally interpreted as “always.”

The statement “school head highlights in faculty meetings, newsletters, and memoranda the exceptional performances of educators” means that principals are appreciative of the work performance of their teachers. The statement “the principal personally commends teachers on their achievements or accomplishments” can boost the teachers’ personal growth. Hardworking teachers need to be praised even with a single congratulatory word.

The data implies that the items “informs teachers about professional development options” and “participates in educator in-service events, including instruction” had the highest weighted mean of 3.83 and was verbally described as “always,” and the lowest weighted mean was the item “makes time during staff meetings for employees to contribute instructional ideas from in-service programs” with a weighted mean of 3.80 verbally interpreted as “always.”

The statement “provides teachers with information regarding career development” principals are willing to

support the professional advancement of their teachers. The statement “engages in teacher in-service events” is one of the responsibilities of the principal can disseminate the information that will be helpful in classroom instruction.

The data indicates that the item “informs parents to update them of their child’s better academic achievement” had the highest weighted mean of 3.77 and was verbally described as “always,” and the lowest weighted mean was the item “creates a picture recognition board and reward learners by putting their photos on it” with a weighted mean of 3.71 verbally interpreted as “always.”

The statement “notifies parents about their child’s improved scholastic performance” means that principals follow the school goals of being transparent in the learners’ academic achievement. It will be the basis of the parents of their children’s progress. They can collaborate for further enhancement or remediation.

The statement “formal rewards, such as being mentioned to the honor roll in the principal newspaper, are given to students that achieve academically” is a way of recognizing the outstanding academic performance of the learners.

The statement “the principal utilizes assemblies to honor students for their academic achievements and academic behavior” is a way of recognizing learners for their academic standing and good behavior inside the class.

**Leadership Styles Performance of School Heads**

The data gathered on leadership style performance of

school heads include authoritarian, laissez-faire, and democratic.

The data seen above shows that the item “gives instructions and clarifies processes” had the highest weighted mean of 3.75 and was verbally described as “strongly agree.”

The lowest weighted mean of the item “claims that most employees in the general population are lazy,” with a weighted mean of 2.75 verbally interpreted as “agree.”

The statement “competent leaders give instructions, and processes are clear” means that principals had a clear

set of goals. It is essential to have definite instructions in achieving school objectives. Leadership is seen as a crucial component of the guiding process.

The statement “personnel must be closely monitored, or they will not be able to do their tasks” means that principals are task oriented. School heads wanted to see all their subordinates working to achieve the set objectives. Not only giving specific instruction but putting it into action.

The data shows that the item “facilitates communication” had the highest weighted mean of 3.73 and the lowest

**Table 4.1:** Authoritarian Leadership

<b>Authoritarian Leadership</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. monitors the teachers carefully, or they are unlikely to complete their tasks.	3.74	0.530	Strongly Agree
2. claims that most employees in the general population are lazy.	2.75	0.581	Agree
3. rewards or punishments to inspire them to meet the school's goals.	3.33	0.492	Strongly Agree
4. shows that most employees feel uncomfortable about their jobs and want guidance.	2.95	0.524	Agree
5. requires themselves as the chief judge of the group members' accomplishments.	3.34	0.531	Strongly Agree
6. gives instructions and clarifies processes.	3.75	0.488	Strongly Agree
<b>Overall Weighted Mean</b>	<b>3.31</b>	<b>0.514</b>	<b>Strongly Agree</b>

**Table 4.2:** Democratic Leadership

<b>Democratic Leadership</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. involves the teachers in decision-making.	3.72	1.296	Strongly Agree
2. advises without putting pressure on.	3.59	0.865	Strongly Agree
3. facilitates communication.	3.73	1.178	Strongly Agree
4. assists teachers in accepting responsibility for fulfilling their tasks.	3.72	0.868	Strongly Agree
5. assists teachers in discovering their "passion."	3.70	0.482	Strongly Agree
6. allows people to perform admirably if given a task and are generally capable.	3.72	1.222	Strongly Agree
<b>Overall Weighted Mean</b>	<b>3.70</b>	<b>0.655</b>	<b>Strongly Agree</b>

weighted mean the item “advises without putting pressure on” with a weighted mean of 3.59 both verbally interpreted as “strongly agree.”

The statement “majority of employees want their principal to communicate with them positively” indicates that communication is considered in the school. Effective workplace communication is essential for building long-term relationships with coworkers, which will result in a task. It is also essential for establishing and maintaining interactions at work.

The statement “the key to being a successful leader is to provide direction without putting pressure on

others” means that assisting teachers in achieving the set goals needs at ease. If the teachers are stressed in their workplace, it will affect their performance.

Both the workplace and motivation substantially impact work discipline, a study has found. Work discipline will reflect the organizational climate and desire will be the same as a consistent work situation.

The data presents that the item “enables teachers to assess their work” had the highest weighted mean of 3.59. It was verbally described as “strongly agree.” The lowest weighted mean was the item “it’s best to ignore teachers.” with a weighted mean of 2.87 verbally interpreted as

**Table 4.3:** Laissez Faire Leadership

<b>Laissez Faire Leadership</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Description</b>
My School Head...			
1. allows teachers to solve problems on their own under challenging scenarios.	3.40	0.854	Strongly Agree
2. requires to remain out of the way of followers while they execute their duties.	3.25	0.908	Strongly Agree
3. permits teachers to evaluate their work.	3.59	0.628	Strongly Agree
4. allows teachers total autonomy in resolving difficulties on their own.	3.21	0.972	Agree
5. workers desire less involvement from the leader in most cases.	3.14	1.057	Agree
6. advises ignoring teachers.	2.87	0.404	Agree
<b>Overall Weighted Mean</b>	<b>3.24</b>	<b>0.725</b>	<b>Agree</b>

“agree.”

The statement “allows for teachers to evaluate their performance” shows that the principal entrusted the evaluation of their achievement. The way people think and feel about themselves has a significant impact on how they act in many different areas of life.

The statement “advisable to ignore teachers” signifies that it is better to leave them alone when they do their role. The principal believes in their potential as independent workers.

The data present that the items “am sensitive and mindful of others, as well as helpful and supporting, becoming

**Table 5.1:** Personal Development

Personal Development	Mean	SD	Verbal Description
As a teacher, I...			
1. takes the lead and likes to be in charge.	3.28	0.745	Always
2. shares thoughts freely, clearly state disagreements and is willing to compromise and criticize other people.	3.28	0.901	Often
3. prefers to choose my path and is willing to defy majority choices.	3.30	2.401	Always
4. enjoys the company of others, prefers to be in the company of others, and can be easily distracted by others.	3.21	0.901	Often
5. dislikes discussing accomplishments and prefers to keep personal triumphs private.	2.73	1.055	Often
6. consults widely, includes others in decision-making, and is less prone to making decisions independently.	3.43	0.707	Always
7. am sensitive and mindful of others, as well as helpful and supportive, becoming concerned with the concerns of others.	3.59	0.571	Always
8. assesses information critically, searches for possible limits, and focuses because of mistakes.	3.33	0.776	Always
9. prefers diversity, tries new things, enjoys variations in routine, and can feel bored with repetitive labor.	3.33	0.743	Always
10. takes a long-term perspective, establishes goals for the future, and is more inclined to take a conservative approach and a strategic viewpoint.	3.49	0.609	Always
11. finds it simple to relax, seldom feels tense, and usually is calm and unconcerned.	3.09	0.924	Often
12. feels uneasy before significant events and is concerned about things' wrongdoing.	2.93	1.010	Often
13. can ignore insults, not easily upset, and sometimes indifferent to personal criticism.	3.13	0.858	Often
14. expects things to go well, focuses on the positive qualities of a situation circumstances has a positive outlook on the future.	3.59	0.576	Always
15. trusts individuals, regard others as trustworthy and honest and believes what others say.	3.41	0.690	Always
16. engages in action, appreciates being active, and has a lot to accomplish.	3.59	0.576	Always
17. have a strong desire to win, appreciate competitive activities, and despise losing.	3.46	0.643	Always
18. am ambitious and career-oriented and like to strive toward challenging goals and objectives.	3.46	0.654	Always
19. makes rapid decisions, comes to quick conclusions, and is less cautious.	2.99	0.954	Often
20. keeps sentiments hidden from others but seldom shows emotion.	3.11	0.889	Often
<b>Overall Weighted Mean</b>	<b>3.28</b>	<b>0.570</b>	<b>Always</b>

concerned with the concerns of others,” “expects things to go well, focuses on the positive qualities of a situation circumstances has a positive outlook on the future” and “engages in action, appreciates being active, and has a lot to accomplish” had the highest weighted mean of 3.59 and was verbally described as “always,” and the lowest weighted mean the item “dislikes discussing accomplishments and prefers to keep personal triumphs private” with a weighted mean of 2.73 verbally interpreted as “often.”

The statement “I am aware and observant of others, as well as positive and supportive, and I am growing sympathetic about others’ issues” shows that teachers are sensitive to others’ feelings, caring, and compassionate.

The statement “anticipates things to go well, emphasizes the good aspects of a problem, and has a positive view on the future” shows feelings and emotions of being optimistic in every situation. The data revealed that teachers vary in their level of academic optimism. It also

showed that teachers’ educational positivity is connected to student-centered teaching, citizenship behavior, and situational optimism favorably and substantially.

The statement “avoids talking about one’s achievements and wants to keep personal victories confidential” is the least among the items. It means that teachers are modest and keep their achievements personally.

The data denotes that the item “believes that our principal involves teachers in educational and student improvement sessions” had the highest weighted mean of 3.78 and was verbally described as “always,” and the lowest weighted mean was the item “provided with instruction on how to involve families in their children’s schooling” with a weighted mean of 3.58 verbally interpreted as “always.”

The statement “our principal emphasizes including faculty in academic and student enhancement activities” signifies that collaboration of school heads, teachers, and learners is essential in strengthening school activities.

The statement “feels that our principal is committed

**Table 5.2:** Personal Development

Personal Development	Mean	SD	Verbal Description
As a teacher, I...			
1. believes that teachers' learning is critical to accomplishing our school's objectives.	3.42	0.871	Always
2. believes that fellow teaching staff, trainees, organizers, and/or consultants can help us adopt new teaching practices at our institution.	3.73	0.457	Always
3. constructs continuing professional development assessments before the training program or set of programs.	3.62	0.547	Always
4. can put new abilities learned through staff development to use.	3.63	0.539	Always
5. allows obtaining a thorough understanding of the subjects I will teach.	3.69	0.478	Always
6. am given training on how to include families in their children's education.	3.58	0.567	Always
7. have the chance for our teaching staff to learn how to utilize technologies to improve learning at our school.	3.65	0.522	Always
8. learns how to use the information to measure learner learning requirements.	3.67	0.484	Always
9. uses a variety of ways to analyze the impact of our career growth on student achievement (e.g., Observations in the classroom, performance assessments, and discussions with the school head or coaching staff).	3.67	0.496	Always
10. makes professional development decisions based on research that demonstrates evidence of enhanced student success	3.60	0.573	Always
11. allows many initiatives to promote teacher learning at our school (e.g., conferences, peer mentoring, group discussions, collaborative course preparation, and review of students' progress).	3.66	0.537	Always
12. feels that our principal is devoted to providing opportunities to enhance their instruction (e.g., comments, suggestions, and collaboration with coworkers).	3.77	0.451	Always
13. feels that our principal engages teachers in discussions regarding education and student development.	3.78	0.419	Always
14. considers evidence of program performance in other schools when determining which school improvement activities to implement.	3.65	0.523	Always
15. feels the instructional objectives of the school are based on their faculty's ability to collaborate successfully.	3.68	0.511	Always
16. Monitors each other's classroom instruction is one method they enhance their teaching.	3.66	0.520	Always
17. Have the opportunity to collaborate beginning teachers with more experienced teachers.	3.69	0.483	Always
18. Anticipates outstanding academic accomplishments from all of our learners.	3.64	0.560	Always
19. Considers past understanding and expertise when creating staff development in their school.	3.66	0.495	Always
20. am trained in curriculum and teaching for pupils at various levels of learning.	3.63	0.521	Always
<b>Overall Weighted Mean</b>	<b>3.65</b>	<b>0.393</b>	<b>Always</b>

to providing them with opportunities to enhance their education” learning environments is a popular term in industry and academia. They refer to everything from decision-making committees to formal meeting groups to collaborative groups.

The statement “given instructions on how to engage families in their children’s education” shows that teachers are given training on parental involvement, which is essential in the development of learners.

**Relationship of Teachers’ Profile and Holistic Development**

The profile of teacher-respondents was negatively correlated with the holistic development of teachers as to professional development ( $r=-.159$ ). This meant that the younger the respondents are, they most likely have better holistic development to professional development. The hypothesis of no significant relationship is rejected. This result indicates that career advancement is better seen at a younger age.

**School Heads’ Domains of Instructional Leadership**

**Table 6:** Relationship between the Teacher’s Profile and Holistic Development

		Personal Development	Professional Development
Age	Correlation Coefficient	-0.046	-.159**
	Sig. (2-tailed)	0.415	0.005
	N	316	316
Sex	Correlation Coefficient	-0.063	-0.047
	Sig. (2-tailed)	0.266	0.404

	N	316	316
Civil status	Correlation Coefficient	-0.035	-0.085
	Sig. (2-tailed)	0.532	0.132
	N	316	316
Highest Educational Attainment	Correlation Coefficient	0	0.012
	Sig. (2-tailed)	1	0.836
	N	316	316
Designation	Correlation Coefficient	-0.031	-0.082
	Sig. (2-tailed)	0.583	0.144
	N	316	316
Grade Handled	Correlation Coefficient	-0.032	-0.071
	Sig. (2-tailed)	0.576	0.209
	N	316	316
Teaching Experience	Correlation Coefficient	0.021	-0.082
	Sig. (2-tailed)	0.705	0.146
	N	316	316
Webinars/Training Attended	Correlation Coefficient	.137*	.153**
	Sig. (2-tailed)	0.015	0.006
	N	316	316

### and Teachers' Holistic Development

Instructional leadership of school heads in terms of defining school goals was positively correlated with the holistic development of teachers as to personal growth ( $r=.394$ ) and professional development ( $r=.596$ ). This meant that the higher level of instructional leadership the school heads have, the teachers most likely have better holistic development as to personal and professional

development. The hypothesis of no significant relationship is rejected. This result denotes that the principal's visibility in this domain will improve teachers' holistic development. Today's instructional leaders must be actively involved in determining the vision of their schools, Gurley et al. (2016). School Heads' Leadership Style Performance and Teachers' Holistic Development Leadership Styles performance of school heads as to

**Table 7:** Relationship between the School heads' domains of instructional leadership and Teachers' holistic development

		Personal Development	Professional Development
Defining School Goals	Correlation Coefficient	.394**	.596**
	Sig. (2-tailed)	0	0
	N	316	316
Communicating the School Goals	Correlation Coefficient	.347**	.573**
	Sig. (2-tailed)	0	0
	N	316	316
Curriculum supervision and evaluation	Correlation Coefficient	.358**	.562**
	Sig. (2-tailed)	0	0
	N	316	316
Monitoring the curriculum	Correlation Coefficient	.350**	.574**
	Sig. (2-tailed)	0	0
	N	316	316
Tracking the Achievement of Learners	Correlation Coefficient	.464**	.611**
	Sig. (2-tailed)	0	0
	N	316	316
Safeguards Instructional Time	Correlation Coefficient	.477**	.523**
	Sig. (2-tailed)	0	0
	N	316	316
Providing rewards For Teachers	Correlation Coefficient	.385**	.541**
	Sig. (2-tailed)	0	0
	N	316	316
Enhancing Professional Growth	Correlation Coefficient	.305**	.500**
	Sig. (2-tailed)	0	0
	N	316	316
Providing Learning Incentives	Correlation Coefficient	.332**	.495**
	Sig. (2-tailed)	0	0
	N	316	316

authoritarian style was positively correlated with self-assessment on holistic development of teachers in terms of personal development ( $r=.657$ ) and professional development ( $r=.462$ ). This meant that those school heads employed an authoritarian leadership style, and teachers were most likely to have better holistic development as to personal

and professional development. The hypothesis of no significant relationship is rejected. This finding suggests that an authoritarian principal fosters teachers' personal instead of career advancement, though both are strengthened.

**Regression Analysis of Teacher's Profile and Holistic**

**Table 8:** Relationship between the Teacher's Profile and Holistic Development

		Personal Development	Professional Development
Authoritarian Style	Correlation Coefficient	.657**	.462**
	Sig. (2-tailed)	0	0
	N	316	316
Democratic Style	Correlation Coefficient	.390**	.551**
	Sig. (2-tailed)	0	0
	N	316	316
Laissez-Faire Style	Correlation Coefficient	.636**	.505**
	Sig. (2-tailed)	0	0
	N	316	316

**Development**

The data displays the variables that influence a teacher's overall development. Age significantly predicts the teacher's holistic development with a 23.60 percent contribution, which means that the younger the age, the better the holistic development of the respondents ( $= -0.236$ ,  $t = -2.414$ ,  $p\text{-value} = 0.016$ ). The computed coefficient determination  $R^2 = .063$ . The findings suggest that holistic development is more visible when teachers

are younger. Professional development is ignored by experienced teachers. Although career development works to improve the skills of experienced educators, they are still hesitant to advance their careers. Many instructors expressed satisfaction with staying in the classroom during interviews because they chose the job first, Emery (2012). Regression Analysis of School Heads

**Domains of Instructional Leadership and Teachers'**

**Table 9:** Relationship between the Teacher's Profile and Holistic Development

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
R2 = .063		B	Std. Error	Beta		
1	(Constant)	4.154	0.229		18.126	0
	Age	-0.01	0.004	-0.236	-2.414	0.016
	Sex	-0.126	0.08	-0.091	-1.564	0.119
	Civil Status	-0.03	0.057	-0.032	-0.532	0.595
	Highest Educational Attainment	0.02	0.041	0.027	0.472	0.637
	Designation	-0.073	0.033	-0.177	-2.224	0.027
	Grade Level Handled	-0.015	0.013	-0.071	-1.201	0.231
	Years in Service	0.016	0.005	0.329	3.041	0.003
	Webinar/Training Attended	0.008	0.004	0.13	2.333	0.02

a. Dependent Variable: Teacher's Holistic Development

**Holistic Development**

Using regression analysis, as shown in the table, defining school goals was found to be positively correlated with teachers' holistic development, evident in having a p-value of 0.041, and 15.50 percent contribution, thus rejecting the null hypothesis. This meant that school heads in defining school goals significantly predicted

teacher's holistic development ( $\beta = 0.155$ ,  $t = 2.048$ ,  $p < 0.01$ ), and the coefficient determination was calculated at  $R^2 = 0.363$ . This implies that the better defining school goals of the school head, the better the teacher's holistic development.

**Regression Analysis of School Heads Leadership Style**

**Table 10:** Relationship between the school head's domain of instructional leadership and the teacher's holistic development.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
R2 = .363		B	Std. Error	Beta		
1	(Constant)	0.447	0.263		1.695	0.091
	Defining School Goals	0.200	0.098	0.155	2.048	0.041
	Communicating the School Goals	0.050	0.101	0.042	0.493	0.622
	Curriculum supervision and evaluation	0.054	0.101	0.044	0.533	0.595
	Monitoring the curriculum	-0.071	0.107	-0.060	-0.658	0.511

Tracking the Achievement of Learners	0.253	0.099	0.219	2.566	0.011
Safeguards Instructional time	0.153	0.069	0.150	2.226	0.027
Providing rewards for teachers	0.161	0.097	0.135	1.666	0.097
Enhancing Professional Growth	-0.045	0.089	-0.034	-0.51	0.610

a. *Dependent Variable: Teachers Holistic Development*

**Performance and Teacher’s Holistic Development**

The data shows that the school head’s leadership style performance was the predictor of the teacher’s holistic development. It implies that whatever leadership style of the school head will lead to the teacher’s holistic

development.

Leadership style performance of school heads in terms of authoritarian predicts teacher’s holistic development with 35.80 percent contribution ( $\beta = 0.358, t = 3.790, p = 0.000$ ), and the coefficient determination was calculated

**Table 11:** Relationship between the school head’s leadership style performance and the teacher’s holistic development

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
R2 = .457		B	Std. Error	Beta		
1	(Constant)	1.334	0.168		7.95	0.000
	Authoritarian Style	0.235	0.062	0.358	3.790	0.000
	Democratic Style	0.283	0.051	0.265	5.568	0.000
	Laissez-Faire Style	0.096	0.056	0.161	1.700	0.090

a. *Dependent Variable: Teachers Holistic Development*

R2 = 0.457. The no significant prediction hypothesis is rejected. This study suggests that school heads that have a greater authoritarian leadership style will have better teacher’s holistic development.

**CONCLUSIONS**

The following conclusions were formed based on the study’s findings and results:

1. Based on the findings, most teacher-respondents were classified as nearing adulthood and had attended a few seminars. Due to the short time of their teaching experience, they need the instructional support coming from their school heads to enhance their abilities and competence for the success of their career.
2. The school head ensures that any available announcements do not disrupt class time, keeps faculty informed about career advancement, and keeps parents informed about their child’s learning and achievement. Teachers require assistance to improve their supervision and curriculum instruction.
3. Due to individual differences and attitudes of the teachers, the school head’s leadership style is determined by the personality and needs of the teachers.
4. The school head provides instructional leadership to all teachers, regardless of their profile, to improve their competence toward the school’s overall success.
5. Being an autocratic school head leads to the engagement of teachers to attend seminars that will boost their professional careers and develop their personalities as well.

**RECOMMENDATIONS**

Based on the data and conclusions, the following suggestions were made:

1. Given the findings that most respondents had few webinars/trainings, they may be provided support through webinar/training programs that may enhance their abilities and competence in the domains of instructional

leadership. Furthermore, they may encourage to complete their master’s and doctorate courses to update and deepen their understanding of instructional leadership.

2. Teachers may seek their principal’s help to improve their curriculum and supervision instruction and to develop their skills in the domains of instructional leadership.
3. Teachers may enhance their personal and professional skills through their school principal’s leadership styles.
4. Regardless of the teacher’s profile, school heads may continue to employ programs and interventions to support their holistic growth.
5. Younger teachers require greater instructional leadership support, so the school head may provide technical assistance in the conduct of National Competency-Based Teacher Standards (NCBTS).
6. The proposed instructional leadership program may enhance the holistic development of the teacher-respondents.
7. Future researchers may conduct research to be participated by school heads as respondents on school heads as instructional leaders in support of teachers’ holistic development to gather data based on their views on instructional leadership to augment the support needed by the teachers.

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