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## Harmonization of Department Heads' Instructional Leadership Skills and Public High School Teachers' Rating on Results-Based Performance Management System

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### ABSTRACT

The study harmonized the instructional leadership skills of the department heads and the teachers' rating using the Results-Based Performance Management System (RPMS) in an identified public high school in Caloocan City using descriptive correlational design for an in-depth analysis of the study utilizing a standardized questionnaire to eight (8) department heads and to 246 teachers. The researcher found out that most of the department heads and their teachers believed that the department heads' instructional leadership skills were good as revealed in the indicators in each area. Likewise, it was found out there was a significant difference in the instructional leadership skills of department heads across subject/learning areas. The computed p- values were lower than the 0.05 level of significance, which meant that there was a significant difference in the instructional leadership skills across learning areas. Similarly, a significant relationship between the instructional leadership skills of the department heads and the teachers' rating was found. This meant that the teachers' rating was greatly affected by the way the department heads employed their instructional leadership skills. The study also depicted that even though most of them rated their department heads high, they still have the chance to improve their teachers' rating from very satisfactory to outstanding, the highest rating scale description in the results-based performance management system. The researcher recommends the department heads and other school managers shall create new programs or strengthen existing leadership trainings and programs to sustain the level of instructional leadership skills and teachers' performance of the school.

### INTRODUCTION

Max Depree, an American businessman and writer expressed that more than a list of tasks to accomplish, leadership is an art, a conviction, and a state of mind. The highest expression of artistic leadership is found in its practice. Leadership, therefore, is the ability of people to influence the minds and beliefs of others towards accomplishing identified goals in the organization. It is the capacity of the leader to translate the vision and mission of the organization into reality. The central concept of leadership is influence rather than authority, noting that influence and authority are dimensions of power. Influence could be exercised by anyone in the school or college, while the authority tends to reside in formal positions, such as principal or head teacher (Bushet *al.*, 2008). Hence, leadership is independent of positional authority.

Yukl (2002) as cited by Bushet *al.* (2010) expressed that most definitions of leadership reflect the assumptions that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organizations.

Sheppard (1996) and Murphy (1987) saw it as, interactions between the leaders and followers wherein the followers' beliefs and perceptions are viewed as important.

Instructional leadership should not only emphasize the teaching and learning aspects of school leadership, but it should specifically highlight organizational management

for instructional improvement rather than day-to-day teaching and learning. The effectiveness and efficiency of teaching-learning experiences in school can only be minimally affected by the school leader's involvement in classroom instruction. This means that instructional leaders can have a great impact and effect to the quality of teaching and student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers and how they create opportunities for teachers to improve. Organizational management for instructional improvement means staffing a school with high-quality teachers and providing them the appropriate supports and resources to be successful in the classroom. Instructional leadership skills of superiors play significantly in achieving outstanding teachers' performance in schools. In an educational system, the performance of the teachers is crucial in the success of the school. Instructional leaders and supervisors must ascertain that they make their teachers engage in school activities and other relevant performances that render genuine translations to the vision and mission of the academe.

In the Philippines, the educational system tries to scrutinize instructional leadership skills of school leaders. The schools, public or private, always seek to improve their performances. However, they seem to have failed to realize that the excellent performance of the school is greatly attributed by the performance of their teachers. Our instructional leaders like the principals and the

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department heads in the educational system seem to be very busy with their day-to-day duties and obligations in leading their constituents and in carrying out their obligations that they do not seem to have the sufficient time to practice the instructional leadership skills as expected.

To address this pressing concern, the Department of Education (DepEd) commits itself in providing the members of its organization with the opportunities to link their individual achievements and make meaningful contribution to the attainment of the institution's vision and mission, to promote individual and team growth, participation and commitment and to grow professionally and personally. Hence, DepEd implements a Results-Based Performance Management System, which is a shared undertaking between the superior and the employees that allows an open discussion of job expectations, Key Result Areas, and how these align to overall department goals. It provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization.

## LITERATURE REVIEW

### The Nature of Leadership

Leadership is an enigma. Researchers have studied it, philosophers have engaged in long discussions and written treatises about it, and practitioners have tried mightily to target exactly what is meant when using the term leadership. Leadership is about inspiring and winning commitment. It is more about personal authenticity and at times recognizing personal fundamental flaws, which limit leadership capacity. It remains for the effective leader to help people in the organization know pride and satisfaction in their work. Great leaders often inspire their direct reports to high levels of achievement by showing them how their work contributes to worthwhile ends. The development of a leader takes time, dedication, and patience.

Dimaano (2008) stressed that leadership is an interpersonal influence toward the achievement of a goal or goals. Three important parts of this definition are the terms interpersonal, influence and goal. Thus, a leader has more than one person or group to lead. Influence is the to affect others. Goal is the end one strives to attain. This traditional definition of leadership says that a leader influences more than one person toward a goal.

Inside every successful school, one will find effective leaders. Research findings and school inspection evidence show that effective leadership and management are critical to a school's success. School effectiveness and school improvement have consistently emphasized the importance of leadership (Sammons et. al, 2007).

School leadership (Lunenburg and Ornstein, 2008) has historically been defined as position or role based and hierarchical in nature. This means that those higher in the organizational structure are seen as more powerful than those below them and that the right to lead is limited to those provided with legitimate authority, i.e.

superintendent, principal, etc. Most scholars (Northouse, 2010) believe that this approach to leadership is ineffective. As a new approach to school leadership the type of leader needed in tomorrow's schools calls for a new approach to managing schools.

The school leader, faculty, staff, parents, and community work together sharing a vision of how to help all students learn. Each school is considered a professional learning community. Management is less hierarchical (Rubin, 2009). Important decisions are made as much by site-level stakeholders as by state- or district-level participants. This emerging view of the school leader accounts for the centrality of organic and adaptive models of organization and the importance of site-based management (Kruse & Louis, 2009). That is, decisions about school programs are decentralized to the school level, and leadership is no longer limited to formal organizational positions (Patronis, 2010). Leadership and management are based on ability rather than role (Smylie, 2010). Leadership activities are dispersed according to competence for required tasks rather than authority. This altered view of the school leader explains the centrality of the empowerment of teachers, parents, and students; the importance of site-based decision making; and the development of professional learning communities. Central to this emerging view of school leadership is a movement from a "power over" approach to a "power to" approach (Northouse, 2010).

School leaders are expected to be change agents and facilitators, who improve conditions for learning through the creation of cultures that

allow schools to operate as professional learning communities. That is, school leaders are considered leaders of leaders. They are expected to bring out the leadership potential of every teacher and employee in the building and to work collaboratively with them, so that the school as a whole ends up making better decisions and is committed to continuous improvement (Blankstein *et al.*, 2009). Effective school leaders share leadership. They empower teachers to lead school projects and initiatives rather than serving as the chief problem solvers. They lead from the center rather than from the top, and they create an environment where teachers can continually learn and grow (Kruse & Louis, 2009).

Leading from the center, teacher empowerment, site-based decision making, and professional learning communities then are at the very core of a redefinition of the role of today's school leader. In the more successful schools, today's leaders clearly define themselves as at the center of the school's staff rather than at the top (Bulach *et al.*, 2008 and Wilcox & Angelis, 2010). Instead of occupying an authoritative position, they prefer to give leadership to others and to guide by example and by indirectly inducing thoughtfulness, rather than by making direct suggestions. In each instance, their role as an authority figure is downplayed and their role as a source of support and assistance was emphasized. These emergent school leaders believe in delegation; in developing collaborative

decision-making processes; and in stepping back from being the chief problem solver in a school, by linking these roles more explicitly to the development of a professional learning community (DuFour *et al.*, 2010; Kruse & Louis, 2009).

### **Instructional Leadership**

According to Lunenberg & Ornstein (2008), instructional leadership typically focuses on the behaviors of teachers as they engage in activities directly affecting the growth of students. Most conceptions of instructional leadership allocate authority and influence to formal administrative roles, usually the building principal. Principals cannot fulfill all of a school's needs for instructional leadership. Some argue for the value of teachers serving as instructional leaders. Still others challenge the idea that instructional leadership can be a substitute for capable management. However, most examples of contemporary models of instructional leadership concern the effects of leadership behaviors on student achievement and other important school outcomes.

Inherent in the concept of instructional leadership is the notion that learning should be given top priority while everything else revolves around the enhancement of learning. Instructional leaders need to know what is going on in the classroom. Without this knowledge, they are unable to appreciate some of the problems teachers and students encounter. Instructional leaders need to work closely with students, developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions.

The idea that principals should serve as instructional leaders not just as generic managers in their schools is widely subscribed to among educators. In practice, though, few principals act as genuine instructional leaders. Their days are filled with activities of management scheduling, reporting, handling relations with parents and community, dealing with the multiple crises and special situations

that are inevitable in schools. Most principals spend relatively little time in classrooms and even less analyzing instruction with teachers. They may arrange time for teachers' meetings and professional development, but they rarely provide intellectual leadership for growth in teaching skill (Fullan, 2003).

Demands for greater accountability, especially appeals for the use of more outcome-based measures, require the principal to be instruction oriented (Lunenberg, 2010).

The function of an instructional leader aids the institution in sustaining a focus on why the school exists, and that is to make students acquire learning. The focus on results; the focus on student achievement and the focus on students learning at high levels can only happen if teaching and learning become the central focus of the school and the central focus of the principal (Blankstein, 2010). A key task for principals is to create a collective expectation among teachers concerning student performance. That

is, principals need to raise the collective sense of teachers about student learning (DuFour *et al.*, 2010).

Principals must develop and sustain school structures and cultures that foster individual and group learning. That is, principals must stimulate an environment in which new information and practices are eagerly incorporated into the system. Teachers are more likely to pursue their group and individual learning when there are supportive conditions in the school, such as particularly effective leadership (Northouse, 2010). Schools where teachers collaborate in discussing issues related to student learning are more likely to be able to take advantage of internally and externally generated information. Teachers can become willing recipients of research information if they are embedded in a setting where meaningful and sustained interaction with researchers occurs in an equal context (Blankstein *et al.*, 2009).

One popular collaboration structure is teacher teams. Schools are recognizing that teachers should be working together in teams as opposed to working individually in isolation in their classrooms. According to (Smylie, 2010), performing teams will accomplish four different things. First, they will clarify exactly what students should know and be able to do as a result of each unit of instruction. We know that if teachers are clear on the intended results of instruction, they will be more effective. Second, they will then design curriculum and share instructional strategies to achieve those outcomes. Third they will develop valid assessment strategies that measure how well students are performing. Fourth, they will analyze those results and work together to come up with new ideas for improving those results. Regular assessment and analysis of student learning are key parts of the team's process.

Teachers need to be provided with the training, teaching tools, and the support they need to help all students reach high performance

levels. Specifically, teachers need access to curriculum guides, textbooks, or specific training connected to the school curriculum. They need access to lessons or teaching units that match curriculum goals. They need training on using assessment results to diagnose learning gaps. Teachers must know how each student performed on every multiple-choice item and other questions on the assessment measure. And training must be in the teachers' subject areas. Only then can teachers be prepared to help students achieve at high levels (Lunenburg & Irby, 2007).

In addition to professional development for teachers, all schools need an intervention and support system for students who lag behind in learning the curriculum. Schools need to provide additional help to students who lag behind in core subjects, either in school, after school, on weekends, or during the summer. Boards of education and school superintendents need to supply the financial resources to fulfill this mandate. This involves acquiring materials, information, or technology; manipulating schedules or release time to create opportunities for teachers to learn; facilitating professional networks;

and creating an environment that supports school improvement efforts (Lunenburg & Ornstein, 2008).

The instructional leadership of the principal is a critical factor in the success of a school's improvement initiatives and the overall effectiveness of the school. The primary responsibility of the principal is to promote the learning and success of all students. School principals can accomplish this goal by focusing on learning, encouraging collaboration, using data to improve learning, providing support, and aligning curriculum, assessment, and instruction.

### Teaching Performance

Teaching performance is firstly influenced by the quality of educational system. That is schools are about teaching and learning, all other activities are secondary to these basic goals. Leadership in instructional matters should emerge freely from both principals and teachers. Teachers deliver the instruction in the classroom, they have expertise in curriculum and teaching, and they have mastered a substantive body of knowledge. Professional conversations and professional development should revolve around the improvement of instruction, how students learn, and appropriate teaching strategies. Instructional leaders like the school principals and department heads are responsible for developing school climate that support the very best instructional practices. Thus, it is they who should forge a partnership with teachers, with the primary goal of the improvement of teaching and learning.

Recently, a research consensus has joined together around a concept that teacher quality is a critically important determinant of student development and achievement. However, there is no similarly wide agreement on how to systematically drive improvements in the quality of the teacher workforce. Districts and schools allocate substantial resources to teacher professional development (e.g., in-service training) despite the fact that there is surprisingly little rigorous evidence on the efficacy of these efforts. Moreover, almost none of this professional development is driven by rigorous assessments of the teaching strengths and weaknesses of individual teachers (Weisberg *et al*, 2009). Furthermore, decades of empirical research have provided relatively little evidence on observed teacher traits that can consistently predict teacher quality.

On the other hand, the Department of education in the Philippines has designed and implemented programs that evaluate performance of the teachers and reward them of their performance. In a DepEd Order No.33, Series of 2014, Guidelines on the Granting of Performance-Based Bonus for the Department of Education Employees and Officials for fiscal Year 2013, the agency has issued details in the establishment in a set of guidelines which aims to provide systematic and evidence-based mechanisms, procedures and criteria for the granting of PBB in the DepEd. Pursuant to the provisions of Administrative order (AO) No. 25 issued by the President on December

21,2011 entitled Creating an Inter-Agency Task Force on the Harmonization of the National Government Performance, Monitoring, Information and Reporting Systems, the government seeks to rationalize, harmonize, streamline, simplify and unify the efforts of all of the agencies towards the realization of the commitments in the Philippine Development Plan 2011-2016 and the Administration's five Key Results Areas (KRAs) under the Executive Order (EO) No. 43. The Administrative Order establishes a unified and integrated Results-Based Performance Management System (RPMS) across all departments and agencies within the Executive Branch incorporating a common set of performance scorecard to serve a single source of information on the status of government performance.

The government's move of giving performance-based bonus to all public school teachers is anchored on a belief that incentives are linked to multiple measures of teacher performance. In fact, as cited by Dee & Wyckoff (2013), the dissatisfaction of compensation has motivated new efforts to design and implement new programs to assess and reward teacher performance.

### Results-Based Performance Management System

Drawing from the Vision and Mission of the Department of Education, the RBPMS is an intervention that will help ensure the strategic, responsive, and effective delivery of Human Resources Management and Development (HRMD) services at all levels of DepEd so that it can effectively implement a learner-centered, School-Based Management System anchored on the K-12 strategies to improve the quality of public schools. It is a systematic approach for continuous and consistent work improvement of individual roles and targets with the DepEd's direction to make possible appropriate corrective actions as basis for people development.

There are four phases of the RBPMS framework. The first phase is the Accomplishments of Key Results Areas (KRAs) and Objectives. Each employee plays a vital part in the achievement of his department's objectives. At the beginning of the Results-Based Performance Management Cycle, the employee and his superior jointly determine goals and measures that will lead to the achievement of the overall department goals. After which, weights are assigned to those goals based on priorities. The total of weights should not exceed 100. At the end of the performance cycle, the employee is rated on the effectiveness/quality, efficiency (including cost), and timeliness in delivering the goals agreed upon.

The next phase is the Competencies. The success of the employee in fulfilling his role and delivering exceptional performance is dependent on how he applies various competencies on the job. The employee is rated based on the effectiveness and consistency by which he demonstrates behaviors relevant to the competencies. The overall rating is computed by adding the rating for each competency and dividing the sum by the total number of competencies. Half-points may be given if the employee's

performance level fails in between descriptions of the scale positions.

The third phase is Summary and rating for Discussion in which the employee's performances based on the evidences of competencies are measured against the performance targets agreed upon during the first phase. Finally, the Development Plans. The areas where the employee excels and areas for development are both identified. In this manner, the employee's strengths are highlighted and recognized. Development needs on the other hand are addressed through formal and informal training and development approaches.

**MATERIALS AND METHODS**

**Research Design**

The study used a descriptive correlational research design to correlate the instructional leadership skills of the department heads and the teachers' performance. The goal of the research was to explain or explore in-depth a unit of analysis in order to identify and determine if there was a relationship between two or more variables.

**Locale and Population of the Study**

The evaluation of the study was conducted in a public secondary school in Caloocan City.

There were eight (8) Department Heads or Head Teachers in the school who were the respondents in the Instructional Leadership Skills.

On the other hand, all the 246 teachers in the said institution also served the respondents in assessing the teachers' performance using the Results-Based Performance Management System, which is divided into four parts, namely; Accomplishments of KRAs and Objectives, Performance Monitoring and Coaching, Performance Review and Evaluation and Performance Reward and Developmental Planning.

**Instrumentation**

The researcher used a standardized instrument which is a questionnaire- check list that consists of the following parts:

Part I – is about the instructional leadership skills of the department heads on four (4) aspects, namely; as a resource provider, as instructional resource, as a communicator, and as a visionary/visible leader. Each area has ten (10) items. The questionnaires employed a Likert-scale in which the respondents will choose among the following: Always (A), Sometimes (SO), Seldom (S), and Never (N). The scoring of the Likert was 4-1 for the favorable statements: 4 for Always, 3 for Sometimes, 2 for

Seldom, and 1 for Never.

Part II- is about the Teachers' Performance using the Results-Based Performance Management System. RBPMS is composed of four parts. The first part is the Performance Planning and Commitment wherein at the start of the of the rating performance period, the supervisor and the subordinate agree on the objectives to be met based on the strategic priorities of the organization. The next part is the Performance Monitoring and Coaching in which the head creates an enabling environment to improve individual team performance and he tracts employee's performance and progress towards the accomplishment of the objective. Third part is the Performance Review and Evaluation wherein the manager evaluates the employee's performance based on the evidences of competencies measured against performance targets agreed during the first phase. The final stage is the Performance Reward and Developmental Planning in which the superior with his subordinate discusses the accomplishments and promotes rewards and incentives and similarly discusses the competency gaps and jointly come up with development plans.

**RESULTS AND DISCUSSION**

Table 1 depicts the summary of instructional leadership skills of the department heads as assessed by themselves covering the four different areas namely; as a resource provider, as an instructional resource, as a communicator, and as a visible leader. It can be gleaned from the table that the grand mean of 3.81 can be interpreted as Always. This means that the eight department heads are personally convinced that they always perform their duties in the school in terms of being resource provider, instructional resource, communicator, and visible leader. This is anchored on Dimaano's (2008) idea that leadership is an interpersonal influence toward the achievement of goal/s highlighting that a leader influences to affect others towards it. The lowest mean among the four areas is 3.71, which is instructional resource, and the highest mean is 3.92, which is a visible leader. Both means can be interpreted as Always. It simply means that most of them believe that they always evaluate the effectiveness of instructional programs of the school, facilitate professional learning among teachers for the improvement of instruction, and among others in terms being an instructional resource. Furthermore, the department heads also believe that they are Always visible in the school in conducting and participating in-service activities related to their duties, in attending meetings with the principal, in providing accessibility with their teachers to discuss matters related

**Table 1:** Instructional leadership skills of the department heads

Areas of Instructional Leadership Skills	Mean	Qualitative
1. Resource Provider	3.77	Always
2. Instructional Resource	3.71	Always
3. Communicator	3.87	Always
4. Visible Leader	3.92	Always
<b>Grand Mean</b>	<b>3.81</b>	<b>Always</b>

Legend: 4.0-3.50 = Always; 3.49-2.5 = Sometimes; 2.49- 1.50 = Seldom; 1.49-1.0 = Never

to instructional concerns, etc. in terms of being a visible leader. Hence, school leaders like the department heads are expected to be change agents and facilitators who improve conditions for learning. Furthermore, they are expected to bring out the leadership potential of every teacher to work collaboratively with them, so that the school as a whole ends up making better decisions and is committed to continuous improvement (Blankstein *et al.*, 2009).

Table 2 shows the instructional leadership skills of the department heads in terms of being a resource provider as evaluated by the teachers. It can be seen that the table has a grand mean of 3.63, which is interpreted as Always. This only reflects that the teachers accept that the department heads are good resource providers. They help teachers locate information, resources, materials, equipment and examples of best practice, delivery of instruction, assessment of student learning, or organization, or management of the classroom. Among

all the ten indicators, indicator number 1, He/she updates teachers about the current research and practices through presentations or e-mails, has the lowest mean of 3.34, which can be interpreted as Sometimes. On the other hand, the highest mean is 3.82, He/she fosters team building and collaboration to improve instruction, which can be interpreted as Always. It can be explained that most of the teachers agree that their department heads only update them sometimes about the current research and latest practices in teaching in either presentations or emails. Conversely, many of the teachers accept the idea that their department heads really do something to promote solidarity and the spirit of family in the academe to enhance instruction. They, too, empower teachers to lead school projects and initiatives rather than serving as the chief problem solvers. They lead from the center rather than from the top, and they create an environment where teachers can continually learn and grow (Kruse and Louis, 2009).

**Table 2:** Instructional leadership skill of department heads as a resource provider

Indicators	Mean	Qualitative Interpretation
1. He/She updates teachers about the current research and practices through presentations or e-mails.	3.34	Sometimes
2. He/She helps find alternative teaching materials to provide additional practice with the particular skills.	3.63	Always
3. He/She keeps herself abreast of numerous changes and resources in education to provide opportunities for teachers to come up with instructional innovations.	3.73	Always
4. He/She fosters team building and collaboration to improve instruction.	3.82	Always
5. He/She helps teachers share their best practices in teaching and classroom instruction.	3.44	Sometimes
6. He/She assists teachers in accessing and using professional resources in order to select appropriate strategies to improve student learning.	3.71	Always
7. He/She recommends, orders or authorizes purchase of instructional materials, supplies, equipments and visual aids designed to meet student educational needs.	3.59	Always
8. He/She ensures that teachers have materials necessary for the successful execution of their jobs.	3.73	Always
9. He/She often employs a variety of communication and dissemination skills to share information and resources including school based- training to help improve the performance of teachers.	3.75	Always
10. He/She inspects instructional equipment to determine if repairs are needed.	3.57	Always
<b>Grand Mean</b>	<b>3.63</b>	<b>Always</b>

Legend: 4.0-3.50 = Always; 3.49-2.5 = Sometimes; 2.49- 1.50 = Seldom; 1.49-1.0 = Never

Manifested in Table 3 are the indicators of instructional leadership skill in terms of being an instructional resource. This particular area of instructional leadership has a grand mean of 3.59, which can be interpreted as Always. Teachers express that their department heads demonstrate remarkable skill in being an instructional resource. They agree that the department heads support them with their day-to-day instructional activities and collaborate with them in designing instruction to meet the needs of all the students. Also, they believe that these heads participate in service training and consistently giving priority to instructional concerns. Indicator number 5, He/she develops test, questionnaire and conduct procedures that measure the effectiveness of curricula and use these tools to determine whether

programs objectives are being met, has the lowest mean of 3.38, which is regarded as Sometimes. On the contrary, indicator number 7, He/she observes work of teaching staff to evaluate performance and recommend changes that could strengthen teaching skills, has the highest mean of 3.76, which is read as Always. It is apparent that most of the teachers are convinced that their department heads do not always develop test and questionnaire and sometimes conduct procedures that determine the effectiveness of the tools used in the delivery of the instruction. On the other hand, many of them concur that the department heads are dutifully performing their roles in imparting knowledge and skills professionally to help identify useful and beneficial instructional strategies and methodologies and to determine effective elements

for planning and designing instruction for functional and excellent teaching and learning process. Bulach, et. al, 2008 and Wilcox and Angelis, 2010 opined that in more successful schools, today's leaders clearly define themselves as at the center of the school's staff rather

than at the top. This means that instead of being on authoritative position, these leaders prefer to give leadership towards others and to guide by example and by indirectly inducing thoughtfulness than by making direct suggestions.

**Table 3:** Instructional leadership skill of department heads as a resource provider

Indicators	Mean	Qualitative Interpretation
1. He/She conducts or participates in workshops, committees and conferences designed to promote the intellectual, social and physical welfare of students.	3.64	Always
2. He/She evaluates the effectiveness of instructional programs of the school and applying remedial actions in areas requiring remediation.	3.60	Always
3. He/She facilitates professional learning among colleagues for the improvement of instruction.	3.68	Always
4. He/She works with colleagues to collect, analyze and disseminate data related to the quality of professional learning and its effect on teaching and student learning.	3.59	Always
5. He/She develops test, questionnaires and conduct procedures that measure the effectiveness of curricula and use these tools to determine whether program objectives are being met.	3.38	Sometimes
6. He/She plans or conduct teacher training programs and conferences dealing with new classroom procedure, instructional materials and equipment and teaching aids.	3.45	Sometimes
7. He/She observes work of teaching staff to evaluate performance and recommend changes that could strengthen teaching skills.	3.76	Always
8. He/She assists teachers in classroom organization and management.	3.70	Always
9. He/She helps teachers in interpreting test results to asses each pupil's abilities and performance.	3.48	Sometimes
10. He/She shares knowledge and skills professionally and help identify powerful instructional strategies and effective elements of lesson plans for effective teaching and learning process.	3.67	Always
<b>Grand Mean</b>	<b>3.59</b>	<b>Always</b>

Legend: 4.0-3.50 = Always; 3.49-2.5 = Sometimes; 2.49- 1.50 = Seldom; 1.49-1.0 = Never

Table 4 reflects the indicators of the instructional leadership skill of the department heads being a communicator. The table has a grand mean of 3.55, which can be interpreted as Always. Generally, the teachers accept the idea that the department heads send and receive information among teachers regularly. In addition, they believe that their heads communicate expectations clearly and disseminate information in a timely manner. Among ten indicators, the last indicator, He/she shows collegiality with teachers, non-teaching staff, and parents, has the lowest mean of 3.42. However, the indicator 4, He/she organizes information and ideas to be discussed during meetings got the highest mean of 3.64. This only means that the teachers are not satisfied with the

cooperative relationship among colleagues and their immediate superiors. Nonetheless, the teachers convey that their department heads really exhibit organization and orderliness when it comes to the generation of ideas and matters for discussion during meetings. Indeed, communication is another skill that helps a leader fosters a learning environment. It is one thing that keeps the fabric of the organization together. Bosman, 2010 emphasized that recognizing information that needs to be shared and finding ways to share individual knowledge and expertise are crucial to a successful organization. Moreover, one cannot learn unless he listens to his colleagues, to students, to faculty, and to the development of his field. He has to be open to new policies, new people and new technologies.

**Table 4:** Instructional leadership skill of department heads as a resource provider

Indicators	Mean	Qualitative Interpretation
1. He/She models effective skills in listening, presenting ideas, leading discussions, clarifying and identifying the needs of self and others in order to advance shared goals and professional learning.	3.59	Always
2. He/She provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.	3.56	Always
3. He/She holds meetings to discuss instructional concerns of the school.	3.62	Always
4. He/She organizes information and ideas to be discuss during meetings.	3.64	Always
5. He/She creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning and solutions to identified issues.	3.46	Sometimes

6. He/She motivates teachers to work cooperatively to promote changes in instructional practices to improve student learning.	3.63	Always
7. He/She collaborates with teachers in the design and formulation of instructional objectives to improve educational practice and student learning.	3.49	Sometimes
8. He/She leads formal and informal group discussions.	3.55	Always
9. He/She serves as a team leader to harness the skills, expertise and knowledge of colleagues to address curricular expectations and student learning needs .	3.56	Always
10. He/She shows collegiality with teachers, non-teaching staff, and parents.	3.42	Sometimes
<b>Grand Mean</b>	<b>3.55</b>	<b>Always</b>

Legend: 4.0-3.50 = Always; 3.49-2.5 = Sometimes; 2.49- 1.50 = Seldom; 1.49-1.0 = Never

Shown in Table 5 is the instructional leadership skill of the department heads in terms of being a visible leader. The table has a grand mean of 3.63, which is interpreted as Always. This manifests that the teachers agree that their department heads model behavior to educators, parents and staff members in making themselves present and available in attending meetings, programs, and community activities. They also express that these heads are active participants during workshops and seminars. Of all indicators for this specific area, indicator number 9, He/she acknowledges quality output in teachers' and pupils' activities such as convocations, organizational meetings, and others, got the lowest mean of 3.34, which can be read

as Sometimes. This is the only indicator among ten that got such interpretation. It can be derived that the department heads lack appreciation or if not, overlook it when it is much needed. He/she should recognize the efforts of his/her teachers in coming up with quality outputs revealed in many avenues like programs, meetings, and other related co-curricular activities. Conversely, indicator 3, He/she attends meetings with the principal to share and discuss matters related to instructional concerns, got the highest mean of 3.82. This simply means that the department heads really exhibit active participation during meetings with the principal and demonstrate dynamic discussion over issues that help improve instruction in the school.

**Table 5:** Instructional leadership skill of department heads as a visible leader

Indicators	Mean	Qualitative Interpretation
1.He/She participates in in-service activities related to her duties.	3.65	Always
2.He/She arrives punctually to work, programs and meetings.	3.70	Always
3.He/She attends meetings with the principal to share and discuss matters related to instructional concerns.	3.82	Always
4.He/She participates in joint parent-teacher meetings as agreed upon with the classroom/subject teacher.	3.54	Always
5.He/She provides accessibility with teachers to discuss matters affecting curriculum and instruction.	3.71	Always
6.He/She attends and/or participates in any activity organized by the pupils or teachers.	3.74	Always
7.He/She gives positive feedback to teachers regarding their behavior and performance.	3.60	Always
8.He/She mediates and interacts in a parent conference when appropriate, especially if it involves a complaint about teachers.	3.58	Always
9.He/She acknowledges quality of output in teachers' and pupils' activities such as convocations, organizational meetings, and others.	3.34	Sometimes
10.He/She makes himself/herself available for meetings and/or appointments with pupils, teachers, parents, and the stakeholders.	3.71	Always
<b>Grand Mean</b>	<b>3.63</b>	<b>Always</b>

Legend: 4.0-3.50 = Always; 3.49-2.5 = Sometimes; 2.49- 1.50 = Seldom; 1.49-1.0 = Never

What is depicted in Table 6 is the summary of the instructional leadership skills of the department heads as assessed by the department heads themselves and by their teachers. The table reveals a grand mean of 3.70, which has the verbal interpretation of Always. It can be elaborated that both the teachers and the department heads are convinced that the department heads are religiously performing their responsibilities as effective and efficient leaders to help teachers in the organization become instrumentals to effect remarkable student learning and achievement. Among the four areas of instructional leadership skill, being a visible leader ranks first with a mean of 3.77. It is assumed that

the department heads, as instructional leaders do not only make themselves Always visible in the school premises but also make their presence in the school effectual and beneficial. Being a communicator tops next in the four areas of instructional leadership skills with the average mean of 3.71. This simply gives the impression that the department heads regularly communicate with their underlings in terms of disseminating salient information and receiving feedback that concern the instruction and the school at large. Rank third among the instructional skills is being a resource provider which clinched an average mean of 3.70. In terms of guiding teachers in locating

possible information, resources, materials, and equipment to better facilitate student learning, the department heads always demonstrate willingness to do so. Similarly, it can be noted that these instructional leaders exhibit voluntariness of action in looking for examples of best practices that help improve teaching strategies and methodologies which eventually effect excellent student achievement. Lastly, being an instructional resource got an average mean of 3.65. Though this is the lowest among four, still it can be interpreted that the department heads manifest support to their teachers in their daily endeavors concerning instructional activities and tools in making learning meaningful. It can also be assumed that these leaders collaborate with the teachers in designing for techniques and strategies to better cater the needs of the students and

address their weaknesses and to perfect the inadequacies of instruction. The results strengthened the concept of Smylie, 2010 that leadership and management are based on ability rather than role.

The department heads demonstrate their ability to carry out their obligations as instructional leaders by being a good resource provider, an instructional resource, a communicator, and a visible leader. They disperse activities according to the competence for required tasks rather than authority. In the process, effective department heads share leadership with their teachers. Similarly, Lunenberg & Ornstein (2008) expressed that instructional leadership typically focuses on the behaviors of teachers as they engage in activities directly affecting the growth of the students.

**Table 6:** Summary of instructional leadership skills of department heads as assessed by the teachers and the department heads themselves

Areas of Instructional Leadership Skills	Mean (Department Heads and teachers)	Verbal Interpretation	Rank
1. Resource Provider	3.70	Always	3
2. Instructional Resource	3.65	Always	4
3. Communicator	3.71	Always	2
4. Visible Leader	3.77	Always	1
<b>Grand Mean</b>	<b>3.70</b>	<b>Always</b>	

*Legend: 4.0-3.50 = Always; 3.49-2.5 = Sometimes; 2.49- 1.50 = Seldom; 1.49-1.0 = Never*

Performance of the Teachers using the Results-Based Performance Management System (RBPMS)

Table 7 reflects the level of teachers' performance based on Results-Based Performance Management System for the first term of the school year 2014-2015. It is revealed in the table that out of 246 teachers, 242 of them are rated Very Satisfactory.

This has an equivalent percentage of 98.37. On the other hand, only 3 teachers are given Satisfactory rating, which has 1.22% equivalent, and only one teacher is rated Poor that has .41% equivalent. This signifies that generally the teachers in this identified public high school have satisfactory teaching performance as revealed in the Results-Based Performance Management System, the tool used by the school to measure the level of performances of the teachers.

**Table 7:** Level of teachers' rating based on results-based performance management system

Description	f	%
Outstanding	0	0
Very Satisfactory	242	98.37
Satisfactory	3	1.22
Unsatisfactory	0	0
Poor	1	.41
<b>Total</b>	<b>246</b>	<b>100</b>

#### Difference in the Instructional Leadership Skills of Department Heads across Learning Areas

Shown in Table 8 is the difference in the instructional leadership skills of department heads across learning areas. The p-value of all four leadership areas are lower than 0.05 level of significance; therefore, the null

hypothesis (Ho) that states that there is no significant difference in the Instructional Leadership Skills of Department Heads across learning areas was rejected. As it is revealed in Table 6, the grand mean of instructional leadership skills of department heads is 3.70. Though it is interpreted as Always, still it showed that department heads have to be serious in delivering their tasks so that teachers will move up to Outstanding performance using the Results-Based Performance Management System. This also signifies that regardless of the subject areas the department heads handle, they need to religiously practice the instructional leadership skills underlining the four areas. Furthermore, Table 7 displayed that 98.37% of the total teacher population or 242 out of 246 teachers have very Satisfactory Performance. Though it is already high, still it proves that there is a need for continuous improvement in the teaching performance so that the performance will elevate to Outstanding from Very Satisfactory. It can also be illustrated that the school must enhance existing programs or formulate leadership programs to sustain the instructional leadership skills demonstrated by the department heads. Blasen and Philips, 2010 stressed that the role of instructional leader helps the school to maintain a focus on why the school exists, and that is to help all students learn. Additionally, Blankstein, 2010 emphasized that the focus on results, the focus on student achievement and the focus on student learning at high levels can only happen if teaching and learning become the central focus of the school and the central focus of the principal. It can be explained that since the department heads assume responsibilities next to the school principal, and since they are the instructional

leaders who have direct contact with their teachers and the students, they must help enhance the school culture and structure that cultivate high teaching performance and excellent student achievement. Hence, the significant differences existed in all areas of instructional leadership skills among department heads.

**Table 8:** Difference in the instructional leadership skills of department heads across learning areas

Areas of Instructional Leadership Skills	df	p-value
1. Resource Provider	7&238	0.002
2. Instructional Resource	7&238	0.001
3. Communicator	7&238	0.001
4. Visible Leader	7&238	0.000
<b>Overall</b>	<b>7&amp;238</b>	<b>0.000</b>

Legend: df= degrees of freedom ; p-value = obtained value

**Relationship Between the Department Heads’ Instructional Leadership Skills and the Teachers’ Performance based on Results-Based Performance Management System**

Depicted in Table 9 is the relationship between the instructional leadership skills of the department heads and the teachers’ performance. The table presented that the p-value of all areas of instructional leadership skills is lower than the 0.05 level of significance. The null hypothesis (Ho) which states that there is no significant relationship between the department heads’ instructional leadership skills and the teachers’ performance based on results-based performance management system was rejected. As it is reflected in Table

6, the weighted mean of the Instructional Leadership Skills of the Department Heads among four areas are high which are directly related to the performance of the teachers based on the Results-Based Performance Management System. This is manifested in Table 7 that displays 98.37% of teachers with Very Satisfactory performance. Similarly, it can be understood based the study that all areas of Instructional Leadership Skills; namely, resource provider, instructional resource, communicator, and visible leader, are equally significant in the quality of instruction and teachers’ performance. If the Instructional Leadership Skills increase, the Teachers’ Performance increases. Therefore, there is a significant relationship between the Instructional Leadership Skills of the Department Heads and the Teachers’ Performance

**Table 9:** Relationship between the department heads’ instructional leadership skills and the teachers’ rating based on results-based performance management system

Areas of Instructional Leadership Skills	df	p-value
1. Resource Provider	243	0.000
2. Instructional Resource	243	0.000
3. Communicator	243	0.000
4. Visible Leader	243	0.000
<b>Overall</b>	<b>243</b>	<b>0.000</b>

Legend: df= degrees of freedom ; p-value = obtained value

**Harmonization of Department Heads’ Instructional Leadership and Public high School Teachers’ Rating on Results-Based Performance Management System**

Depicted below is the proposed model of harmonizing the instructional leadership skills of department heads and the teachers’ performance based on results-based performance management system. The proposed model utilizes the Venn diagram to illustrate the relationship of areas of instructional leadership skills of the department heads to consider and the teachers’ performance and the programs of the Department of Education such as Teaching Quality Circle (TQC), Program on Awards and Incentives for Service Excellence (PRAISE), K-12 Curriculum, and School-Based Management that have to be harmonized.

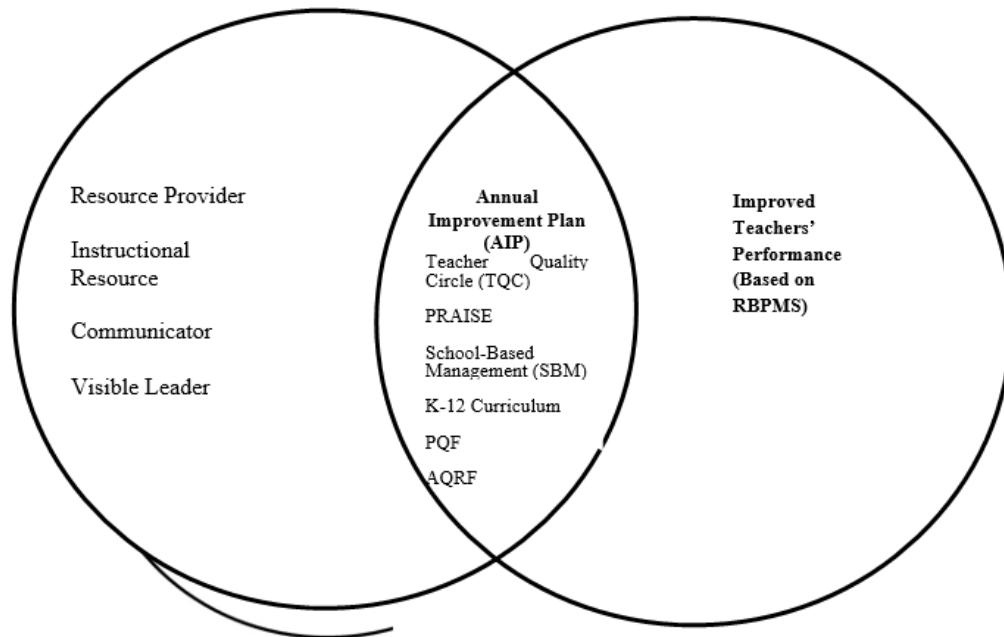
To reiterate, Hallinger, 2008 enumerated qualities of instructional leadership which includes a leader as a resource provider, a leader as an instructional resource, a leader as a communicator, and a leader that is visibly present in the school. These skills, he mentioned, appear to have best effects on student achievement. If the school managers and the department heads themselves take every indicator of each leadership skill area with heart and by heart, then it is certain that the teachers’ performance will definitely improve. This means that department heads must honestly evaluate themselves to determine areas to strengthen and more importantly, areas of leadership skills to work on.

As it is reflected in Table 7, Level of Teachers’ Performance Based on Results-Based Performance Management System, 98.37% or 243 out of 246 total population of teachers are rated Very Satisfactory. This signifies that even though majority of the teachers are rated that high, they still have the chance to improve their teaching performance from Very Satisfactory to Outstanding, the highest rating scale used in the Results-Based Performance Management System tool. They should be provided with the training, teaching tools, and the support they need to help all students reach high performance levels. Clearly, there is a significant relationship between the department heads’ instructional leadership skills and the teachers’ performance as revealed in Table 9. Additionally, when the factors of instructional leadership skills posted by Hallinger are considered, more of the flagship programs of the Department of Education will also be greatly influenced. If the instructional leaders as resource providers are able to help their teachers in the provision of materials and resources for teaching and in giving the best practices for the delivery of instruction, assessment of student learning, organization and even management of the classroom, then it is definite that some areas in the implementation of the K-12 curriculum are addressed.

Likewise, when the instructional leaders support teachers with their daily instructional endeavors, collaborate with them in designing instruction to meet the needs of all the students, and participate in service trainings, then Teaching Quality Circle objective is achieved. Teachers’ Quality Circle (TQC) aims to help teachers to become

instrumental in efforts for improving their teaching ability. Similarly, this TQC will enable the teachers to get assistance and help guides that they can use to make students better understand the lectures through the latest strategies and techniques in teaching as cited by Dr. Helen Grace Go, assistant schools superintendent of Quezon City. This is also to gauge the performance and the effectiveness of the strategies employed. This is will also result in the utilization of Programs on Awards and Incentives for Service Excellence (PRAISE) that is greatly beneficial to all teachers and the school in general. When department heads rightly send and receive information and communicate clear expectations among all teachers, it can be expected that teachers will eventually acquire standards and qualifications aligned to Organizational Performance Indicator Framework which will eventually lead to acquiring the same qualifications as specified by the ASEAN Qualifications Reference Framework (AQRF). Finally, when the instructional leaders model the right attitude to teachers, parents, and students and make

themselves visibly present then it will go to a great extent that the School-Based Management is positively affected. One key response of the national government is the adoption and implementation of SBM –School-Based Management anchored on the decentralization trend of the 70s. SBM, a framework of governance, transfers the power and authority as well as the resources to the school level on the assumption that the school heads including teachers, key leaders in the community, parents know the root and solution to the problem. In the Philippines, SBM was officially implemented as a governance framework of DepEd with the passage of RA 9155 in 2001 as legal cover. Thus, SBM is a viable structural reform intervention used to improve the quality of education in the public school so as to produce functionally literate Filipinos. Considering the variables of the study underlining the instructional leadership skills of the department heads if well-harmonized with some of the programs of the Department of Education today, it is certain that Teachers’ Performance based on the Results-Based Performance Management System will be glaring Outstanding rating



**Figure 1:** Proposed Model of Harmonization of Instructional Leadership Skills and Teachers’ Performance

**CONCLUSIONS**

Based on the aforementioned findings, the following conclusions were drawn:

All the department heads in an identified public high school believe that they perform their duties as instructional leaders in terms of being a resource provider, an instructional resource, a communicator, and a visible leader. This only entails that the Department of Education has provided the department heads and the teachers sufficient training programs and activities that really enhance their instructional skills.

It is revealed in the study that majority of the teachers in the said school accept the idea that their department heads carry out their responsibilities well as most of

the teachers assessed them with Always in almost all indicators in each area of instructional leadership skills. This is founded on the idea that school leaders like the department heads learn to distribute responsibilities to their teachers. This only exhibits that the school leaders like the department heads really perform their tasks well in terms of being instructional leaders to the school. There is a significant difference in the instructional leadership skills of department heads across subject/ learning areas at 0.05 level of significance. This only implies that there is a need to customize the indicators of the instructional leadership skills of all the department heads. It can be understood that that the indicators of the four areas explained in the instructional skills might

not be relevant across all subject areas. Thus, the school must tailor on what is only significant in measuring the instructional leadership skills of every department head. There is a significant relationship between the department heads instructional leadership skills and the teachers' rating based on results-based performance management system at 0.05 level of significance. The implication of this result is simple; that is, the rating of the teachers is greatly affected by the degree of instructional leadership skills demonstrated by the department heads in carrying out the instruction to their subordinates.

However, as reflected in the findings of the study in Table 2, the 242 teachers out of 246 were rated Very Satisfactory in terms of performance. This means that there is still a better opportunity for them to improve their teachers' rating from Very Satisfactory to Outstanding as indicated to be the highest rating in the Results-Based Performance Management System tool. Hence the flagship programs of the Department of Education like Teaching Quality Circle, Basic Education Reform Agenda, Programs on Rewards, Awards and Incentives for Service Excellence, the School-Based Management, and the K-12 Curriculum are essential in acquiring improved teachers' rating which eventually enhance the quality of instruction that teachers demonstrate to meet the criteria of the Performance Qualifications Framework and ASEAN Qualifications Reference Framework.

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