

CONVERGING EDUCATIONAL LEADERSHIP AND EFFECTIVENESS: OUTCOMES BASED SCHEME

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Abstract: This study determined the educational leadership of the principal and teachers effectiveness and student performance at the North and South Districts Elementary School at Abuyog, Leyte. Findings served as the bases for a proposed instructional plan. The study examined the following areas of concern: related information to principal and teachers; level of principals instructional leadership and human resource management of the school; level of performance of the teachers effectiveness in teaching learning process; students outcome in relation to teachers learning process; significant relationship between the level of principals leadership of the school and the job performance of the teachers; principals leadership affects job performance of teachers; challenges and barriers in the implementation of educational leadership. The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data. Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted. On the basis of the findings, a conclusion is drawn principals instructional leadership and human resource management are assets of the institution, as well as the job performance of the teachers effectiveness in teaching learning process.

Keywords: Educational Leadership and Effectiveness, Outcomes Based, Quantitative Research.

1. INTRODUCTION

Rationale:

Principals need to be instructional leaders since the key to running successful schools lies in the principals' role. Instructional leadership as exclusive regard the principal as the sole holder of responsibility when it comes to setting goals for the school, supervision, and in developing instruction that enhances academic achievement. This perspective tends to focus only on the role of principals as instructional leaders. Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for the instructional principal. This means that if the principal or administrator is knowledgeable in the aspect of instruction so it will be an implication that he would be effective in his job as a principal. Leadership effectiveness depends on how this influence promotes leader and teacher learning in ways that improves the engagement, learning and well-being of all students. This is not the work of one person, everybody must be a part of the success of the schools implementation academics and programs and project.

As educational leaders, principals face the challenge of improving teaching and learning to ensure academic success for all students. According to Lashway (2003), the role of the principal is rapidly changing from simply encouraging teachers' efforts to leading teachers to produce tangible results.

Now, many principals are experiencing diminished managerial and political priorities in favor of increased instructional and student learning priorities, and the roles are more interconnected (Hallinger, 2005). Learning tends to deteriorate not only in the Philippines but also in other neighboring countries due to the many factors that affect the learning capabilities of the learners. In Leyte division and in the station where the researcher is assigned as the principal for years, the learning retention of the pupils in the academic aspect deteriorates easily. This is the main reason why the researcher decided to have this study a focus.

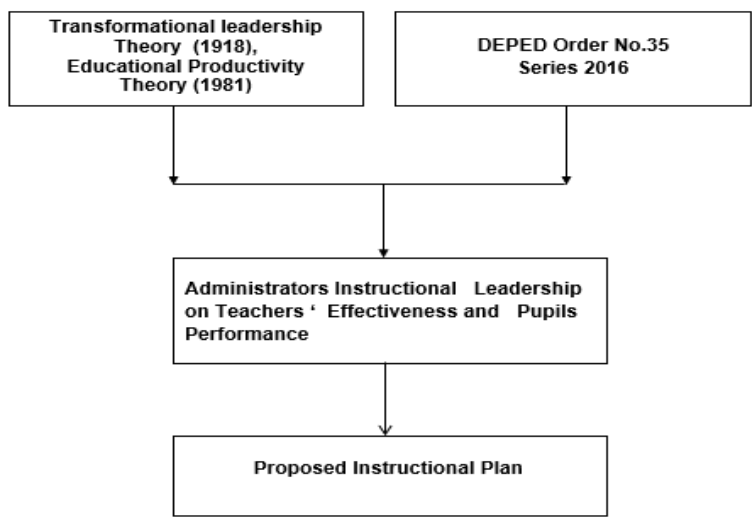
Theoretical Background:

This study is anchored on the transformational leadership theory by James MacGregor Burns (1918), first introduced the concepts of transformational leadership. Transformational leadership is a relatively new approach to leadership that focuses on how leaders can create valuable and positive change in their followers. In this theory, a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group.

This study is being supported by the theory Educational Productivity by Walberg (1981) also determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality).

DepEd order no. 35 series 2016 - The Learning Action cell (LAC) as a k to 12 basic education program school-based continuing professional development strategy for the improvement of teaching and learning.

The DepEd also recognizes that the quality of learning is greatly influenced by the quality of teaching. Therefore, it is imperative for the DepEd to hire good teachers and to support their development in the teaching profession. Organizing professional learning communities will aid teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions about education, community, teaching, and learning (Little 2003) to suit the present needs of learners.



Theoretical Framework of the Study
Figure 1

THE PROBLEM

Statement of the Problem

This research determines the educational leadership of the principal and teachers effectiveness and students' performance at the North and South Districts Elementary Schools in Abuyog, Leyte during the school year 2018-2019. Findings serve as a proposed instructional plan.

Specifically, the study seeks to find out the following sub problems:

1. What is the profile of the principal and teachers?
2. What is the level of principals instructional leadership and human resource management of the school?
3. What is the level of job performance of the teachers effectiveness in teaching learning process?

4. What is the students' outcome in relation to the teachers learning process.
5. Is there a significant relationship between the level of principals leadership of the school and the job performance of the teachers?.
6. How does principal leadership affect the job performance of teachers?.
7. What are the barriers and challenges in the implementation of educational leadership?
8. What instructional plan. can be proposed based on the findings of the study?

Statement of Null Hypotheses

HO: There is no significance relationship between is the level of principals instructional leadership and human resource management and development of the school.

HO1: There is no significance relationship between principals leadership and teachers job performance.

HO2: There is no significance relationship between the level of job performance of the teachers effectiveness in teaching learning process.

Significance of the Study

The importance of the study is primarily to familiarize the school principals in regard to the principals instructional leadership and teachers efficiency in teaching. The study will be of importance to the Libertad Elementary School in Abuyog, Leyte for it will provide worthy insights in improving the performance of the principal and teachers as well. The result of this study would benefit the following:

DEPED. This study provides insights for the management to come up a program that will be addressed to enhance the need of both the heads and teachers . DepEd Officials upgrading of educational instructional leadership is not just ordinary convergence of educators. This is definitely a molding of minds so as to come up with sound plans and definitive steps in the implementation of educational programs and projects for the benefit of Filipino school children.

Principal. The study will provide them information as to leaders they need to exert more effort in terms of their instructional leadership and management and for the benefit of the teachers , pupils and even to the people in innovations and working relationship. Principals can gain additional information in understanding individual's leadership style and teaching efficiency in delivering the lessons, which will help the organization to hire and retain highly motivated teachers. School principal is in constant exposure to different pressures both internal and external has to constantly review own as guide in performing his/her task specifically the instructional leadership.

Teachers. Teachers in a way their sincerity, honesty and devotion to the school they are serving will become fruitful; that the personality attributes deeply internalized will be strong tool as they perform their duties and responsibilities towards school performance They will be benefited for the principals are proficient in the instructional leadership and implement programs for the Libertad Elementary School in Abuyog, Leyte.

Pupils. This study will help the pupils in enriching their knowledge and skills competence.

Community people. This will give them the benefits of enjoying the programs to be implemented by the principal himself through the efforts and participation of both the teachers and parents. Community serves and gives intuition to mentors in education relative to school principals' instructional management owards school performance.

Researcher. It is beneficial for the researcher, being the school principal of Libertad Elementary School in Abuyog, Leyte This will give the researcher the new trends and innovations of the instructional leadership of our principals coupled with the teachers coordination. He will be benefited from the findings of this study and can be used as reference to improve his knowledge and skills on the managerial instructional leadership.

Future Researchers. The findings of the study will serve as baseline information of their research directly or indirectly related to this research undertaken.

Finally, the findings of this study will serve as basis for future researchers to conduct another related study to another locale.

RESEARCH METHODOLOGY

This chapter presents the research design, research environment, participants of the study, instrumentation, data gathering and procedure and data analysis. This research had been designed to collect data in order to provide comprehensive responses to the research questions on the administrators instructional leadership and teachers effectiveness and pupils performance,

Research Design

The researcher employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research makes use of quantitative and qualitative approach and interview method in qualitative approach.

Qualitative data is concerned with non-statistical methods of inquiry and analysis of social phenomena. It draws on an inductive process in which themes and categories emerge through analysis or data collected by such techniques such as interviews (FGD) where representatives from a group are given the time to spell out their concerns regarding the objective of the study through the use of the guide questions.

Flow of the Study

The inputs of the study principals instructional leadership and human resource management and development of job performance of the teachers effectiveness in teaching learning process and the students outcome in relation to the teachers learning process. The process of this study determined the instructional leadership of the principal and teachers effectiveness and students performance. It includes the administration of the questionnaire, validating the data, presenting the data including the statistical treatment thereof and analysis and interpretation of data. Output of the study includes Proposed Instructional Plan.

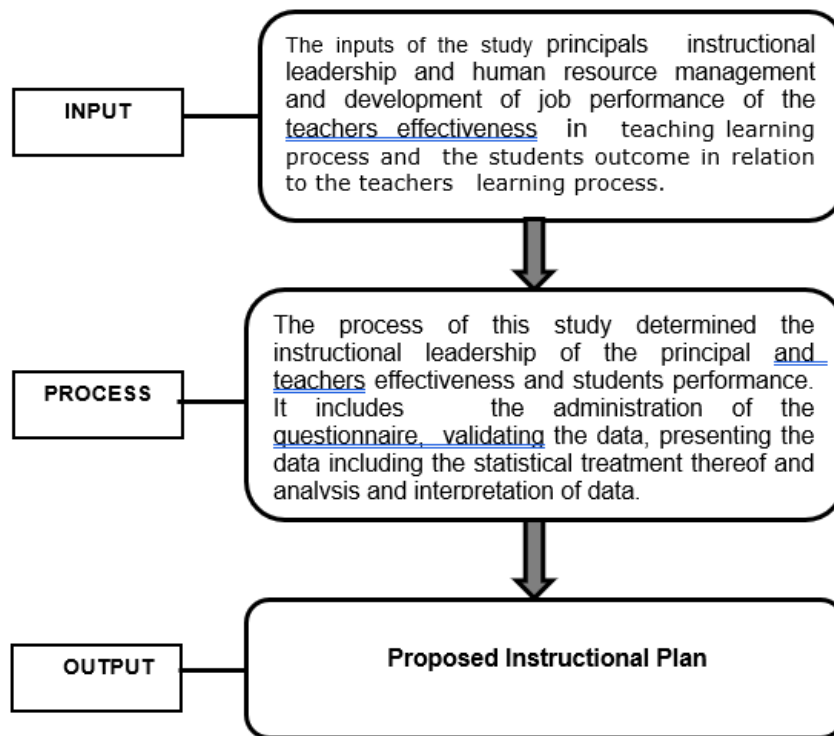


Figure II: Flow of the Study

Research Environment

Abuyog is a first class municipality of Leyte. It has four (4) Districts but the study is conducted at the two (2) districts: Abuyog North District and Abuyog South District. The Abuyog North District schools composed of eighteen public schools and 2 private schools with a total of thirteen (13) school heads while Abuyog South District sixteen (16) public schools with ten (10) school heads.

The respondents under Abuyog North District composed of eleven (11) schools that includes: Anglag West Elementary School, Balocawe Elementary School, Barayong Elementary School, Bernardo V. Closa Central School, Bunga Elementary School, Dingle Elementary School, Can-aporong Elementary School, Libertad Elementary School, Picas Sur Elementary School, San Isidro Elementary School, and Tuy-a Elementary School.

The respondents under Abuyog South District composed of three (3) schools that includes: Abuyog South Central School, Cagbolo Elementary School and New Taligue Elementary School.

Abuyog North District has a total respondents of six (6) schools heads and sixty-three (63) teachers while Abuyog South District has 3 schools heads and thirty-three (33) teachers. The total respondents is 9 school heads and 99 teachers.

Research Respondents

This conducted at North and South Districts Elementary Schools Abuyog, Leyte. It is a complete elementary school offering from kindergarten to Grade six. There are (6) Principals of which three (3) males and three (3) female principals in North district. Here are (5) male and (58) female teachers a total of sixty three (63). In the South district., There are three (3) Principals. One(1) male and two(2) female principals/head of the school.. in terms of teachers in this district There are thirty three (33) teachers with three(3) males and thirty (30) females.

Table 1: The Distribution of Respondents

SCHOOL	Population			Percentage
	M	F	Total	
North District				
Principal	3	3	6	5.71
Teachers	5	5	63	60.00
South District				
Principal	1	2	3	2.86
Teachers	3	30	33	31.43
Total	12	93	105	100.00

Research Instruments

Administrators Instructional Leadership and Teachers Effectiveness and students Performance. The individual Performance Commitment and Review (IPCR) questionnaire is being used from DEPED that is being implemented to evaluate the performance of the principal and teachers.

The first instrument is the principals performance Appraisal (IPCRF) compose of instructional leadership, Learning Environment and Resource Management and Development.

The second instrument is the performance Appraisal for teachers (IPCRF). The questionnaire on the performance appraisal for school teachers is consist of Teaching Learning Process, pupils outcomes , School and Community Involvement, Professional Growth & Development, plus factors.

Lastly, instrument 4 is an interview schedule. It was used to explore the concerns of the teachers in terms of the concerns and challenges of the teachers when it comes to the pupils acamic performance and principals instructional leadership.

Research Procedure

Researcher sent letters of intent with the research proposal for the conduct the study of North and South Districts Elementary Schools in Abuyog, Leyte .

An approval for the conduct of the survey was also secured from supervisor for the schedule of administration of the research tool wherein a letter was addressed to them for the approval of the conduct of the study. The researcher administered the tool personally so that questions were entertained and items which were not clear with the respondents were explained to ensure cooperation throughout the study. The qualitative approach in the form of an interview guide was also conducted (FGD). After which, the quantitative data were collated, tallied, and subjected to statistical analysis for further interpretation of data.

Statistical Treatment of Data

The gathered data were analyzed using descriptive and qualitative data analyses as follows:

Frequency Distribution and Simple Percentage - were used to determine the frequency distribution and percent of the respondents in of the school.

Weighted Mean - was also be used to determine the scores on the performance of Principal and teachers efficiency and pupils performance.

Pearson Product Moment Correlation - was used to analyze the correlations of the principals leadership and the teachers efficiency and pupils performance in Libertad Elementary School in Abuyog, Leyte.

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies that correlate to the current research works. Information established in this study could give the readers ideas why this investigation is significant. To link the ideas and information borrowed from different authorities a clincher is provided.

Several studies have been examined in the review of literature related to the effects of instructional leadership on teacher efficacy. These studies have provided insight into this topic and provided groundwork to begin the proposed study. The designs and research from these studies have helped to shape this proposal and to develop the research questions needed to provide additional findings to contribute to the body of research already available on this topic.

Related Literature

Marshall (2005) believes, "Stakeholders perspectives need to be evaluated to determine effective leadership strategies" (p. 30). Her research sought to examine principals' perception of instructional leadership strategies. The study examined the perceptions of middle school principals and teachers. The instrument used was the Principals' Instructional Management Rating Scale developed by Philip Hallinger (1985). The findings of the study found, "The principal behavior that received the highest percentage rate of almost always from principals and identified as most important in influencing instructional practices was recognizes students who do superior academic work with formal rewards such as the honor roll or mention in the principals newsletter, as identified in Item 68 of the PIMRS" (p. 82). In addition to this, there are five leadership behaviors that were reported as important instructional leadership behaviors performed by principals either almost always or frequently by 100% of the principals (p. 86). These five instructional leadership behaviors are: use data on student academic performance when developing the school's academic goals, set high standards for the percentage of students who are expected to master important instructional objectives, encourage teachers to start class on time and teach to the end of the period, make known what is expected of students at different grade levels, support teachers when they enforce academic policies. This study is also related to the recent study of the researcher wherein the performance of the of the leader as well as the teachers in terms of instruction is also assessed by means of the achievement test attained by the pupils.

Johnson (2004) conducted a study that examined several research questions one of which held the purpose of determining the relationship between principals' perceptions of the relative importance of instructional leadership functions and student achievement (p. 8). He believed, "Principals of schools in the days before accountability and standards did not have to focus on instruction, as this was viewed as the teacher's job. Instead, principals managed tasks, which are more visible, traditional, and easier to accomplish than those related to instructional leadership" (p. 4). This study used a questionnaire developed by the researcher to examine principal behaviors.

For the purpose of this study, the functions and behaviors examined were: Instructional Leadership Behaviors. 1.) Conducts formal classroom observations. 2.) Conferences with teachers and provides feedback. 3.) Maintains visibility. 4.) Discusses instructional strategies with teachers. 5.) Acts as an instructional resource for teachers. 6.) Monitors student progress. 7.) Supports and fosters collaborations among teachers.

On the other hand these are the leadership Functions: 1.) Establishes and communicates school goals. 2.) Uses data when making curricular decisions. 3. Coordinates, supervises, and evaluates curriculum. 4.) Promotes the professional development of teachers. 5.) Communicates high standards for student academic achievement 6.) Protects instructional time.

In another study, findings suggest that the frequency with which principals engage in specific instructional leadership behaviors is related to student achievement and principals' perceptions of the relative importance of instructional leadership functions is related to specific independent measures (p. 13). Chester and Beau din (1996) pointed out in their study that besides "the timing and frequency of feedback, the focus of the feedback is also an important aspect of the findings regarding supervisor observations" (Chester & Beaudin, 1996, p. 252). New teachers, in particular, appreciate feedback that aims at validating their effectiveness or improving their instructional practices. The absence of such feedback, according to Chester (1992), may engender in them feelings of anxiety and uncertainty, and this may have a negative influence on their self-efficacy (Bandura, 1997). Being told they have put up a credible performance as a teacher, or rewarded with the perception that they have been accomplished in their teaching has the effect of boosting teachers' self-efficacy, especially if this "success is achieved on difficult tasks with little assistance or when success is achieved early in learning with few setbacks" (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998, p. 229). Bandura (1997) described these as mastery experiences, and they wield the greatest influence on new teachers' sense of self-efficacy (Mulholland & Wallace, 2001). Besides mastery experiences, teachers' sense of efficacy may also be boosted by vicarious experience of watching other teachers teach, particularly those who are considered effective teachers (Tschannen-Moran & Hoy, 2007).

In recent years an enormous amount of public attention has been focused on teacher quality and teacher preparation (Cochran-Smith, 2006). These initiatives have listed the effectiveness of teachers as a major factor in improving student achievement (Brewer, 2006). Effective instruction meets the demands of the students with respect to the academic disciplines of the teachers i.e., their subjects of teaching Teachers' quality and effectiveness may depend on their content knowledge and pedagogical acumen (Berry, O'Bryan, & Cummings, 2004; Liakopoulou, 2011; Sadler, Sonnert, Coyle, Smith, & Miller, 2013). In assessing the teachers competence some researches found that Self-evaluation or Self-rating provides important source of evidence for estimating Teacher Effectiveness because one's own perception about his strengths and weaknesses is a very important part of this estimation (Barge, 2012; Berk, 2005; Butler, 2001) self-evaluation is inherent in the process of teaching because, more or less every teacher evaluates him-self consciously or unconsciously after their teaching. Every teacher is an individual and has a different style of teaching and every teacher has something unique to offer to his students. So, by self-evaluation every individual teacher discovers the ways to become more effective.

Teachers' Perception of Self-Efficacy. There is a great deal of empirical evidence indicating that teachers' sense of self-efficacy has a critical effect on the quality of teaching and on students' achievements (Plourde, 2002; Tschannen-Moran, & Woolfolk-Hoy, 2007). Teachers' sense of self-efficacy is defined as "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations" (Bandura, 1997, p. 3). Teachers' self-efficacy has been found to be positively related to teaching effectiveness, pupils' achievements, and the rate of burn-out among teachers (Friedman, 2003; Plourde, 2002; Tschannen-Moran, & Woolfolk-Hoy, 2007). There is really a great impact of the teachers factor to the students academic achievements as shown by the manifestations in most of the excelling schools. Some findings suggest that, teachers' self-efficacy increases during teacher preparation and student teaching, and falls during first year of teaching (Rushton, 2000; Woolfolk Hoy & Spero, 2005). The decline of self-efficacy among first year teachers, according to Chester and Beaudin (1996), may not be all-embracing. Chester and Beaudin's (1996) findings are particularly interesting when juxtaposed with research which suggests that teachers in high performing schools have a stronger sense of efficacy compared to their fellow teachers in middle or low performing schools (Chong et al, 2010), for the teachers that participated in Chester and Beaudin's (1996) study came from schools with challenging contexts. Some research also suggests that teachers experience greater efficacy teaching high performing students than middle or low performing students (Raudenbush, Rowan & Cheong, 1992). It indicates as well that teachers' sense of self-efficacy varies from subject to subject; they may feel more effective teaching mathematics than language arts (Bandura, 1997). Their sense of efficacy may also depend on the kind of students they deal with. They may feel more competent working with students who are better behaved.

Related Studies

Leadership and Teacher Efficacy - K-12 studies. Principals are no longer just managers of schools. Principals are instructional leaders. School principals are expected to develop an instructional culture and climate that create teaching and learning environment for students, staff, and community, all while maintaining the everyday operations of the buildings. One way an effective leader role is defined is by the way professional development and collaboration time is

provided for faculty members (Eaker & Keating, 2012). Effective leaders are defined by the way followers are persuaded to embrace a plan and reach goals (Jackson & McDermott, 2012).

Great leaders make great schools. The most successful school leaders create a school climate of high achievement and continuous improvement, give teachers a voice in decision-making, use data to drive curriculum and instruction, and assure...everyone at the school is focusing on student success. They know what is going on in classrooms and support teachers' efforts to learn new instructional strategies. (Bottoms, 2012, p. 1) Effective leaders realize it takes a leadership team within the professional learning community (PLC) to make learning institutions successful (Jenkins & Pfeifer, 2012). Leaders who are accountable for the success of educational organizations model the behaviors that others are expected to have (Jackson & McDermott, 2012). Effective schools have administrative leadership, focused data teams and a shared vision, mission, and beliefs. Eaker and Keating (2012) state, "Effective principals...demonstrate to all that learning is the top priority...principals own the work and take responsibility for ensuring that each collaborative team is doing the right work and doing it with high quality" (p. 12).

Howard Ebmeier (2003) conducted a study designed to test a model that describes how supervision works in schools to influence teacher efficacy and commitment. "The purpose of the study was to investigate possible linkages among teacher efficacy, teacher commitment, teacher supervision, and a defined set of organizational variables (confidence in the principal, commitment to the building's goals, satisfaction with working conditions, confidence in peers)" (Ebmeier, p. 113). The study included K-12 teachers working full-time in a Midwestern metropolitan area. Students enrolled in a master's degree program at a Midwestern State University collected the 50-item questionnaire surveys from 1993-1998. A structural equation model was established called the calibration data set and an additional validation data set was established in order to validate the model. The commitment and trust scales used in the study were derived from the Diagnostic Assessment of School and Principal Effectiveness instrument. "Because this study focused specifically on the supervision process, appropriate questions from the original instrument were extracted and reformatted into four new scales". The four scales fell into the following categories: personal efficacy and external influences, active principal supervision, principal support of teaching, and satisfaction with working conditions. The data collected from the survey questionnaires was analyzed using Cronbach's Reliability and Structural Equation Modeling. The analysis was conducted in five stages. The first consisted of collecting calibration and validation samples. During this stage, those surveys with unusual characteristics were eliminated. The second stage combined multiple indicators in order to reduce the number of questions presented to respondents. A confirmatory factor analysis was conducted in the third stage to establish the model. In the fourth stage, the calibration sample was fitted to the hypothesized model to establish goodness of fit. Finally, the established model was cross-validated against the validation model to complete the fifth stage. "The goal of the investigation was to begin to understand through path analytic modeling, how principal supervision of teachers influences individual teacher efficacy and commitment, and what organizational influences play a collateral role in this process" (Ebmeier, p. 113).

Findings indicate the major influences on teacher efficacy beliefs are initially based on four sources of information (Ebmeier, p. 113-114.). The first is mastery experiences. As teachers gain experience and master tasks, teacher efficacy is raised which will increase proficient performance in the future. Second, physiological arousal occurs throughout performance. The levels of arousal occur through anxiety or excitement. They are attributed to internal controllable causes, not luck or context. Third, vicarious experiences influence teacher efficacy. These experiences determine the extent that a teacher can learn from others. This can occur through observation and increased skills through collaboration with others. The final influence based on the research findings is verbal persuasion. Since it is believed that risk-taking performances increase teacher efficacy, receiving specific encouraging performance feedback increases the level of risks taken by teachers. Ebmeier's research contributed affective findings to the topic of leadership impact on teacher efficacy. He indicates that future studies could be conducted on observable behaviors not just attitudes. This study provided findings in relationship to the attitudes affecting teacher attitudes. It was based on a specific model of supervision that influences teacher efficacy. Like this study, the proposed study would seek to contribute to the body of research that helps define what impacts teacher efficacy; however, the research design and instrumentation would be different. The proposed study would also focus on observable instructional leadership behaviors.

Another K-12 study conducted by Amy Mullins Sallee (2014), focused on the impact of the principal on teacher efficacy in a relationship between principal and teacher. "The purpose of this study was to examine the nature of the relationship between followers' perception of their relationship with leaders and teacher efficacy in a school setting" (Sallee, p. 30).

This study was conducted in a rural school district in Virginia and encompassed data collection from fourteen schools. Three high schools, one is a vocational school, one is classified as a middle school, and nine elementary schools are located in this school district. There are approximately 300 teachers in the school district. This particular study included all teachers and principals in the system. The instrumentation included in this mixed methods correlational study was the Teacher Sense of Efficacy Scale with additional open-ended questions and the LMX-7 questionnaire. Three research questions were examined within this study. The findings for the first question revealed, "While the relationship between the perception of the quality of the leader follower relationship and teacher efficacy was positive, the strength of the relationship was definite, but weak" (Sallee, p. 63). The second question addressed the perception of the quality of the leader-follower relationship based on several factors. Those factors include school level, teachers' years with current leader, size of school, gender of teacher, teachers' years of experience, principals' years of experience as leader, or gender of principal (p. 64). "The null hypotheses were retained for all variables, except teacher's years of experience" (p. 64). For the third research question, participants answered two open-ended questions and responses were qualitatively analyzed. "The qualitative results revealed five themes that principals could utilize to promote high-quality relationships and enhance teacher efficacy. Those themes include: communication, support and encouragement, visible involvement, professionalism and respect, and promoting teachers as professionals" (p. 65).

In their study, Chester and Beaudin (1996) established that new teachers, in particular, experience greater sense of self-efficacy if their supervisor observes them multiple times, and gives them frequent feedback on their performance. This corroborates Bandura's (1997) view that verbal persuasion, which takes the form of specific feedback about a teacher's performance and 'pep talks' influences self-efficacy. According to Bandura (1986), the effectiveness of persuasion depends on the credibility, trustworthiness, and expertise of the persuader. Although verbal persuasion can convince one to attempt new strategies and try hard to succeed, exhortations to work harder can also exacerbate low self-efficacy, especially if the individual does not have the required skills to perform well on a particular task (Gist & Mitchell, 1992).

Leadership and Teacher Efficacy - Middle School studies. A study conducted by Jeffrey Walker (2009) focused on the impact of principal leadership behaviors and efficacy of middle school teachers. The researcher suggests that principals must understand how their behaviors and personal characteristics influence teacher self-efficacy in order to impact teachers positively (p. 1). The quantitative study consisted of 366 middle school teachers in a mid-Atlantic state. The instrumentation consisted of the Teacher Sense of Efficacy Scale long form with additional demographic questions. The researcher created his own questions, also on a likert-type scale, to examine eleven principal behaviors. Their findings suggest that, "teacher efficacy is significantly affected by the principal behaviors based on years of teaching experience" (pg. 46). Three principal behaviors were found to significantly impact teacher efficacy amongst the entire group: modeling instructional expectations, communication, and providing contingent rewards. The most significant was modeling instructional expectations. Teachers expect leaders to believe in the work that they do and to be able to talk to them about their classroom practice. "When principals demonstrate their belief in the instructional process and participate in that process with teachers, efficacy increases" (p. 114). The next most influential principal behavior to impact the whole group was communication. Teachers defined communication as, "establishing strong lines of communication with and among teachers. When the principal ensures that staff members know what is going on, teachers take ownership and work together toward common goals" (p. 114). The third principal behavior, providing contingent rewards, was found to have a negative impact on teacher efficacy. "Of the eleven principal behaviors in question, only three showed a statistically significant relationship to teacher efficacy. The combination of the involvement of the principal in the instructional program, increased levels of communication, and an understanding of how rewards influence teachers are essential for addressing the efficacy of an entire school staff" (p. 115).

Teacher efficacy is significantly affected by principal behaviors based on years of teaching experience. Whereas, newer teachers required more support and modeling from their principals, specifically providing clear guidance on expectations. "As teachers become more experienced, the modeling of instructional expectations remains important, but becomes secondary to increasing communication and the building of relationships between teacher and principal (consideration)" (p. 119). The efficacy of more experienced teachers was influenced by emotional factors such as inspiration and purpose. "Based on the responses of participants in this study, building teacher efficacy is a concept that must be approached differently when working with teachers across a wide range of experience levels" (p.119). Further results indicate that statistically significant findings were obtained in each of the demographic comparisons as well.

Empowering staff and monitoring and evaluating instruction were found to not be statistically significant for any group of participants. These two behaviors were identified as allowing teachers decision making opportunities and feedback on instructional strategies in the classroom. "This finding is surprising given the increasingly important value placed on shared decision making and accountability in schools" (Walker, p. 129). This study ascertains, "A principal's influence on teachers extends beyond matters relating directly to curriculum and assessment, and permeates the individual teacher's belief system and confidence in the classroom" (Walker, p. 50). It contains some similar components with the proposed study. The proposed mixed methods study would expound on the findings from the Teacher Self- Efficacy scale to provide deeper findings to contribute to the body of literature already available.

Another study completed by Tamela Horton (2013) examined the effect between teachers' sense of efficacy and perceptions of principal instructional leadership behaviors in high poverty schools. The instrumentation used was the Teacher Self-Efficacy Scale and the Principals' Instructional Management Rating Scale. Two hundred and seventy-eight middle school teachers in low, middle, and high income schools in two metropolitan Nebraska school districts were participants in this study. The findings of this study indicated that principal leadership behaviors do impact teacher self-efficacy in high poverty schools. Given the influence of teacher self-efficacy on student achievement outcomes this finding is significant (p. 92). Consistent with prior research regarding the relationship between variables across three scales: teacher efficacy, teacher efficacy for instructional strategies and teacher efficacy for classroom management (Hipp & Bredson, 1995; Walker & Slear, 2011; Ware & Kitsantas, 2007), this study found the principal behaviors of framing school goals and communicating school goals were significant predictors of teacher efficacy (p. 93).

Research question one examined whether teacher sense of efficacy could be predicted by the ten variables contained in the Principals' Instructional Management Rating Scale. "The variables, frames the school goals and communicates the school goals, were found to be significant predictors of teacher self-efficacy, with frames the school goals being the more significant predictor" (Horton, p. 93). The second research question contained in this study whether teacher sense of efficacy for instructional strategies could be predicted by same ten variables contained in the rating scale. "Analysis of the variables in research question two found both frames the school goals and communicates the school goals to be significant predictors of teacher efficacy for instructional strategies. Frame the school goals was the more significant of the two variables" (p. 94). Using these same variables, another research question examined whether teacher sense of efficacy for classroom management could be predicted. The results for this predictor yielded frames and communicates school goals as significant predictors for teacher efficacy. Finally, the variables in the PIMRS instrument were found to have no evidence of a significant relationship on student engagement (p. 95).

The purpose of McFarland's study (2014) was to investigate perceptions of instructional leadership behaviors of principals on self-efficacy for teachers through a qualitative lens. He interviewed eight participants that taught remedial education in 6-11 grades. The Teacher Self- Efficacy Scale (TSES) short form was used in the preliminary identification of the participants. Interviews consisted of the research questions using a guided protocol that allowed for open ended responses. "Participants selected the following three behaviors as the most influential on their own efficacy levels: (1) provides a supportive work environment, (2) articulates a shared mission and vision, and (3) communicates high levels of expectations" (McFarland, p. 133). Participants were then asked to select from a list of behaviors that negatively impacted their sense of teacher efficacy. No specific stand-alone behavior was identified; however, "there was a perception that any of the behaviors could be perceived to be negative by teachers" (p. 140). The findings in this study led McFarland to suggest that principals could make the working environment of teachers as pleasant as possible to increase their sense of teacher efficacy. He found this conclusion to be consistent with the suggestion that teachers possess higher efficacy levels in schools that have an environment in good condition (Lambeth, 2008; Rimm-Kaufman & Sawyer, 2004). This hypothesis is similar to the hypothesis of the proposed study. It has the same instructional leadership framework and seeks to add findings to this body of work. However, the levels are different as well as the research method.

Hallinger and Murphy (1985), refer to instructional leadership as the influence of leaders on teaching and learning through actions associated with identifying the school's mission and vision, motivating staff to meet goals, and coordinate classroom-based approaches toward school improvement. Instructional Leadership Functions: Within the framework developed by Hallinger and Murphy (1985) are ten Instructional Leadership Functions. Functions were adapted from the PIRMS instrument for the purposes of this study. Leadership Practice (leadership behavior): Constituted in the interactions of leaders, followers, and their school's situation or context in the execution of a particular leadership task

(Spillane, Halverson & Diamond, 2004). Principal Instructional Management Rating Scale (PIMRS): A survey instrument originally designed by Phillip Hallinger (1982) to provide a profile of a principal's instructional leadership across ten functions of leadership to measure the frequency of instructional leadership practices (Hallinger 1982, 1983).

The proposed study would have a mixed method approach that will broaden the scope of the findings and add more to the findings currently available.

Leadership and Teacher Efficacy – International Studies. Çalik, Sezgin, Kavgaci, & Kiliç, (2012) conducted research that examined the relationships between school principals' instructional leadership behaviors and self-efficacy of teachers and collective teacher efficacy. The researchers developed a model based on hypothesis to determine the relationships among variables. The study sample included 328 classroom teachers working in primary schools in Ankara, Turkey. Data for the research was collected using the Instructional Leadership Scale, the Teachers' Sense of Efficacy Scale, and the Collective Efficacy Scale. Structural Equation Modeling was performed to test the model. The results of this study showed that the highest level of impact was between the evaluation of teacher process and students, a dimension of instructional leadership, and teachers' self-efficacy for using instructional strategies. The researchers found, "teachers' self-efficacy plays a mediator role between instructional leadership and collective teacher efficacy. As a result, it can be asserted that self and collective efficacy of teachers increase depending on the instructional leadership they perceive" (Calik, et al., p. 2500). "When the school principals demonstrated instructional leadership behaviors, teachers' perceptions about their own self efficacy grew stronger. They saw themselves more sufficient in educating and teaching the students, and they made a great effort for this purpose" (Calik, et al., p. 2501). Based on these findings, future studies were suggested by these researchers. The proposed study would also focus on the dimensions of instructional leadership contained in the PIRMS Scale and how they influence teacher efficacy. The participants would also be from the elementary level using the Teacher Self-Efficacy Scale. The differences would be the leadership scale and the cultural differences between the countries of the studies.

The purpose of the study conducted by Duyar, Gumus, and Bellibas in Turkish middle schools (2013) was to investigate whether teachers' self-efficacy and job satisfaction could be predicted by the instructional and leadership practices of principals. The multilevel data included 178 schools/principals and 2,967 teachers. Two-level Hierarchical Linear Modeling (HLM) method was used to investigate whether principals' leadership and teachers' collaboration predict teacher self-efficacy and teacher job satisfaction. "The findings showed that some select aspects of principal leadership and teacher collaborative practices significantly predict teachers' self efficacy and job satisfaction at, within and across schools. Among all independent and control variables, teachers' collaboration appeared to be the strongest predictor of both teacher self-efficacy and job satisfaction" (p. 700). The study included the research question, "Do the managerial and instructional leadership practices of school principals significantly explain the variation in teacher self-efficacy and teacher job satisfaction within and across schools?" The findings reached through TALIS and HLM methodology indicate that, "select principal leadership actions played moderate yet significant roles on levels of teacher self-efficacy beliefs and job satisfaction" (pg. 713). The leadership actions fall into the category of direct supervision of instruction; specifically, observing classrooms, monitoring students' work, and providing instructional suggestions. The authors conclude their work with the suggestion that future research should investigate the impact between and among the variables with a focus on principal leadership practices. Therefore, this study has had an impact on the proposed study. Although, the sample sizes and level of teachers would be different, they would similarly provide findings on the effects between the variables of principal leadership practices and teacher efficacy.

Joshua Rew (2013) believes the indirect relationship between instructional leadership practices and student achievement via efficacy beliefs is a valuable contribution to this field of literature. Only a handful of studies examine, either exclusively or as part of a larger analysis, the influence of the school principal (including the use of instructional leadership practices) on the efficacy beliefs of teachers (Hoy & Tarter, 2011). The objective of this study was to surmount the limitations of the previous studies and ascertain whether school principals using specific instructional leadership practices positively influence the efficacy beliefs of lower secondary education teachers. The study examined the relation between instructional leadership practices and teacher efficacy beliefs in a sample of twenty-one countries that participated in the Teaching and Learning International Survey (TALIS) of 2007-2008. The sample consisted of twenty-one countries: Australia, Austria, Belgium (Flemish), Brazil, Bulgaria, Denmark, Estonia, Hungary, Italy, Korea, Lithuania, Malta, Malaysia, Mexico, Norway, Poland, Portugal, Spain, Slovak Republic, Slovenia, and Turkey. These countries represent different geographic regions (East and Southeast Asia, Europe, Central and South America, Middle

East, and Oceania) and have moderately diverse national characteristics (such as national income, educational governance, and national culture). The teacher and school samples ranged from 1,142 teachers and 58 schools in Malta to 5,834 teachers and 380 schools in Brazil.

The objective of the analysis was to cross nationally estimate (1) the relations between three instructional leadership practices and teacher efficacy beliefs, (2) the instructional leadership practices as moderators of the relation between teacher characteristics and teacher self-efficacy, and (3) the influence of national characteristics on the relations between the instructional leadership practices, teacher characteristics, and teacher efficacy beliefs (p. 80). Findings confirm that goals and supervision have statistically significant impact on teacher efficacy beliefs, and one instructional leadership practice significantly moderates the relation between teacher collaboration and teacher self-efficacy (i.e., Instruction) (p. 81). These research findings positively support the hypothesis that instructional leadership practices influence teacher efficacy.

This research indicates that, “school principals may positively enhance the efficacy beliefs of their teachers and, indirectly, improve classroom instruction and the achievement of their students” (Rew, p. 26). These findings indicate the need for further research on this topic (p. 23 101). The proposed study will use similar components of this study on an elementary level without the international focus.

Leadership Efficacy – Principal Studies. Based on this definition and research, Leithwood and Jantzi (2008) state, “Efficacy is a key variable in better understanding effects in most organizations” (pg. 497). In order to examine efficacy beliefs these researchers and others have used efficacy scales to investigate the effect of leadership actions on teacher efficacy. 96 principal and 2,764 teacher responses to two separate surveys, along with student achievement data in language and math averaged over 3 years were analyzed using path analytic techniques in this particular study. The findings for this study were a part of a larger research project on successful leadership and the effect on student learning. Additionally this study focused on leadership efficacy rather than teacher efficacy. However, the methods were similar to other studies on this topic and were influential in shaping the proposed study. In addition the work of Bandura, Tschannen-Moran and Woolfolk and Hoy provided the conceptual framework and foundation for studies on efficacy.

In a more recent study, Ware and Kitsantas (2007) also examined the effect between teacher self-efficacy and professional commitment to the job. The researchers used the Public School Teacher questionnaire (TQ) and the Public School Principal questionnaire (PQ) of the SASS 1999-2000 to examine the relationship between the variables (U. S. Department of Education, 2005). The national surveys were completed by 26, 257 teachers and 6, 711 principals who participated in the study. Exploratory factor analysis was used to develop three teacher efficacy scales. Multiple regression analysis was used to examine the effects between the three efficacy scales and teacher commitment. The researchers found an impact on teacher self efficacy and professional commitment. Three areas of efficacy were related to professional commitment: a) efficacy to enlist administrative support, b) efficacy to influence decision making in the school, and (c) efficacy for classroom management. Ware and Kitsantas observed that “Given the teacher turnover rate, the present findings are significant for retaining teachers in the profession” (2007, p. 303).

A teacher’s educational level was shown to predict teacher self-efficacy; teachers with graduate degrees were more likely to have higher perceptions of teaching efficacy (Hoy & Woolfolk, 1993). However, the teacher characteristics of age, gender, and years of teaching experience did not impact perceptions of efficacy in a statistically significant way.

3. PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

Chapter 3 deals with the presentation, gives the analysis of data and interpretation. This chapter is divided into seven (7) parts. The first part deals with related information to principal and teachers.

The second part were level of principals instructional leadership and human resource management of the school

On the third part is the level of job performance of the teachers’ effectiveness in teaching learning process.

In the fourth stage students outcome in relation to the teachers learning process.

The fifth stages significant relationship between the level of principals leadership of the school and job performance of the teachers.

The six stage were principal leadership affect the job performance of teachers.

The last stage were barriers and challenges in the implementation of educational leadership.

This research determines the educational leadership of the principal and teachers effectiveness and students performance at the North and South Districts Elementary Schools in Abuyog, Leyte during the school year 2018-2019 a proposed instructional plan.

PROFILE OF THE PRINCIPAL AND TEACHERS

Table _ provides data on age, gender, civil status, educational attainment, length of service, position, trainings attended and performance rating of principals. Three respondents belong to due for retirement age of 61 to 65 and one as young as 26 to30. This indicates that the district had ample resources to replace any due for retirement anytime with the younger and fresher workforce.

On gender, the district had a balance male-female personnel on its administrative aspect, 5:4 ratio with five being married and one widower. But considering the age of eight out of nine ranging from 41 to 65, these three had very high probability being married to their profession.

The workforce had only one with full doctorate degree and three full master’s degree but had stayed in service for more than 11 years already with five staying for more than 30 years in service.

There were three positions filled, six were occupying the principal II position, one with head teacher II and the rest were principal I attendance to international, national and regional trainings and seminars. Their performance were all in the very satisfactory level.

Table 2: Tabulated data for Profile of Teachers

Profile	Abuyog North District		Abuyog South District	
	Male	Female	Male	Female
1. Age				
61-65		3		
56-60		10		2
51-55		5	1	1
46-50		10		4
41-45	1	1	1	3
36-40	2	8	1	4
31-35	1	7		8
26-30	1	8		5
21-25		6		3
2. Gender				
Male	5		3	
Female		58		30
3. Civil Status				
Single	3	4	2	4
Married	1	53	1	26
Widow/er		1		
Separated	1			
4. Educational Attainment				
Baccalaureate	4	51	3	30
Master	1	7		
5. Length of Service				
Above 36 years		3	1	2
31-35	2	4		3
26-30	1	6		6
21-25		8	1	2
16-20				4
11-15	1	7		2
6-10	1	9	1	1
1-5		4		9
Below 1 year		9		1

6 Position				
Master Teacher II		1		2
Master Teacher I	1	9		3
Teacher III	4	29	1	14
Teacher II		5	1	3
Teacher I		14	1	9
7. Trainings/Seminars Attended				
International		5		4
National		7	1	1
Regional	1	7	1	7
Local	4	39	1	18
8. Performance Rating				
Very Satisfactory (75-92)	5	58	3	30

Table 2 provides data on age, gender, civil status, educational attainment, length of service, position, trainings attended and performance rating of teachers. Three respondents belong to due for retirement age of 61 to 65 and nine were new entrants as young as 21 to 25. All others had ages ranging from 26 to 60. This indicates that the district had rich human resource with varied experiences worth to share with the group especially the younger colleagues.

On gender, the district is female dominated that is, only eight were males, 84 percent of whom were married. The workforce had only eight with full master's degree and all others were bachelors' degree. Fifteen had stayed in service for more than 30 years already and soon would be retiring. Twenty four with more than 20 years in service and all others had served for a year to 20 year. This means that the district human resource had a normal pacing of turn-over of new teachers to retirees that would mean stability of the position.

There were five consecutive positions filled of which Teacher III had the most numbers of 48 teachers, only three Master Teacher II and 24 new entrants Teacher 1. Attendance to international training and seminar were limited to 9 teachers, national with 9 and local trainings and seminars with 62. Their performance were all in the very satisfactory level.

LEVEL OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP AND HUMAN RESOURCE MANAGEMENT OF THE SCHOOL

Principal's instructional leadership describes the activities that happen in the day to day operations of the school. This comprises of implementing, monitoring, evaluating and facing clientele of differing concerns.

Human resource on the other hand concerns with the identifies how the management provides the constituents ample activities that allows individuals to become better and competitive.

On Instructional Leadership

Instructional leadership concerns with achieving the best result or outcomes in both the teaching and learning environment. This manifests different activities for implementation, monitoring and evaluation.

It entails constancy in mentoring and assessing teachers and learners the best possible way. Table 1 provides data on the level of instructional leadership of the principals such as monitoring on the achievement of pupils, class observation with post conference, assessing teachers in preparing lessons, conducting visits, implement and monitor DepEd projects, monitors reading proficiency of pupils across graders one to six and attend to non-academic activities.

Table 3: Instructional Leadership

Activities	Mean	Standard Deviation	Verbal Description
Increased academic achievement of pupils	4.16	0.794	Very Satisfactory
Observed at least 12 classes a month with Post Observation Conference (POC)	4.11	0.820	Very Satisfactory
Checked and gave technical assistance on daily lesson plan preparation	3.92	0.824	Very Satisfactory
Conducted test-visits in all grade levels and all subject areas with at least 75% mastery	3.96	0.801	Very Satisfactory
Implemented the Project TIED together with any of the other DepEd	3.95	0.774	Very Satisfactory

Programs as listed below such as, but not limited to SRT – MLT, RRE - Pure Reading, Peer Tutoring, Individualized Instruction and Project TIED Implementation			
Zero-out non-readers	4.00	0.844	Very Satisfactory
Zero-out non-readers in Grade 1 at the end of school year	4.05	0.809	Very Satisfactory
Zero-out non-readers in Grade 2 to six at the end of school year	3.97	0.844	Very Satisfactory
Improved the reading proficiency level of Grade 2 to Grade 6 pupils to a higher level	4.08	0.840	Very Satisfactory
Increased reading performance of pupils from frustration level to Instructional Level.	3.93	0.833	Very Satisfactory
Increased reading performance of pupils from instructional level to Independent Level.	3.86	0.849	Very Satisfactory
Zero-out non-numerates	3.95	0.890	Very Satisfactory
Supported in the participation of pupils and teachers in various activities	3.88	0.776	Very Satisfactory
academic activities/ competitions such as, but not limited to math challenge, quiz bee, scouting, literary-musical, competition/festival of talents, Math, Science & YES O Camp and Press Conference	4.08	0.824	Very Satisfactory
non- academic activities/competitions such as, but not limited to SPG Leadership Training, Technolympics, sports competition, fun-run, alay-lakad, religious activities, DepEd night and Tree Planting	3.99	0.785	Very Satisfactory
Average	3.99		Very Satisfactory

As displayed on Table 3, increased reading performance of pupils from instructional level to independent level was validated with the lowest average of 3.88 verbally described as Very Satisfactory. Increased academic achievement of pupils was rated the highest with 4.16 though still described as Very Satisfactory. All tasks in the domain were rated Very Satisfactory with a range of 3.88 to 4.11.

This means that the principals' main focus on instructional leadership is how to improve or make better on the reading performance of the pupils considering a varying degree as indicated by a dispersed value ranging from 0.774 to 0.890.

Human Resource

Resource on the other hand is the core to any association, and it's about beyond the interview, hiring and selecting of employees. In competitive educational institutions today, Human Resource Management utilizes on the recruitment, direction, and management of human assets, and making tactical plans for the future. Effective human resource management cultivates human capacity so employees can become even more treasured to the educational organization.

Table 4: Human Resource

Activities	Mean	Standard Deviation	Verbal Description
Conducted at least three (3) School-Based Training with approved training design and with proper documentations	4.18	0.834	Very Satisfactory
Observed 100% punctuality in all school- related activities	3.92	0.790	Very Satisfactory
Observed 100% attendance in all school- related activities	4.03	0.875	Very Satisfactory
Conducted at least ten (10) conferences with teachers	3.93	0.816	Very Satisfactory
Conducted at least one (1) action research for a year based on academic and non-academic factors affecting learning progress with 100% implementation of the intervention	3.97	0.793	Very Satisfactory
Rated Head Teachers and Master Teachers based on IPCRF within target date	4.07	0.800	Very Satisfactory
Average	4.02		Very Satisfactory

Table 4 presents the points of consideration for the principals on how to manage ones human resource at hand. It is noted that observed 100% punctuality in all school- related activities got the lowest rating of 3.92 described as Very Satisfactory and conducted at least three (3) School-Based Training with approved training design and with proper documentations rated as highest with 4.18 and a verbal description of Very Satisfactory towards the upper margin. Ratings on other human resource function was 3.93 to 4.07 still described as Very Satisfactory.

This result indicates that principals' attitude towards holistic development of human resources leads to achievement of one's goal in attaining academic excellence.

LEVEL OF JOB PERFORMANCE OF THE TEACHERS' EFFECTIVENESS IN TEACHING – LEARNING PROCESS

Job performance measures whether a person makes a work well. In the area of learning process of the students in the classroom, performance could be considered as the measure on how much pupils learned and internalize the lessons introduced by the teachers.

Table 5: Teaching Learning Process

Activities	Mean	Standard Deviation	Verbal Description
Prepared at least 90 complete DLP/DLL throughout the rating period	4.62	0.516	Outstanding
Utilized at least 3 varied Learning Resources that are appropriate to the lesson's objective daily (ICT/Multimedia, Visual and Printed Materials, Manipulative)	4.57	0.575	Outstanding
Observed by the School Head/ Master Teacher for at least 3 classroom observations with 75% implementation of Technical Assistance given	4.42	0.551	Outstanding
(For classroom adviser) Established and maintained classroom that is conducive for learning throughout the year	4.87	0.754	Outstanding
(For special subject teachers) Prepared an updated board structuring and others required of the subject/assignment with 75% accomplishment. (Refer to monitoring check list)	4.50	0.533	Outstanding
Taught all competencies in the Budget of Lesson per quarter in all subject areas with at least 75% mastery	4.39	0.593	Outstanding
Constructed / Enhanced 40 varied indexed IMs/e-IMs/Learning Resources.	4.28	0.673	Outstanding
Average	4.54		Outstanding

Presented on Table 5, were tasks geared towards effective teaching-learning process. It can be noted that all tasks were rated from 4.28 to 4.87 described as Outstanding with constructing or enhancing 40 varied indexed IM's and learning resources as the least and maintaining a conducive classroom for learning throughout the year as highest. All of the task presented were the year round core activities performed by the teachers.

This scenario indicates that teachers most agreeably described such activities as the core function.

PUPILS' OUTCOME IN RELATION TO THE TEACHERS LEARNING PROCESS

In the classroom setting student learning outcomes communicates what a student should know or can do after finishing a course or program. The evaluation of student learning results delivers data that puts student learning at the forefront of academic planning processes. The teachers way of teaching could really make things happen in the pupils learning outcomes. The pupils performance is a reflection of teachers teaching process.

Table 6: Pupils/Students Outcomes

Outcomes	Mean	Standard Deviation	Verbal Description
Attained an average MPS of 75% in the Quarterly Test	4.30	0.635	Outstanding
Attained a 0 drop-out rate in all classes handled for the attainment of the objectives of the School Banner Project.	4.69	0.495	Outstanding
Zero-out non-readers (for grades 1 to 6) (Based on EGRA/Phil IRI result)	4.32	0.688	Outstanding
Zero-out non - numerates (based on the EGMA and other test)	4.35	0.609	Outstanding
Increased number of readers from non-reader to frustration level; from frustration to instructional/ independent level in all classes handled	4.26	0.656	Outstanding
Zero out failure rate in all classes handled	4.53	0.602	Outstanding

Compiled Pupil's Portfolio	4.58	0.496	Outstanding
Updated school records SF1, SF2, SF3, SF4, SF5, LIS Portal, Class Record, Form138-E, Form 137-E, Grade Sheets, Summative Test Question with TOS, SREYA, ECCD checklist/card	4.73	0.447	Outstanding
Prepared test item bank with at least 5 test questionnaires per subject handled	4.42	0.619	Outstanding
Prepared and submitted any of the following reports as required Quarterly Periodic Exam Results (MPS), Oral Reading Test Results (PHIL IRI Oral & Silent, EGRA, MTB-MLE, Numeracy, Test Result), Form 48, Action Plan, Monthly Activities, Accomplishment Report, ECCD: Pre/Mid/Post Test, SREYA Result, Pre-test/Post-test, Nutritional Status Report, PPFT (Grade 4-6), GAD Report	4.58	0.524	Outstanding
Conducted counseling sessions with supporting evidences	4.43	0.664	Outstanding
Average		4.47	Outstanding

As displayed on Table 6, the average rating of the Pupils' outcome is 4.47 described as Outstanding. The lowest rating is on increased number of readers from non-reader to frustration level; from frustration to instructional or independent level in all classes handled, 4.28 described as outstanding. Though the respondents agree that it bears good result but there is still a need to improve considering that in the Instructional leadership it was validated Very Satisfactorily. The highest was on updating of records with a weighted mean of 4.73 that is, Outstanding and in consonance with the teachers job performance as indicated.

This implies that in the teaching-learning process, the outcome is always affected by the level of teachers performing the core functions laid in the human resource management of the principal.

TEST OF SIGNIFICANT RELATIONSHIP OF PRINCIPALS' INSTRUCTIONAL LEADERSHIP AND HUMAN RESOURCE MANAGEMENT WITH TEACHERS' PERFORMANCE IN THE TEACHING-LEARNING PROCESS

School principals as the key factors in education are playing a vital role in the implementation of educational improvement and development. How principal management can be efficiently receptive to these waves of education reforms unavoidably becomes an important concern in policy formulation, public debate and global communities. The importance of the role of principals on the school organization cannot be over looked. Principals are very exceptional is school organizations as the instructional leader coupled with the very harmonious relationship with the teachers could really be of great help in the teachers performance in carrying their duties .

Table 7: Relationship Between the Level of Principals Leadership of the School and the Job Performance of the Teachers

Principals' Institutional Leadership, Human Resources Management and Pupils' Outcomes	Job Performance of the Teachers' Effectiveness in Teaching-Learning Process		
	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
Instructional Leadership	-.091	.441	Not Significant
Human Resource	.094	.427	Not Significant
Pupils / Students Outcomes	.486	<.001	Very Highly Significant

Table 7 displays the magnitude and direction of the linear relationship of Principals' School Leadership and that of the teachers' performance in the teaching learning process. Accordingly, there is a very weak and non-significant relationship between principals' leadership, in terms of instruction and human resource management, and that of the teachers' effectiveness in the teaching-learning process as indicated by r-values of -0.091 and 0.094 respectively. This fail to reject the null hypothesis of existing relationship considering the p-value greater than that of its significance.

On the pupils' outcome, there exists a positive moderate relationship with the teachers' effectiveness as indicated by the r-value of 0.441. Such relationship is highly significant at 0.05 level of significance considering that the p-value is lesser.

This means that the teachers' effectiveness in carrying out the teaching-learning activities in school is independent to that of the principals' school leadership and human resource management. The students' outcome on the other hand is dependent to the teachers performance.

4. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY:

This study determined the educational leadership of the principal and teachers effectiveness and student performance at the North and South Districts Elementary School at Abuyog, Leyte. Findings served as the bases for a proposed instructional plan.

The study examined the following areas of concern: related information to principal and teachers; level of principals instructional leadership and human resource management of the school; level of performance of the teachers effectiveness in teaching learning process; students outcome in relation to teachers learning process; significant relationship between the level of principals leadership of the school and the job performance of the teachers; principals leadership affects job performance of teachers; challenges and barriers in the implementation of educational leadership.

The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data. Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

FINDINGS:

On level of principals instruction and leadership and human resource management of the school were very satisfactory to Outstanding. Job performance of the teachers effectiveness in teaching learning process were outstanding.

Significant relationship between the level of principals leadership of the school and the job performance, instructional and teaching learning process were not significant to each other, while human resource and teaching learning process also not significant, but pupils/student outcomes and teaching learning process were very highly significant.

CONCLUSION:

On the basis of the findings, a conclusion is drawn principals instructional leadership and human resource management are assets of the institution, as well as the job performance of the teachers effectiveness in teaching learning process.

RECOMMENDATIONS:

The following recommendations are offered:

1. Monitor for further enhancement of principals leadership and human resource management.
2. Strategy for teachers effectiveness in teaching learning process must observe all the time based on the standard protocols.

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