



INSTRUCTIONAL LEADERSHIP PRACTICES OF SCHOOL ADMINISTRATORS IN PRIVATE SCHOOLS: BASIS FOR AN ACTION PLAN

CHRISTIAN M. NAVAL

Institute of Graduate and Professional Studies,
Lyceum-Northwestern University
Dagupan City

Abstract : This study focused on the instructional leadership practices of school administrators in private schools in the First Congressional District of Pangasinan during the School Year 2023-2024. The study included the profile of the school administrators and their perceptions and observations in their levels of practices of instructional leadership along inspiring a shared vision, challenging process, modelling the way, and enabling the hearts. It made use of descriptive method with questionnaire as the research instrument. There were 15 school administrators involved in this study. The data gathered were properly recorded, tallied, tabulated and interpreted using the SPSS for windows. The study found out that generally, school administrators of private elementary and secondary schools had doctoral units and MAEd graduates, attended various seminars in various levels, and young in the service as school administrators. School administrators perceived their instructional leadership as moderately extent. The school administrators of private schools moderately practiced school performance. Lack of skills and training of the school administrators, lack of teachers' cooperation, lack of time of the school administrators, lack of supports from Directors, school Boards, and community, and lack of vision, will and courage of the school administrators were some of the problems being met by the school administrators which are considered moderately serious. The proposed action plan can enhance the instructional leadership of the school administrators directed towards excellence and professionalism. The researcher recommended that school administrators should pursue post graduate education for promotion and professional growth and development; and attend relevant in- service training workshop on instructional leadership. School administrators should practice instructional supervisory techniques that enhance an effective teaching / learning environment, promote friendly organizational atmosphere, and provide for comfortable working relationships among teaching and non- teaching staff.

Keywords: instructional leadership practices, private school administrators

INTRODUCTION

Leadership is universal so it pervades all human endeavors. It is present in the informal and formal settings where people live for a purpose. They are driven by their aspirations. To attain their greatest aspirations of life, they work together as individuals and groups because of human differences as influenced by their thinking, and to attain their common goals more effectively, they integrate and coordinate their resources and processes. In a more organized manner, people attain their common goals with lesser expenditures of resources including time, with better or greater results. Because of these situations, they create visions of their future and map out directions for attaining their common goals through integrative strategies and group processes. They communicate and relate with one another to perform their tasks and functions. Hence, either individually or as small groups like families or larger group such as organizations, leadership emerges. Generally, leadership is the capability of an individual or groups of people to influence other people through interactions and interrelationships, to use resources and perform processes integrative to attain common goals more effectively.

In the organizational setting where human interrelate and interact through more or less controlled or democratic conditions and situations, there is a need for integration and coordination. These cause the generation of understanding and sharing of intentions and responses. In the move advanced organizations, leadership plays an important role in its survival and growth, development, strength and competitiveness. As organizations depend on their environment, they should be more knowledgeable of the changes and developments eve ahead of time. The environmental has rapidly developed and changed fast. In the 21st century, the environment has rapidly developed and changed because of the advances of science and technology. The world is now global and international physical borders are now relaxed with the applications, especially business and industry to complete with each other more keenly with the available and accessible knowledge and

information. With the globalization of most areas of life, there are more people with advance expertise, knowledge and skills which impact on the development of new and more competitive organizations.

As in other areas of human endeavor, it is imperative that institutions of learning especially the schools should be more competitive. The schools should be more effective in performing the learning processes to develop human resources so that they can make the society stronger and help in the development of the nation. Learning as an essential element of continuous development of the human being must be delivered more effectively and efficiently.

Either the macro or micro system levels, there should be strong leadership in the schools. The quality of interrelationships between the school heads, their teachers, parents and the rest of other stakeholders in the community requires not only the administrative but more on the instructional leadership aspects. Among others, this is a strong reason that the school administrators and teachers are empowered by law and are mandated to perform crucial leadership functions to have effect on better qualities of learning especially in basic education.

Statement of the Problem

This study sought to assess the instructional leadership practices of the private elementary and secondary school administrators in the First Congressional District during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the professional profile of the private elementary and secondary school administrators along the following:
 - a. highest educational attainment;
 - b. relevant seminars attended for the last three years, and
 - c. number of years as school administrators.
2. To what extent do the school administrators exhibit the following dimensions of instructional leadership as perceived by themselves:
 - a. Inspiring a shared vision;
 - b. Challenging the process;
 - c. Modeling the way;
 - d. Encouraging the heart; and
 - e. Enabling others to act.
3. To what extent do the five dimensions of instructional leadership contribute to the performance of the following as perceived by themselves:
 - a. School;
 - b. Teacher;
 - c. Student; and
 - d. Community.
4. What are the problems being met by the school administrators relative to the implementation of instructional leadership and how serious are they?
5. Based on the findings, what action plan can be proposed to enhance the instructional leadership of the school administrators directed towards excellence and professionalism?

METHODOLOGY

This chapter discussed the method and procedure employed to answer the research problems identified in the study. More specifically, it discussed the research design, sources of data, instrumentation and data collection and tools for data analysis.

Research Design

The research method will be generally a survey type. The design will be descriptive-normative approach. The data to be generated with a researcher formulated set of questionnaires for the school administrators and teachers accordingly. The questionnaire will capture the observations and practices of instructional leadership of school administrators, the difficulties that they usually encounter.

The study will include the profile of the school administrators of the private elementary and secondary schools along age, sex, highest educational attainment, seminars attended for the last three years, and number of years as school administrators; extent do the school administrators exhibit the following dimensions of instructional leadership practices as perceived by the teachers and by themselves in terms of inspiring a shared vision, challenging the process, modeling the way, encouraging the heart, and enabling others to act; extent do the five dimensions of instructional leadership practices as perceived both respondents affect the school performance, Teacher performance, Student performance, and Community performance; and the problems being met by the school administrators relative to their practices of instructional leadership along the aforementioned dimensions as perceived by the 2 groups of respondents.

Instrumentation and Data Collection

The main data-gathering instrument will be a researcher-made questionnaire-checklist.

The first part of the questionnaire as seen in Appendix C focuses on the profile of the school administrators of the private elementary and secondary schools along age, sex, highest educational attainment, seminars attended for the last three years, and number of years as school administrators.

The second part of the questionnaire focused on the extent do the school administrators exhibit the following dimensions of instructional leadership practices as perceived by the teachers and by themselves in terms of inspiring a shared vision, challenging the process, modeling the way, encouraging the heart, and enabling others to act.

The third part of the questionnaire focused on the extent do the five dimensions of instructional leadership practices as perceived both respondents affect the school performance, Teacher performance, student performance, and community performance.

The fourth part of the questionnaire focused on the problems being met by the school administrators relative to their practices of instructional leadership along the aforementioned dimensions.

The items in the questionnaire were formulated by the researcher and were validated by the adviser first then the members of the research committee. Suggestions were incorporated in the final draft of the questionnaire.

The researcher personally administered the questionnaire to each school. After one week, the researcher retrieved the copies from the respondents.

RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

1. Profile of the School Administrators

The profile of the school administrators of private elementary and secondary schools in terms of highest educational attainment, seminars attended, and number of years as school administrators is presented in Tables 1A-1C.

Table 1A. Highest Educational Attainment

Seminars Attended	Frequency (f)	Percentage (%)
Ed.D./Ph.D.	4	26.67
With Doctoral Units	5	33.33
MAEd/MEd	5	33.33
With M.A units	1	6.67
Total	15	100

It is shown from the data that there are 4 or 26.67% of school administrators are doctor of education; 5 or 33.33% with doctoral units; another 5 or 33.33% who finished their master’s degree; and the remaining 1 or 6.67% is still taking up his master’s degree.

Table 1B. Seminars Attended

Seminars Attended	Frequency (f)	Percentage (%)
National Level	2	13.33
Regional Level	2	13.33
Division Level	11	73.33
Total	15	100

Out of the 15 respondents, 11 or 73.33 5 of them have participated in the Division level seminars on Instructional Leadership, 2 or 13.33 of them have attended Regional- based seminar workshop and 2 or 13.33 of them have attended the national –based training workshop. The findings imply that the school heads need to frequently attend more instructional leadership workshop for updates and professional development.

Table 1C. Number of Years as School Administrators

. Number of years as School Administrators	Frequency (f)	Percentage (%)
6-10 years	5	33.33
11-15 years	10	66.67
Total	15	100

As could be gleaned from the table, there were 10 or 66.67 of the respondents have been School Administrator for 11-15 years and five or 33.33 of them were in the service for 5-10 years. The results show that majority of the school administrators need to spend more years in order to become instructional leaders and be able to attain effective implementation of the school’s instructional programs.

2. Extent of School Administrators Exhibit Instructional Leadership

Table 2A. Extent of School Administrators Exhibit Instructional Leadership in Terms of Inspiring A Shared Vision

A. Inspiring A Shared Vision	WM	DE
1. Talks about future trends that will influence how work gets done.	2.45	ME
2. Describes a compelling image of what the future could be like.	2.63	ME
3. Appeals to others to share an exciting dream of the future.	2.43	ME
4. Shows how their long-team interest can be realized by enlisting in a common vision.	2.55	ME
5. Contagiously enthusiastic and positive about future possibilities.	2.92	ME
6. Speaks with genuine conviction about the higher meaning and purpose of the team’s work	2.70	ME
WM	2.61	ME

Legend		
Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It could be noted in Table 2A that the school administrators of private schools moderately extent talking about future trends that will influence how work gets done with a mean of 2.45, describing a compelling image of what the future could be like with a mean of 2.63, appealing to others to share an exciting dream of the future with a mean of 2.43; showing how their long-team interest can be realized by enlisting in a common vision with a mean of 2.55, contagiously enthusiastic and positive about future possibilities with a mean of 2.92, and speaking with genuine conviction about the higher meaning and purpose of the team’s work with a mean of 2.70.

Table 2B. Extent of School Administrators Exhibit Instructional Leadership in Terms of Challenging the Process

Challenging the Process	WM	DE
1. Seeks out challenging opportunities that test the skills and abilities.	3.10	ME
2. Challenges people to try out new and innovative ways to do their work.	2.92	ME
3. Searches outside the formal boundaries of the organization for innovative ways to improve what she does.	3.15	ME
4. Asks, "What can we learn" when things don't go as expected.	3.18	ME
5. Experiments and takes risks, even when there is a chance of failure.	3.20	ME
6. Takes the initiative to overcome obstacles even when outcomes are uncertain.	2.76	ME
WM	3.05	ME

Legend

Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It could be realized in Table 2B that the school administrators of private schools have a moderate extent performance in challenging the process by seeking out challenging opportunities that test the skills and abilities with a mean of 3.10; challenging people to try out new and innovative ways to do their work with a mean of 2.92; searching outside the formal boundaries of the organization for innovative ways to improve what she does with a mean of 3.15; asking, "What can we learn" when things don't go as expected with a mean of 3.18; experimenting and taking risks, even when there is a chance of failure with a mean of 3.20; and taking the initiative to overcome obstacles even when outcomes are uncertain with a mean of 2.76.

Table 2C. Extent of School Administrators Exhibit Instructional Leadership in Terms of Modelling the Way

Modelling the Way	WM	DE
1. Sets a personal example of what she expects of others.	3.83	GE
2. Spends time and energy making certain that the people she works with adhere to the principles and standards that they upon.	3.92	GE
3. Follows through on promises and leadership.	3.00	ME
4. Clears about her philosophy of leadership.	3.42	GE
5. Makes certain that they set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that the team works on.	4.17	GE
6. The principal makes progress toward goals one step at a time.	4.07	GE
WM	3.74	GE

Legend

Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It can be noted in Table 2C that the school administrators of private schools do great extent the setting a personal example of what she expects of others with a mean of 3.83; spending time and energy making certain that the people she works with adhere to the principles and standards that they upon with a mean of 3.92; clearing about her philosophy of leadership with a mean of 3.42; making certain that they set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that the team works on with a mean of 4.17; and making progress toward goals one step at a time with a mean of 4.07; while following through on promises and leadership got a mean of 3.00 which is described as moderately extent.

Table 2D. Extent of School Administrators Exhibit Instructional Leadership in Terms of Encouraging the Heart

Encouraging the Heart	WM	DE
1. Praises people for a job well done.	4.18	GE
2. Makes it a point to let people know about her confidence in their abilities	3.58	GE
3. Makes sure that people are creatively rewarded for their contributions to the success of projects.	4.17	GE
4. Publicly recognizes people who exemplify commitment to shared values.	4.15	GE
5. Finds ways to celebrate accomplishments.	3.66	GE
6. Gives the members of the team lots of appreciation and support for their contributions.	3.43	GE
WM	3.86	GE

Legend

Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)

4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It could be seen in Table 2D that the school administrators of private schools praise people greatly for the job well done with a mean of 4.18; make it a point to let people know about her confidence in their abilities with a mean of 3.58; make sure that people are creatively rewarded for their contributions to the success of projects with a mean of 4.17; publicly recognize people who exemplify commitment to shared values with a mean of 4.15; find ways to celebrate accomplishments with a mean of 3.66; and give the members of the team lots of appreciation and support for their contributions with a mean of 3.43.

Table 2E. Extent of School Administrators Exhibit Instructional Leadership in Terms of Enabling Others to Act

Enabling Others to Act		WM	DE
1.	Develops cooperative relations among the people she works with.	3.42	GE
2.	Actively listens to diverse points of view.	3.66	GE
3.	Treats others with dignity and respect.	4.08	GE
4.	Supports the decisions that people make on their own.	3.42	GE
5.	Gives people a great deal of freedom and choice in deciding how to do their work.	4.08	GE
6.	Ensures that people grow in their jobs by learning new skills and developing themselves.	3.75	GE
WM		3.74	GE

Legend

Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It could be noted in Table 2E that the school administrators highly practiced developing cooperative relations among the people she works with 3.42; actively listening to diverse points of view 3.66 weighted mean; treating others with dignity and respect 4.08 weighted mean; Gives people a great deal of freedom and choice in deciding how to do their work with a mean of 4.08; ensuring the people grow in their jobs by learning new skills and developing themselves 3.75 weighted mean.

Table 2F. Summary of Extent of School Administrators Exhibit Instructional Leadership

Summary of Extent of School Administrators Exhibit Instructional Leadership		WM	DE
1. Principal’s Leadership Practices		2.61	ME
2. Challenging the Process		3.05	ME
3. Modelling the Way		3.74	GE
4. Encouraging the Heart		3.86	GE
5. Enabling Others to Act		3.74	GE
AWM		3.40	GE

Legend

Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It is reflected in Table 2F that the dimensions of instructional leadership practices of private school administrators received an overall average weighted mean of 3.40 which is described as “Great Extent”. Principal’s leadership practices received a mean of 2.61, Challenging the process obtained a mean of 3.05, Modelling the way got a mean of 3.74, Encouraging the heart had a mean of 3.86, and Enabling others to act received a mean of 3.74. This means that private school administrators possessed high instructional leadership.

3. Extent of Instructional Leadership Practices

Table 3A. Extent of Instructional Leadership Practices In Terms of School Performance

A. School Performance		WM	DE
1.	There is a consistent increase in the enrolment rate and decrease in the drop-out rate of the school.	3.31	GE
2.	Exemplary over-all performance of students in national achievement tests, summative tests and other test by the Department of Education.	3.90	FE
3.	The school conducts/ hosts workshops and seminars for students and teachers’ professional development.	3.33	GE
4.	Pupils compete in inter-school, division, regional, national and even international academic/sports competitions.	3.20	GE
5.	The school conducts extension services such as literacy/livelihood seminars in the community promoting economic development and literacy rate.	3.14	GE

AWM	3.38	GE
------------	-------------	-----------

Legend

Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It could be noted in Table 3A that only one of the indicators highly affect the school performance proven by the weighted mean. They is exemplary over-all performance of students in national achievement test, summative test and other tests 3.90; while school conducts extension services such as literacy or livelihood seminars in the community promoting economic development and literacy rate 3.33 weighted means. workshops and seminars conducted for students and teachers professional development 3.20; and competing in inter-school division, regional, national and even international competitions 3.14 weighted mean.

Table 3B. Extent of Instructional Leadership Practices In Terms of Teacher Performance

Teacher Performance	WM	DE
Teachers are sent to attend seminars and workshops for their professional development.	4.03	GE
2. Teachers manifest individual differences but are advantageously settled resulting to good teamwork.	2.61	ME
3. Teachers enroll in post-graduate studies for their academic development.	3.96	GE
AWM	3.53	GE

Legend		
Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It could be seen in Table 3B that the instructional leadership practices along the teacher performance affected highly proven by the following: teacher sent to attend seminars or workshops for their professional development at 4.03 weighted mean; teachers enroll in post graduate studies for their academic growth at 3.96 weighted mean; and moderately high on teachers manifest individual differences but are advantageously settled resulting to good teamwork at 2.61 weighted mean.

Table 3C. Extent of Instructional Leadership Practices In Terms of Learners' Performance

Learners' Performance	WM	DE
1. Learners compete and triumph against other students in inter-school academic, sports and aesthetic competitions.	3.10	ME
2. Learners develop social skills and rapport through social engagement simultaneously contributing to the community through community immersions, outreach programs and the like.	3.31	ME
3. Learners are inclined to moral and spiritual growth through school-initiated programs and activities such as retreats, recollections and spiritual seminars.	3.98	GE
WM	3.46	ME

Legend		
Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It could be gleaned in Table 3C that the instructional leadership practices along the pupils' performance were moderately practiced proven by the two indicators namely: students develop social skills and rapport through social engagement simultaneously contributing to the community through community immersions, outreach programs and the like 3.31 weighted mean; and students are inclined to moral and spiritual growth through school- initiated programs and activities such as retreats, recollections and other spiritual seminars and activities at 3.98 weighted mean. There is one indicator of moderately high practiced where students compete and triumph against other students in inter-school academic, sports and aesthetic competitions at 3.10 weighted mean respectively.

Table 3D. Extent of Instructional Leadership Practices In Terms of Community Performance

Community Performance	WM	DE
1. The school engages in outreach programs to help the less-fortunate people in the community.	3.19	ME
2. There is no tension between the school personnel and the people of the community and no conflicts exist or build up among its officials.	3.04	ME
3. The community passes ordinances concurring to school rules and regulations and cooperates in the implementation of such rules for the welfare of the students.	3.14	ME
4. The school taps the aid of NGO's nd LGU's in the successful implementation of school programs for the welfare of the students, the development of the community and the environment.	3.23	ME
5. The school is involved in the information dissemination and proper implementation of local ordinances and projects of the community.	3.01	ME
AWM	3.12	ME

Legend

Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It could be gleaned in Table 3D that the instructional leadership affected moderately the community proven by the total average weighted mean of 3.12.

The findings implied that the leadership with regard to the community performance were accepted and recognized to have significant effects in the performance of it in setting differences, and along the community performance to expect in competition and as well as particularly engaging in outreach programs to help the less fortunate people in the community. It implied further, that they neglect to some extent their instructional leadership

Table 3E. Summary of Extent of Instructional Leadership Practices

Instructional Leadership Practices	WM	DE
1. School Performance	3.38	ME
2. Teachers' Performance	3.53	ME
3. Learners' Performance	3.46	ME
4. Community Performance	3.12	ME
AWM	3.37	ME

Legend

Rating	Mean Scale	Descriptive Rating
5	4.21 - 5.00	Full Extent (FE)
4	3.41 - 4.20	Great Extent (GE)
3	2.61 - 3.40	Moderate Extent (ME)
2	1.81 - 2.60	Slight Extent (SE)
1	1.00 - 1.80	Not at All (NA)

It can be seen in Table 4E that school administrators of private schools moderately practiced school performance with a mean of 3.38, teachers' performance with a mean of 3.53, pupils' performance with 3.46, and community performance with a mean of 3.12.

Conclusions

Based on the findings of this study, the following conclusions were made:

1. Generally, school administrators of private elementary and secondary schools belong to middle age, female, attended various seminars in various levels, and young in the service as school administrators.
2. School administrators perceived their instructional leadership as moderately extent.
3. The school administrators of private schools moderately practiced school performance.
4. Lack of skills and training of the school administrators, lack if teachers' cooperation, lack of time of the school administrators, lack of supports from Superintendent, school Boards, and community, and lack of vision, will and courage of the school administrators were some of the problems being met by the school administrators which are considered moderately serious.
5. The proposed action plan can enhance the instructional leadership of the school administrators directed towards excellence and professionalism.

Recommendations

The following are recommended based on the results of the study:

1. School administrators should pursue post graduate education for promotion and professional growth and development; and attend relevant In- service Training workshop on Instructional Leadership.
2. School administrators should practice instructional supervisory techniques that enhance an effective teaching / learning environment, promote friendly organizational atmosphere, and provide for comfortable working relationships among teaching and non- teaching staff.
3. Schools' instructional programs should be well advocated to parents and stakeholders .
4. Bi-yearly checks of teacher morale should be taken so that school leaders could be in touch better with the morale of their teachers.
5. Private school administrators should improve their ability to enable others to act by developing better cooperative working relationships, by listening more to diverse points of view, by supporting decisions made by others, by fostering and developing trust, and by giving the freedom and latitude for teachers to act.
6. Because teacher salary has the largest effect on lowering morale, Private Schools should consider including a local supplement to teacher salaries such as many other school systems offer.
7. Private schools administrators should improve their ability to model the way for their teachers by asking for feedback, building consensus, defining philosophical leadership ideas, and discussing the future and direction of the school.
8. A similar study should be conducted in order to look into the successful impact of the action plan made in this study.

REFERENCES

- Adair, John (2009). *Effective Leadership, How To Be A Successful Leader*, London: McMillian Books Co.
- Covey, Stephen R. (2011) *Principled-Centered Leadership*, New York: Simon & Schuster.
- Covey, Stephen R. (2010). *The 7-Habits of Highly Effective People*, New York: Simon & Schuster.
- Gibbs, Eddie. (2005). *Leadership Next, Changing Leader in a Changing Culture*, Downers Grove, III: Intervarsity Press.
- Goleman, David. (2009). *Working With Emotional Intelligence*, New York: Bantam Books.

- Hellriegel D., J. Slocum Jr., and R. Woodman. (2003). *Organizational Behavior* 7th ed., New York McGraw Hill.
- Hughes, Richard L., Robert C. Ginnet, and Gordon J. Curphy. (2006). *Leadership, Enhancing the Lessons Of Experience*, 5th ed., Boston : McGraw Hill.
- Kouzes, James M. And Barry Z. Posner. (2007). *The Leadership Challenge, How to Get Extraordinary Things Done in the Organizations*, San Francisco; Jossey - Bass Publisher.
- Senge, Peter M. (2004). *The Fifth Discipline, The Art and Practice of The Learning Organizations*, New York Currency Double day.
- Lowney, Chris. (2003). *Heroic Leadership*, Chicago III.: Loyola Press.
- Maxwell, John C. (2008). *The 21 Irrefutable Law of Leadership*, Nashville, Tennessee: Thomas Nelson Publisher.
- Maxwell, John C. (2001). *Developing The Leader Within You*, Nashville, Tennessee: Thomas Nelson Publisher.
- Maxwell, John C. (2005). *The Winning Attitude, Developing The Leaders in You, Becoming a Person of Influence*, Nashville, Tennessee: Thomas Nelson Publishers.
- Robbins, Stephen P. (2008). *Organizational Behaviour Concepts, Controversies, Applicants*, 8th ed., New Jersey: Prentice Hall.
- Robbins, Stephen P. (2003). *Organizational Behaviour* 10th ed., New Jersey : Pearson Prentice Hall.
- Robbins, Stephen P. and Nancy Langton. (2008). *Organization Behaviour Concept Controversies, Application*, Ontario: Prentice Hall Canada Inc.
- Boston, Liane B. (2007). **“The Managerial Leadership of School Principles and Their Teachers’ Morale and Job Performance”**, Unpublished Doctor of Education Dissertation, PSU-OUS, Lingayen, Pangasinan.
- Bustria, Ricardo B. (2010). **“Development Policies and Directions for Planning to Enhance ICT Education in Public Secondary Schools in Pangasinan”**, Unpublished Doctor of Education Dissertation, PSU-OUS, Lingayen, Pangasinan.
- Fernandez, Jesus A. (2006) **“Assessment of the Philippine Marine Career Management Program; Basis for Policy Redirection”**, Unpublished Master of Arts in Education Thesis, PSU Graduate School, Urdaneta City.
- Roxas, Liberty De Guzman (2008), **“Synergy Building Capabilities of Public Elementary School Principals in Region I”**, Unpublished Doctor of Education Dissertation, PSU-Graduate School,
- Timbol, Edgar T. (2010). **“On-Line Course for PNP Officers: An Assessment”**, Unpublished Doctor of Education Dissertation, PSU-OUS, Urdaneta City, Pangasinan.
- Andrews, R., & Soder, R. (1987). Principal leadership and student achievement. *Educational Leadership*
- Aquino, Afredo, Meeting the Three Challenges; Globalization, Technologization and Quality, *The NET*, PSU-OUS Research Journal, Volume 1, No.2, AY 2003-2004
- Bamburg, J., & Andrews, R. (2010). School goals, principals and achievement.
- Biswas, U. N. (2000). A scale for measuring time management of professionals. *Psychological Studies*
- Duke, D. L. (2007). School leadership and instructional improvement. New York
- Edmonds, R. (2009). Effective schools for the urban poor
- Hall, B. L., & Hursch, D. E. (1982). An evaluation of the effects of a time management training program on work efficiency. *Journal of Organizational Behavior Management*
- Hallinger, P. (2005). Instructional leadership: How has the model evolved and what have we learned?
- Hallinger, P. (2003) Leading educational change: Reflections on the practice of instructional and transformational leadership.
- Leithwood, K.(2004). How leadership influences student learning?
- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly*,
- MacNeill, N., Cavanagh, R. F., & Silcox, S. (2003). Pedagogic principal leadership. *Management in Education*
- Maher, C. A. (2006). Improving the instructional supervisory behavior of public school principals by means of time management: Experimental evaluation and social validation. *Professional School Psychology* Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterl*
- Oshagbemi, T. (1995). Management development and managers’ use of their time. *Journal of Management Development*,
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of differential effects of leadership
- SEAMEO-INNOTECH, COMPETE Module No. 10, Various Role of the Twenty First Century Teachers, Quezon City, 2004
- SEAMEO-INNOTECH, COMPETE Module No. 11, Developing Leadership Skills, Quezon City, 2004
- SEAMEO-INNOTECH, COMPETE Module No. 1, 2nd Ed., Afrirm Instructional Leadership Roles and Function of the School Head, Quezon City, 2009
- SEAMEO-INNOTECH, PROJECT LEAD Package A-3, Module No. 3.1, Use the Appropriate Leadership Style, Quezon City, 1993
- SEAMEO-INNOTECH, TAO LEADS II, Leadership in the Effective Administration of Schools, The Principle as CEO, Quezon City, (Updated)
- Taylor, K. C. (2007). A study of principals’ perceptions regarding time management (Doctoral dissertation). Taylor, K. C. (2007). A study of principals’ perceptions regarding time management (Doctoral dissertation).
- Ylimaki, R. M. (2007). Instructional leadership in challenging US schools. *International Studies in Educational Administration*
- Aziz, Zahara and Suria Baba, *Instructional Leadership Enhanced creativity in Smart Classroom Activities*, WCES- 2011, Elsevier Ltd. 2011
- Jita, Loyiso C., *Instructional Leadership For The Improvement of Science and Mathematics in south Africa*, WCLTA- 2010, Elsevier Ltd. 2010
- Kartal, Sadik, *The Difficulties That Primary School Principals Encounter in the Application of Administrative process in Turkey*, international Journal Of Human and Social Sciences 4-10-2009
- Kursonogher, Hydan and Abdurrahman, Tanriogen, *the Relationship Between Teachers’ Perception Towards Instructional Leadership Behaviors of Their Principals and Teachers’ Attitudes Towards Change*, WCES 2009, Elsevier Ltd. 2010