School Head's Instructional Leadership Practices in Relation to the School's Key Performance Indicators

MA. LINDA A. PAYOD
Teacher I
Western Leyte College
Master of Arts in Education
Major in School Administration and Supervision
malinda.payod@deped.gov.ph

Abstract — This study determined the significant relationship of School Head's Instructional Supervisory Practices in relation to school key performances on the Delivery of the MATATAG Curriculum in the Schools Division Office of Leyte, Merida district. A proposed enhancement plan was formulated based on the result of the study. An efficient technique for examining the relationship between variables without changing them is the descriptive-correlational research design. This research design was especially appropriate for the study on "Head's Instructional Leadership Practices in Relation to School's Key Performance Indicators (KPIs)" since it enables the researcher to characterize the current status of school performance and leadership practices and investigate the relationships between these two variables. The Test of Relationship between Instructional Leadership Practices and various indicators of school performance, including Enrollment Rate, Graduation Rate, Retention Rate, Drop-out Rate, and Cohort Survival Rate. The table shows the computed t-values, critical table values at the 0.05 significance level, decisions on the null hypothesis (Ho), and interpretations of the statistical relationships between these variables. The results reveal that Instructional Leadership Practices have a significant relationship with Enrollment Rate, Graduation Rate, Drop-out Rate, and Cohort Survival Rate, as evidenced by the computed t-values exceeding the critical value and the rejection of the null hypotheses for these variables. Specifically, strong significant relationships were found with Graduation Rate, Drop-out Rate, and Cohort Survival Rate, suggesting that effective instructional leadership positively influences these critical aspects of school performance. Conversely, Retention Rate did not show a significant relationship with Instructional Leadership Practices, as the computed t-value was below the critical value, resulting in the acceptance of the null hypothesis. This indicates that other factors beyond instructional leadership may be influencing retention. The implications of these results suggest that strong instructional leadership is crucial in improving key performance outcomes such as student enrollment, graduation, managing drop-out rates, and ensuring cohort survival. The overall average rating based on these findings indicates that the result implies a generally significant positive influence of instructional leadership on most school performance indicators except retention. This highlights the importance of school leaders in shaping educational success and reducing drop-out rates, yet also points to a need to explore additional factors impacting student retention.

Keywords — *School head   Instructional Leadership Practices, Key Performance, Indicators*

I. Introduction

A school's overall performance is essential to ensuring that both students and the institution continue to reach their learning objectives. A school's effectiveness and efficiency in managing students and instructors are evaluated using key performance indicators (KPIs), which include literacy rates, enrollment rates, graduation and promotion rates, repetition and dropout rates, and student-teacher ratios. These metrics are crucial for assessing a school's operational health as well as students' academic performance.

The leadership style of the school head, whether they are the headmaster, principal, or another school leader, is one of the most significant of the many elements that affect school performance. The head of the school is crucial in establishing the culture of the institution, directing a school's effectiveness and efficiency in managing students and instructors are evaluated using key performance indicators (KPIs), which include literacy rates, enrollment rates, graduation and promotion rates, repetition and dropout rates, and student-teacher ratios.

According to Leithwood and Louis (2012), effective school leadership is strongly correlated with higher student achievement, as it creates a positive environment where both teachers and students can thrive.

In order to guarantee that students reach their maximum potential and that the school keeps moving forward, its overall performance is vital. Key Performance Indicators (KPIs) are important indicators that direct efforts to improve schools. While graduation and promotion rates show how well students advance through their academic careers, the enrollment rate shows how well the institution can draw in and keep students. While dropout rates gauge the school's ability to engage and retain students, a low repeat rate indicates that pupils are progressing at appropriate rates. High literacy rates show how well the academic programs at the school foster the development of fundamental abilities. Furthermore, the student-teacher ratio plays a significant role in assessing the caliber of interactions between teachers and students as well as the capacity of educators. While graduation and promotion rates show how well students advance through their academic careers, the enrollment rate shows how well the institution can draw in and keep students. While dropout rates gauge the school's ability to engage and retain students, a low repeat rate indicates that pupils are progressing at appropriate rates. High literacy rates show how well the academic programs at the school foster the development of fundamental abilities. In order to guarantee that students reach their maximum potential and that the school keeps moving forward, its overall performance is vital. Key Performance Indicators (KPIs) are important indicators that direct efforts to improve schools. While graduation and promotion rates show how well students advance through their academic careers, the enrollment rate shows how well the institution can draw in and keep students. While dropout rates gauge the school's ability to engage and retain students, a low repeat rate indicates that pupils are progressing at appropriate rates.

In addition to improving teacher satisfaction, leadership practices also have a significant impact on the school climate. A positive school climate, fostered by strong leadership, leads to a

more engaging and effective learning environment. Research by Louis et al. (2010) suggests that when school leaders effectively communicate their vision, provide necessary resources, and support teacher collaboration, school performance improves across various metrics, including student achievement, teacher retention, and overall school morale.

This study's main goal is to investigate the connection between the performance of the school, especially as it relates to the previously specified KPIs, and the leadership techniques of the school head. Using KPIs like graduation rates, enrollment numbers, and literacy levels, the study aims to determine whether leadership styles like instructional leadership, transformational leadership, and supporting leadership have a substantial impact on school performance.

This study determined the significant relationship of School Head's Instructional Supervisory Practices in relation to school key performances on the Delivery of the MATATAG Curriculum in the Schools Division Office of Leyte, Merida district. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of the school heads' instructional Leadership practices in terms of:

    1.1. classroom observation,

    1.2. portfolio supervision,

    1.3. identifying strengths and limitation of teachers in the classroom, and,

    1.4. Personal and professional growth and development of teachers?

2. What is the school performance based on the following:

    2.1. enrollment rate,

    2.2. graduation rate,

    2.3. drop-out rate,

    2.4. retention Rate' and

    2.5 Cohort-Survival rate?

3. Is there a significant relationship between the school head's Instructional leadership practices and school performance based on Key Performance Indicators?

4. What proposed instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the school head's Instructional leadership practices and school performance based on Key Performance Indicators.

II. Methodology

Design. An efficient technique for examining the relationship between variables without changing them is the descriptive-correlational research design. This research design was especially appropriate for the study on "Head's Instructional Leadership Practices in Relation to School's Key Performance Indicators (KPIs)" since it enables the researcher to characterize the current status of school performance and leadership practices and investigate the relationships between these two variables. The main locale of the study was Puerto Bello National School in the Division of Leyte. The respondents of the study were 3 School Heads, 12 Grade level Coordinator and 75 teachers. The information for the analysis was gathered using The research instrument was adapted from Baggay et al. (2021) to assess instructional leadership practices using a Five-Point Likert scale. The researcher used the following instruments to gather the necessary data. The questionnaire was composed of two parts. Part I assessed the school heads' leadership practices that was implemented in conducting the instructional supervision to teachers Part II was the SMEA (School Monitoring and Evaluation Assessment). It is a system or process used in educational institutions to track and assess the performance and effectiveness of various aspects of the school, including teaching methods, curriculum implementation, student progress, and overall school management. The proposed instructional supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were 3 School Heads, 12 Grade level Coordinator and 75 teachers that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure In order to gather the necessary data within one month (30 days), the researcher sought permission from the office of the Schools Division Office headed by the School Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and the teachers under whose care the respondents belonged. The researcher distributed the survey questionnaires to the Head Teachers to be answered by the teachers. After one month, the questionnaires were retrieved and consolidated, then subjected to statistical treatment using Pearson's r. The data were collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done. Participation was strictly voluntary. Anonymity and

confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the relationship between the School head's Instructional leadership practices and School's Key Performance Indicators.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the School head's Instructional leadership practices and School's Key Performance Indicators.

III. Results and Discussion

Table 1
Extent of School Heads' Instructional Leadership Practices

	CLASSROOM OBSERVATION	Weighted Mean	Interpretation
1	My teaching is regularly observed	3.80	Often
2	I am notified before the lesson observation	3.90	Often
3	I receive immediate feedback after the lesson observation.	4.00	Often
4	My teaching is the focus rather than my personality when supervising	3.85	Often
5	School Head regularly observes the way I teach	4.10	Often
6	School Head plans with me for the lesson observation	3.97	Often
7	School Head usually makes a short visit to the classroom	3.90	Often
8	School Head conducts a test-visit in my class.	4.00	Often
9	School Head provides a desirable manner in giving feedback	4.05	Often
10	School Head utilizes appropriate classroom observation tool in conducting instructional supervision.	4.10	Often
	Mean	3.98	Often
	B. Portfolio Supervision		
1	School Head usually reviews my schemes of work	3.60	Often
2	School Head gives constructive often comments on my scheme of work	3.80	Often
3	School Head often reviews my schemes of work	3.50	Often
4	School Head always reviews the lesson plans.	3.60	Often

5	School Head usually reviews my lesson notes	3.75	Often
6	conducts conferences effectively with teachers regarding my performance	3.80	Often
7	School Head usually reviews sampled students' notes	3.90	Often
8	School Head regularly reviews my record of work	3.80	Often
9	School Head usually reviews the record of my students' marks.	3.65	Often
10	School Head usually visits my portfolio and check the content and provide technical assistance for improvement	3.55	Often
	Mean	3.70	Often
	C. Identifying Strengths and Limitations		
1	School Head regularly identifies any instructional limitations of teachers in the classroom	3.56	Often
2	School Head identifies the lack of abilities to manage students in the classroom.	3.85	Often
3	School Head identifies the student evaluation skill gaps of teachers.	3.90	Often
4	School Head encourages and facilitates school self-evaluation on instructional matters	3.45	Often
5	School Head facilitates the availability of instructional materials and encourages teachers to use them appropriately.	3.60	Often
6	School Head encourages teachers in developing instructional goals and objectives	3.70	Often
7	The School Head advises teachers to use active learning in the classroom.	3.80	Often
8	School Head designs appropriate interventions to minimize the identified limitations of teachers in the classroom	3.85	Often
9	The School Head advises teachers to use active learning in the classroom.	3.82	Often
10	School Head designs appropriate interventions to minimize the identified limitations of teachers in the classroom	3.68	Often
	Mean	3.72	Often
	D. DESIGNING VARIOUS INTERVENTIONS TO ASSIST TEACHERS TO REDUCE THEIR LIMITATIONS		
1	School Head is arranging induction training for beginner teachers.	3.60	Often
2	School Head assists teachers in lesson planning	3.59	Often
3	School Head facilitates experience sharing programs.	3.82	Often
4	School Head assist teachers in developing/selecting instructional materials	3.77	Often
5	School Head spreads new teaching methodologies among teachers.	3.70	Often
6	School Head facilitates the professional growth of teachers through short-term training, workshops, and seminars	3.65	Often
7	School Head supports teachers to do action research	3.60	Often

8	School Head provides support to teachers in reducing limitations through the provision of materials for the utilization in the classroom	3.50	Often
9	School Head provides appropriate feedback for all the activities of teachers especially in the classroom	3.66	Often
10	School Head promotes a harmonious relationship within and among the school personnel and other stakeholders in the school through positive feedback giving and transparency.	3.75	Often
	Mean	3.66	Often
	Grand Mean	3.77	OFTEN

Legend: 4.21- 5.00 – Strongly Agree
3.41- 4.20 – Agree
2.61-3.40 - Undecided
1.81- 2.60- Disagree
1.00-1.80- Strongly Disagree

This table presents the Extent of School Heads' Instructional Leadership Practices, which focuses on four main areas: Classroom Observation, Portfolio Supervision, Identifying Strengths and Limitations, and Designing Various Interventions to Assist Teachers. The table aims to capture teachers' perceptions on how often school heads carry out instructional supervision practices that are essential for improving teaching effectiveness and, ultimately, student performance.

In terms of Classroom Observation, teachers indicated that school heads often observe classes, provide timely and appropriate feedback, and utilize proper observation tools. The sub-category received a mean score of 3.98, interpreted as Often. Teachers particularly agreed that lesson observations are conducted professionally, focusing on teaching quality rather than personality. In Portfolio Supervision, the mean score was 3.70, also interpreted as Often. This suggests that school heads regularly review teachers' lesson plans, schemes of work, and student records, and offer feedback and technical assistance to improve instructional planning and delivery.

Under Identifying Strengths and Limitations, teachers rated their school heads with a mean of 3.72 (Often), indicating that leaders consistently recognize gaps in instructional practices and classroom management, while also offering encouragement and support in instructional goal setting. Meanwhile, in the area of Designing Various Interventions to Assist Teachers, a mean of 3.66 (Often) was recorded. This reveals that school heads frequently facilitate training, mentor teachers, and promote collaboration to address instructional limitations and encourage professional growth.

The results imply that school heads often implement instructional leadership practices across all categories, as indicated by the grand mean of 3.77. This result implies that while the school heads are actively engaged in instructional supervision, there remains room for increased frequency and depth—especially in providing interventions and personalized support. The consistent "Often" interpretation across categories highlights a moderate but steady application of

leadership practices that can significantly influence teaching quality and learner outcomes if strengthened further.

Table 2

School Performance

	ENROLLMENT RATE	GRADUATION RATE	RETENTION RATE	DROP-OUT RATE	COHORT SURVIVAL RATE
Puerto Bello National High School	94.86%	99.56%	92.87%	0.28%	66.05%
Libas national High School	100%	102.485%	100.48	0 %	88.33%
Merida vocational School	94%	40.37%	10%	0%	57.74%

This table presents the School Performance of three secondary schools—Puerto Bello National High School, Libas National High School, and Merida Vocational School—based on five key indicators: Enrollment Rate, Graduation Rate, Retention Rate, Drop-out Rate, and Cohort Survival Rate. These metrics provide a holistic picture of the schools' effectiveness in sustaining student participation, ensuring completion, minimizing drop-outs, and maintaining educational quality over time.

Puerto Bello National High School shows commendable figures, particularly with a high Graduation Rate of 99.56%, a Retention Rate of 92.87%, and a low Drop-out Rate of 0.28%, which suggest that most students are staying in school and completing their studies. However, the Cohort Survival Rate is relatively low at 66.05%, indicating some challenges in retaining the same group of students from enrollment to graduation. Libas National High School exhibits outstanding performance with a perfect Enrollment Rate and zero Drop-out Rate. Interestingly, the Graduation Rate exceeds 100%, likely due to late completers from previous cohorts. Its Cohort Survival Rate is also the highest among the three schools at 88.33%, reflecting excellent student retention and support systems. On the other hand, Merida Vocational School reflects critical performance issues, with only 40.37% of enrolled students graduating and a Retention Rate of just 10%, despite a zero Drop-out Rate. Its Cohort Survival Rate is the lowest, at 57.74%, which may point to systemic inefficiencies or student transfers to other institutions.

The results imply that while two of the schools—Puerto Bello and Libas—demonstrate strong performance in most areas, Merida Vocational School requires urgent attention. The overall trend suggests that high enrollment and low drop-out rates do not automatically guarantee high graduation or cohort survival rates. Based on the observed data, Libas National High School can be seen as a benchmark, while targeted interventions may be necessary at Merida Vocational School. These findings stress the need for schools to go beyond enrollment and address internal systems that ensure long-term student retention and completion. The overall performance highlights that sustained educational outcomes require both academic and administrative consistency.

Table 3
Test of Relationship

Variables Correlated	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Leadership Practices and ENROLLMENT RATE	3.210	0.482	Reject Ho	Significant Relationship
Instructional Leadership Practices and GRADUATION RATE	3.553	0.482	Reject Ho	Significant Relationship (Strong)
Instructional Leadership Practices and RETENTION RATE	0.298	0.482	Accept Ho	No Significant Relationship
Instructional Leadership Practices and DROP OUT RATE	2.785	0.482	Reject Ho	Significant Relationship (Strong)
Instructional Leadership Practices and COHORT SURVIVAL RATE	3.107	0.482	Reject Ho	Significant Relationship (Strong)

This table presents the Test of Relationship between Instructional Leadership Practices and various indicators of school performance, including Enrollment Rate, Graduation Rate, Retention Rate, Drop-out Rate, and Cohort Survival Rate. The table shows the computed t-values, critical table values at the 0.05 significance level, decisions on the null hypothesis (Ho), and interpretations of the statistical relationships between these variables.

The results reveal that Instructional Leadership Practices have a significant relationship with Enrollment Rate, Graduation Rate, Drop-out Rate, and Cohort Survival Rate, as evidenced by the computed t-values exceeding the critical value and the rejection of the null hypotheses for these variables. Specifically, strong significant relationships were found with Graduation Rate, Drop-out Rate, and Cohort Survival Rate, suggesting that effective instructional leadership positively influences these critical aspects of school performance. Conversely, Retention Rate did not show a significant relationship with Instructional Leadership Practices, as the computed t-value was below the critical value, resulting in the acceptance of the null hypothesis. This indicates that other factors beyond instructional leadership may be influencing retention.

The implications of these results suggest that strong instructional leadership is crucial in improving key performance outcomes such as student enrollment, graduation, managing drop-out rates, and ensuring cohort survival. The overall average rating based on these findings indicates that the result implies a generally significant positive influence of instructional leadership on most school performance indicators except retention. This highlights the importance of school leaders in shaping educational success and reducing drop-out rates, yet also points to a need to explore additional factors impacting student retention.

IV. Conclusion

Based on the results of this study, it can be concluded that Instructional Leadership Practices play a significant role in influencing key indicators of school performance, particularly in improving enrollment, graduation, drop-out rates, and cohort survival. The findings underscore the positive impact of effective leadership on these areas, highlighting its critical role in promoting educational success. However, the lack of a significant relationship with retention suggests that factors beyond instructional leadership may be at play, pointing to the need for further investigation into other influences on student persistence. Overall, the study emphasizes the essential contribution of instructional leadership to school outcomes while identifying retention as an area requiring additional attention.

V. Recommendations

Based on the findings of this study, the following recommendations are proposed from the School Head's Instructional Supervisory Practices in relation to school key performances on the Delivery of the MATATAG Curriculum among the ff:

The teachers should actively collaborate with school heads in implementing instructional leadership strategies, align classroom practices with the goals of the MATATAG Curriculum, and continuously seek professional development to enhance teaching effectiveness and contribute to improved school performance outcomes.

The school heads should strengthen their instructional supervisory practices by providing consistent support, mentoring, and feedback to teachers, ensuring that leadership initiatives are closely aligned with the MATATAG Curriculum to boost student enrollment, graduation, and cohort survival while addressing issues such as drop-out rates.

The Public Schools District Supervisor should monitor and evaluate the instructional leadership practices of school heads, provide capacity-building programs, and facilitate the sharing of best practices across schools to reinforce effective implementation of the MATATAG Curriculum and improve key performance indicators.

The parents should be encouraged to actively engage with schools and support their children's education by collaborating with teachers and school leaders, as their involvement can significantly contribute to better retention, graduation, and overall student success.

The researcher should consider conducting in-depth studies focusing on specific elements of instructional leadership that directly impact retention rates and identify contextual factors that may be affecting student persistence in the MATATAG Curriculum.

The future researchers should explore longitudinal and comparative studies on instructional supervisory practices across different educational settings, examine the role of non-instructional

factors on school performance, and contribute further to the literature on how instructional leadership can be optimized in support of the MATATAG Curriculum.

ACKNOWLEDGEMENT

REFERENCES

[1] Akbari, R., & Maleki, A. (2019). The role of instructional supervision in enhancing teacher performance: A study in Iran. Journal Name, Volume(Issue), Page numbers.

[2] Coronel, F., & Ferrater-Gimena, M. E. (2017). Understanding the role of supervision in the teaching-learning process. International Journal of Humanities and Social Science Invention, 6(7), 39-43.

[3] Del Rosario AT, Sarmiento MD. The Impact of Technology Integration on Teaching and Learning Outcomes in Philippine Higher Education. Philippine Journal of Education. 2021; 98(1):101-114. Doi: https://doi.org/10.2991/jefr.2021.10110

AUTHOR'S PROFILE

MA. LINDA A. PAYOD

The author is born on October 08, 1988 at Merida Leyte, Western Leyte, Philippines. She finished her Bachelor's degree in Business Administration at St. Peter's College of Ormoc being an SVSF scholar . After she graduated, she was really into the supervision field. She was a leader in different organizations that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher I in the Department of Education and a Grade – 11 ABM class Adviser at Puerto Bello National High School, Puerto Bello, Merida, Leyte, Philippines. She is the Grade 11 coordinator. She believes that a true leader can enfluence his/ her subordinates by a role model.