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**EDUCATIONAL LEADERSHIP IN RELATION TO THE TEACHING-LEARNING  
PROCESS**

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**ABSTRACT**

Many educational innovations have been implemented in an effort to raise student achievement. School leadership has become a prominent subject in education as a result of changes. This is because school administrators think that improving teacher working conditions and the school atmosphere and environment will have a significant influence on student learning. Results of the study showed that leadership style of administrators were suit to the needs of the teachers in this time of pandemic. It can be noted that administrator's leadership is significant in terms of solving problems with teachers when there are challenges to teaching-learning and ensuring that DepEd approved instructional approaches are explained to new teachers. This indicates that administrators demonstrate exceptional skills in managing their respected schools and in elevating teaching and learning performance.

**Key Words:** Leadership style, School Environment, teaching-learning process.

**1. INTRODUCTION**

The paradigm shift of education is one many educators are still struggling with now that the 2020-21 school year has kicked off; with much of the nation a few months into the school year and facing a patchwork of in-person, hybrid, and online learning, the challenges related to teaching students during a pandemic are still very much unresolved (Chen, 2020). Remote learning has presented a new set of challenges for educators, including an increase in the number of hours instructors must spend preparing for it (8 hours per week on average), as well as a decrease in their sense of accomplishment owing to tough working circumstances in high-poverty schools. Educators are retiring earlier and leaving the field in large numbers as a result of the COVID-19 epidemic, according to one-third of teachers who indicated it increased their likelihood of retiring early or leaving the profession.

Learning may be improved by having effective educational leadership. That notion isn't very novel or contentious. Even after decades of school reform initiatives, it's still not quite apparent how important leadership is, how important its impacts are in supporting the learning of all students, and what the key elements of good leadership consist of those who have argued for increased attention and investment in leadership as a means of improving education on a wide scale have had to depend more on faith than truth since they lack reliable data to support their claims. (Wallace, 2014).

Leadership in education may have a significant impact on a school's overall culture. It may also have an effect on how well students learn and perform. Schools are increasingly seeing the need of strong leadership as the path to major changes in education. Effective educational administrators may transform a failing school into a model of success. Effective leadership styles in education may help you become a better leader and have a more positive influence (ECU, 2019).

According to a recent LTS article (2107), leadership style refers to the methods used by a person to provide guidance, put plans into action, and motivate others. Leadership style has an impact on everyone, from CEOs to entry-level workers to everyone in between. Many of your senior-level workers use a variety of leadership styles in their day-to-day work. Great leaders, on the other hand, are flexible enough to use a range of leadership styles when appropriate. Supervisor training on leadership styles at the Nevada Association of Employers may help you discover your strong suits while striving to enhance your understanding of the different leadership styles that are now available. Providing constructive feedback to employees and supervisors is a key leadership characteristic that helps companies gain a competitive advantage (Albrecht et al. 2015). Supervisory coaching has been considered to be "at the heart of management and leadership effectiveness" (Ellinger and Kim 2014). Performance feedback helps to both individual and organizational effectiveness from the perspective of employee development (McCarthy and Garavan 2006). Employees benefit from receiving performance evaluation because it helps them better grasp their work needs and develop their skills (Sommer and Kulkarni 2012). In spite of the fact that both behaviors have a strong connection to the leader–member interaction and that leaders can engage in both, the literature has distinguished them as distinct aspects of employee development and revealed that supervisory coaching but not performance feedback are something leaders can do (Gregory, Levy, and Jeffers 2008).

While leadership is recognized as a crucial aspect of organized education, it has received less attention than it deserves (Tanner & Laurel, 1987). A recent study found that not one school (of 180 surveyed) was able to improve student achievement records without effective school leadership. According to the findings, effective school leadership is directly linked to improved student learning results. It's evidence that excellent school leadership affects kids' learning and achievement directly (SCU, 2019). In order to ensure that all students make rapid development, good school leadership practices include promoting and facilitating school-wide teaching competence. School administrators and executive staff in conventional leadership roles can drive this leadership, but so can school leaders and instructors who don't have clearly defined positions of authority.

## **2. THE CONCEPT OF LEADERSHIP**

An attempt has been made to review the concepts of leadership, commitment and motivation in various literature, so that there is substantial foundation of conceptual background behind this research proposal. Extensive research of the available literature helped in identifying the gap which in turn served as the basis of the current research undertaken (Chowdhury, 2014).

As a result of the global financial crisis, the global economic and political system is now facing unprecedented difficulties. When things are tumultuous, leadership is the one thing that can make a difference by displaying foresight and skill. However, the results are perplexing, given that this

research was launched and probed in order to obtain better conceptual clarity. There has always been a quest for the perfect definition. It is difficult to come up with a single definition of leadership since the literature and research on the subject are so diverse, and there is no commonly recognized definition. Some see leadership as an act of influence, while others see it as a process, and still others focus on a person's inherent traits. Leadership, according to Nel et al. (2004), is the process by which one person influences others to passionately and freely focus their efforts and skills towards achieving stated group or organizational goals. the process when one person inspires others so that they can participate freely to the fulfillment and achievement of the aims and objectives; the aspirational values of the group that reflect to lead is to assist a team or organization in achieving long-term success and growth.

Instructional leadership focuses on the academic progress of students. For example, they emphasize the need of setting definite educational objectives, developing a detailed curriculum, and assessing the effectiveness of individual teachers. For example, this approach suggests that school leaders should focus on helping students achieve their full potential through enhancing the quality of classroom instruction and student learning (Day et al., 2016). Instructor-led schools have three main purposes: (1) setting school goals, (2) monitoring curriculum delivery, and (3) fostering an atmosphere conducive to learning. This is how instructional leadership is defined by Hallinger (2003a). As a result of these studies, it's been determined that instructional leadership has the power to affect student success, particularly through improving the working circumstances of teachers and the culture of the school. They found that it had a greater impact on student success than transformative leadership because it put more focus on teachers' and their students' learning outcomes.

School culture and vision are established via transformational leadership in order to increase the quality of school teaching and learning, develop employees, as well as improve the company as a whole (Shatzer et al., 2014). Principals of transformation schools identify and communicate the school's mission, act as role models and mentors, cultivate a learning environment, and encourage employees to pursue continuing education. Transformative leadership theory, according to Shatzer et al., focuses on four main areas: motivational inspiration, individual concern, aspired impact (charisma), and stimulation of intellectual curiosity. By placing more value on individuals, schools, instructors, and students all benefit (Bogler 2005; Griffith 2004; Griffith, 2005). Numerous studies (Leithwood & Jantzi, 2006; Ross & Gray, 2006) have found that while transformational leadership has a large impact on teachers, it has considerably less of an impact on student success. There are numerous significant differences between instructional and transformative leadership. It's important to understand the difference between instructional and transformational leadership. Instructional leadership takes a top-down strategy in which leaders are the primary decision makers. Instructive leaders, for example, manage and reward their employees while they work toward a preset goal, whereas transformational leaders engage their employees in the development of a common vision and encourage them to accomplish it autonomously. Second, instructional leadership focuses on making changes to the core curriculum, whereas transformational leadership uses the shared vision it has developed with its employees to support and drive reforms in the educational institution. The focus of this article will now shift to

an examination of the ways in which instructional and transformational leadership styles may both improve student outcomes.

The most often mentioned theories in education-related literature are instructional leadership and transformational leadership (Robinson et al., 2008). Both theories have been acknowledged by researchers as suitable leadership models for school principals (e.g., Hallinger, 2003; Shatzer et al., 2014). Despite the fact that several of these ideas overlap, there are significant distinctions as well. School administrators trying to figure out the best model for raising student success may be perplexed by these scenarios. As a way to improve student results, this article will look at both instructional and transformational leadership approaches. In order to conduct this research, we will focus on three main areas: teaching and learning, collaboratively establishing school visions and objectives, and knowledge of and involvement with external factors influencing their school.

**3. METHODS**

This study assessed the perceptions of the group respondents on the leadership style of administrators in times of this pandemic. This research utilized descriptive research method to gather the information about the extent is the manifestation of the practices of the school heads in terms of leadership in education. It used to gain an understanding of underlying reasons and uncover prevalent trends on the perception of the respondents. The data gathered was utilize the appropriate statistical software with 0.05 level of significance. The respondents of the study are the identified School Heads and teachers. The instrument of the study was adopted from the study of Manatad (2018). Her study focused on the administrative and supervisory leadership style in relation to teaching and learning process in the school.

**4. RESULTS**

**Table 1. Instructional Leadership Style**

Instructional Leadership Style	Teachers		Administrator	
	Mean	VD	Mean	VD
School Principals manage school operations in accordance to school’s goals.	2.08	M	3	WM
School heads ensure that teacher’s instruction in classroom aim to achieve goals.	2.02	M	3	WM
Principals/ school heads utilize student’s performance and examination results in promoting curricular development.	2.17	M	3	WM
Principal of school heads use student’s performance levels and examination results to set goals.	2.22	M	3	WM
Principals/ school heads endeavor to ensure clarity within the school about the responsibility for coordination the curriculum.	2.12	M	3	WM
Principals/School heads make sure that teachers professional development activities are aligned with school goals and curricular objectives.	2.14	M	3	WM

Principal /school heads work with teachers to address weakness and pedagogical problems	2.51	WM	3	WM
Principal/school heads solve problems with teachers when there are challenges to teaching-learning in a particular classroom.	2.41	WM	3	WM
Principals/administrators inform teachers about possibilities to update their curricular knowledge and instructional skills.	2.31	WM	3	WM
Principals/school heads make frequent suggestions to teachers on how to improve instruction in classrooms.	2.49	WM	3	WM
Grand Mean	2.25	WM	3	WM

In order to determine the perceptions of the respondents’ group in terms of instructional leadership styles of the administrators, the mean results were provided in the table. As shown in table 1, the statement principal /school heads work with teachers to address weakness and pedagogical problems got the highest weighted mean of 2.51 which verbally described as well manifested. While the statement school heads ensure that teacher’s instruction in classroom aim to achieve goals got the lowest weighted mean of 2.02, which verbally described as manifested. Overall, the teacher group got a final weighted mean of 2.25 which verbally described as well manifested. This indicates a positive result in terms of the instructional leadership style of the administrator. On the other hand, administrators gave an overall weighted mean of 3 which verbally described as well manifested. According to Lynch (2015) in instructional leadership, the principal's role is deeply involved with setting the school's direction. The “mission” dimension focuses on the principal's role in cooperating with staff, ensuring the school continuously runs on clear, measurable, and time-based goals that result is the academic progress of students. The findings implied that administrators were responsible for communicating goals, which should be widely known and supported throughout the school.

**Table 2. Administrative Leadership Style**

Administrative Leadership Style	Teachers		Administrator	
	Mean	VD	Mean	VD
Principals/school head see their role as making the school accountable internally and to stakeholders outside the school.	2.63	WM	3	WM
Principals/ school heads ensure that DepEd approved instructional approaches are explained to new teachers.	2.57	WM	3	WM
Principals/ school heads make sure that all teachers are held accountable for improving their teaching skills.	2.68	WM	3	WM
Principals/school heads focus on convincing students’ parents of the need for new ideas and procedures at the school.	2.42	WM	3	WM
Principals/school heads ensure that everyone in the school follows the official rules.	2.54	WM	3	WM
Principal /school heads significantly involved in dealing with problems of scheduling of teachers and courses.	2.61	WM	3	WM

Principal / school heads ensure adequate administrative procedures in reporting to higher authorities.	2.64	WM	3	WM
Principals/ school head focus on creating an orderly and task-oriented atmosphere in the school.	2.56	WM	3	WM
Principals/school head see their role as making the school accountable internally and to stakeholders outside the school.	2.63	WM	3	WM
Principals/ school heads ensure that DepEd approved instructional approaches are explained to new teachers.	2.65	WM	3	WM
Grand Mean	2.59	WM	3	WM

Table 2 presents how both the administrators and the teachers assessed the administrative style of the school administrator. As shown in table, the statement principals/ school heads make sure that all teachers are held accountable for improving their teaching skills got the highest weighted mean of 2.68 which verbally described as well manifested. While the statement Principals/school heads focus on convincing students’ parents of the need for new ideas and procedures at the school goals got the lowest weighted mean of 2.42 which verbally described as well manifested. Overall, the teacher group got a final weighted mean of 2.59 which verbally described as well manifested. This indicates a positive result in terms of the administrative leadership style of the administrator. Administrators on the other hand, gave an overall weighted mean of 3 which verbally described as well manifested in terms of administrative leadership. According to Talan (2016) administrative leadership is about orchestrating tasks to develop and sustain an organization. Moreover, successful administrative leaders are able to establish systems that protect and sustain essential operational functions to meet the needs of the stakeholders. In addition, administrative leaders clarify purpose, inspire individuals to pursue a shared vision, and ensure that goals and outcomes are attained. This indicates that administrators demonstrate exceptional skills in managing their respected schools.

**Table 3. Significant Difference on Instructional Leadership Style**

z-Test: Two Sample for Means		
	Variable 1	Variable 2
Mean	2.247	3
Known Variance	1	1
Observations	10	10
Hypothesized Mean Difference	0	
z	-1.68376	
P(Z<=z) one-tail	0.046114	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.092228	
z Critical two-tail	1.959964	

Table 3 shows the difference between two respondents. Based on the findings, P(<=z) two tail gives us the probability that a value of the z-Statistic (-168376) would be observed that is less than

in absolute value than z Critical two-tail (1.96). Since the p-value is larger than our Alpha (0.05), we cannot reject the null hypothesis that there is no significant difference on the perception of respondent groups in terms of instructional leadership style.

**Table 4. Significant Difference on Administrative Leadership Style**

z-Test: Two Sample for Means		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	2.593	3
Observations	10	10
Hypothesized Mean Difference	0	
<i>z</i>	-0.91008	
P(Z<=z) one-tail	0.18139	
<i>z</i> Critical one-tail	1.644854	
P(Z<=z) two-tail	0.36278	
<i>z</i> Critical two-tail	1.959964	

Table 3 shows the difference between two respondents. Based on the findings, P(<=z) two tail gives us the probability that a value of the z-Statistic (-1.91008) would be observed that is less than in absolute value than z Critical two-tail (1.96). Since the p-value is larger than our Alpha (0.05), we cannot reject the null hypothesis that there is no significant difference on the perception of respondent groups in terms administrative leadership style.

## 5. CONCLUSION

Based on the findings, the results of the data analysis indicated that there is enough evidence to prove that teachers and administrators do not differ much on its perception. Hence, there is no significant difference both on the perceptions of the respondent groups in terms instructional and administrative style of leadership. Moreover, the findings also support that administrator were implementing the best practices for teaching and learning in this time of pandemic. Data also shows that supports were given to the teachers in order to maximize their role as an educator in this time of pandemic.

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