
SCHOOL ADMINISTRATORS TO GOOD INSTRUCTIONAL GOVERNANCE MODEL FOR AN EDUCATIONAL INSTITUTE

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ABSTRACT

The objective of this quantitative study was to ascertain the impact of school heads' characteristics and their leadership profile upon good instructional governance within educational institutions and to develop a school administrators-to-good instructional governance model. this study applied regression analysis and analysis of variance (Anova) to measure the influence of selected school heads' characteristics - open-mindedness, proactiveness, and motivational orientation - on institutional vision; in doing so, it was determined that these characteristic predictors combined to produce 15.2% of the variance in institutional vision ($r^2 = 0.152$) and produced an overall regression result that was not statistically significant ($f = 1.979$, $p = 0.136$), indicating that none of the individual product characteristics (open-mindedness, proactiveness, or motivational orientation) significantly influenced vision at the ($p = 0.05$) level, indicating that school heads' characteristics were not sufficient as predictors of good instructional governance. Using the aforementioned analyses, the study also identified how school heads' leadership profile (setting clear goals, managing curriculum, and monitoring lesson plans) mediated the effects of their school heads' characteristics on good instructional governance. The findings from this part of the analysis suggest that setting clear goals mediated the effects of open-mindedness and transparency, while monitoring lesson plans mediated the effects of vision and participatory governance; however, managing curriculum did not mediate the effects of either of the above-mentioned governance indicators. Once again, based on these findings, a conceptual model of good instructional governance was developed that indicates the connection between characteristics of school heads (open-mindedness and motivational orientation), leadership profiles (setting clear goals and monitoring lesson plans), and outcomes of governance (vision, transparency, and participatory practice). Ultimately, it is emphasized within the study that instructional leadership is a shared and cooperative process, not simply the function of a principal, and therefore, in order to improve an organization's instructional quality, good instructional governance must include aligned leadership characteristics (open-mindedness and motivational orientation) with effective instructional practices and collaborative processes in educational institutions.

Keywords: *Leadership, instructional governance model, curriculum, school heads, educational institutions*

INTRODUCTION

School governance plays a crucial role in the education system by providing effective services and ensuring quality education. It involves the management and leadership of schools, as well as the involvement of various stakeholders, including teachers, students, parents, and the community. Effective school governance is characterized by instructional leadership, a clear mission, parent and community involvement, teacher involvement, a safe and orderly environment, frequent monitoring, a positive school climate, opportunities for learning, and

budget allocation. The relationship between school committees and school management is important, and a balanced, harmonious pattern of relationships leads to optimal committee roles. The goal of educational governance is to achieve autonomy for schools and to foster shared governance among stakeholders, leading to increased professionalism, better meeting students' needs, and facilitating their development. To enhance school governance, value guidance, strengthen teachers' responsibilities, establish mass concepts, strengthen curriculum leadership, implement moral education, and utilize new media are suggested. Overall, sound models of governance are essential for the effective functioning and development of schools.

Governance principles for educational institution administrators. Principles of good instructional governance are the new paradigms of public administration. Its important element is emphasizing the role of government administrators as high-quality service providers at each level of management. To guarantee transparency and quality management, good governance is the heart of every organization.

Administrative process. The teaching and learning process must be transparent; that is, it can be examined and explained at every step. There must be someone responsible. In addition to administering and organizing education according to authority, it is necessary to develop the quality of education for students. The government has reformed the civil service system to better serve the people, making them more satisfied with government services. To uphold this spirit, the Office of the Prime Minister issued the Regulations of the Office of the Prime Minister on the Creation of a Good Government Administration System, B.E. 2542, which all ministries, bureaus, departments, and government agencies must abide by. For management of educational institutions whose duty is to provide educational services to students and public educational institutions, it is necessary to apply the principles of good governance and social affairs, which are generally called "Good governance ", integrated into education administration and management. To strengthen the school's principles of good governance, it promotes quality educational institutions aiming for excellence. consistent with the needs of students and communities, resulting in saving budget resources.

To raise the quality of education which is a result of taking part in monitoring and inspecting (Phra Maha Lamphung Teerap Nayo (Pen Phu) , 2011) National Education Act B.E. 2542 and its amendments (No. 2) B.E. 2002 and (No. 3) B.E. 2010, which is stated in Section 36 that "Educational institutions shall operate independently and be able to develop administrative systems and management to be flexible. It is under the supervision of the educational institution council. According to the law, "This is in order for the educational institution to be flexible and independent and able to manage education in the educational institution conveniently, quickly and efficiently." In addition, the educational institution has the status of a juristic person according to the Government Administration Regulations of the Ministry of Education, 2003, Section 35, making it possible for administrators to have the power to fully manage educational resources. Educational institution administrators should understand the law. Rules and regulations related to operations must be made clear. This is to build confidence and prevent errors that may occur. Moreover, administration involves many departments. As a result, operational decisions may be influenced and may lead to corruption, policy corruption, or conflicts of interest when managing in accordance with the principles of good governance. Educational institution administration is considered a tool for driving quality school management across administrators, teachers, students, and other school personnel. As a result,

school personnel strictly adhere to the principles of good governance. whether it is school regulations, orders of superiors, or responsibilities in duties, including spending on various school budgets.

At present, society has changed in various forms and has become more modern. Various management models are used to manage both the public and private sectors, including changes in the current educational situation. This requires the introduction of various management models to determine guidelines for managing educational institutions to be as efficient as possible and conducive to the benefits of the institutions. Various principles and methods must be able to be put into practice to produce real results. Over the years, good governance or good administration of public affairs has been important in developing the country. When various policies are implemented, consideration of how to achieve results is key, and one of the driving mechanisms is adherence to good governance principles.

The emergence of the economic crisis in 1997 in our country led to important reforms in politics and public administration (King Prajadhipok's Institute, 2015: 239). The director of the educational institution has the duties of administering, commanding, controlling, supervising, monitoring performance, and evaluating results.

The performance of personnel in educational institutions. Good governance and education are part of the administrators' management. Good governance is considered an important factor in educational reform, and, according to the regulations of the Office of the Prime Minister, a government management system should adhere to at least six basic principles: the rule of law, the principle of morality, and the principle of transparency.

Participatory principle. Principles of responsibility and cost-effectiveness are part of educational reform. The emphasis is on the decentralization of educational institutions. The community's and parents' participation is in line with the Office of the Basic Education Commission's policy, which requires adherence to good governance principles in the administration of all educational institutions.

The most important role is played by educational institution administrators. They can be considered an important person in organizing various administrative systems within educational institutions, both in budget work, personnel management work, and general administration work by adhering to the principles of good governance, the principles of the law, the principles of morality, and transparency.

Principles of Responsibility. Principles of participation and value for money are used as a tool for setting vision and various policies into practice (Ministry of Education, 2003: 35). Management according to the principles of good governance by educational institution administrators is considered a tool to drive school management to have quality in terms of administrators, teachers, students, and personnel involved in the school. Thus, school personnel strictly adhere to the principles of good governance. Whether it is school regulations, orders from commanders, or responsibilities in duties, including the expenditure of various school budgets, is in line with Kamonpan Phuengduang's (2017: d) research on the effectiveness of educational institutions under the Samut Sakhon Primary Education area office.

Attention to the system. According to policies to develop the agency with transparency, and according to the operating guidelines of government agencies, Phitsanulok Primary Educational Service Area Office 3 has a policy to promote and develop agencies in both the educational area and educational institutions to ensure effective quality education. Educational institution administrators act in accordance with the parent agency in all 6 areas, namely: transparency, readiness to accept responsibility, freedom from corruption in work, moral

culture in the organization, morality, and communication within the agency consistent with the principles of good governance. Educational institutions are considered agencies that are in practice to promote good governance.

Better efficiency and effectiveness. The Phitsanulok Primary Educational Service Area Office 3 focuses on developing and leading the organization to success, that is, promoting students to be good, moral people, have a volunteer spirit, and have a good attitude towards the country. Students who have learning skills in the 21st century and are excellent in academic skills, career skills, and life skills.

Reduce educational inequality with a management model that emphasizes participation. strengthen responsibility for the quality of education, increase morale, welfare, and career advancement equally and fairly, and prepare for quality physical, emotional, social, and intellectual development in early childhood.

Educational institution administrators must have various directions and formats, including methods for managing educational institutions, in order to be consistent with the policy. and principles of management in accordance with good governance.

Thus, the researcher is interested in studying the administration of educational institutions using the principles of good governance in schools under the jurisdiction of the Phitsanulok Primary Educational Service Area Office 3, which the researcher belongs to, in the future.

Statement of the Problem

The study examines school administrators' effective instructional governance as a model for an educational institute.

Specifically, the study addressed the following salient areas:

1. To what extent are the effects of school heads' characteristics on the good governance of educational institution administrators?
2. To what extent do school heads' leadership profiles mediate the good governance principles of educational institution administrators and good instructional governance?
3. Based on the findings, what school administrators consider a good instructional governance model can be proposed?

Scope and Delimitations

The population includes educational institution administrators and teachers in educational institutions under the Phitsanulok Primary Educational Service Area Office, Area 3, Academic Year 2023, totaling 1,526, divided into 146 educational institution administrators and 1,380 students.

Review of Related Literature

Theoretical Frameworks for Teaching. Educators often approach their craft through one or more overarching theoretical frameworks, sometimes referred to as pedagogies/instructional epistemologies. Why is it important to consider a theoretical framework? Depending on your outcomes, you may find specific teaching methods/strategies fit better with your framework. You may also find certain frameworks mesh better with your content discipline. Additionally, awareness of a range of frameworks can promote productive experimentation and diversity of skill sets.

No framework is necessarily more effective than another because frameworks provide only a conceptual overview, separate from methodologies or implementation. Though there are

thousands of theoretical frameworks used in teaching, some of the more popular frameworks are:

Andragogy/Adult Learning Theory. Theorists such as Knowles (1980) believed that adults are problem-oriented participants who seek to incorporate experience and self-direction into subjects or projects relevant to their lives. Andragogic education tends to incorporate methods such as constructivism and connectivism, leveraging task-oriented processes and projects and emphasizing application.

Behaviorism. Theorists like Skinner (1953) often focused on observable behavior, believing learning was supported through drill and practice and related reinforcement. Behaviorist instruction tends to be directive, incorporating lectures and practice problems, often using objective assessments such as multiple-choice questions or other rote approaches.

Cognitivism. Theorists like Gagné (Gagne, Wager, Golas, & Keller, 2004) focused more on thought processes and structures. For instance, Gagné developed nine events of instruction to describe optimal conditions for learning. Cognitivist instruction often incorporates lectures along with methods like visual tools or organizers to promote retention. It may use objective assessments with multiple-choice questions, though it also includes response or essay activities for learners to demonstrate their thought processes.

Connectivism. Theorists like Siemens and Downes (2009) saw learners as part of many nodes or connections, driving their personal learning by leveraging the knowledge of that network, and contributing to the knowledge infrastructure. Connectivist instruction tends to be self-directed, including a variety of information sources/references, and is often used in online education. It could also be considered a constructivist approach.

Constructivism. Theorists such as Piaget (1950) & Bruner (1961) proposed that individuals construct knowledge from within, contributing to this process by incorporating personal experience. Constructivist instruction tends to be social and exploratory, sometimes without clearly defined outcomes, often leveraging critical thinking activities, peer review, and/or collaborative projects.

Objectivism. Theorists or writers such as Rand (1943) believed that knowledge exists outside the individual, whereas constructivist perspectives value knowledge from within. Objectivist frameworks can describe both behaviorist and cognitivist perspectives. Objectivist instruction tends to be directive and linear, valuing inductive logic, and often leverages objective assessments.

Theoretical Framework

Michael Porter (1980) developed **Porter's Generic Strategies** to provide a framework that helps to describe how certain Low-Cost Carrier (LCC) airlines implement a cost leadership strategy (lowering unit costs through uniformity of fleet, high aircraft utilization, direct point to point networks and unbundled services), while most legacy airlines implement differentiation (extensive route network, premium cabin, alliances and hub and spoke). The framework provides a basis for organizing strategic comparisons (which activities to carry out) and clarifies the trade-offs that can leave companies "stuck in the middle" when pursuing both advantages simultaneously.

Based on this framework, it can be observed that Porter's Generic Strategies is a more accurate basis to analyze the strategic choices made by a particular airline than the **Resource Based**

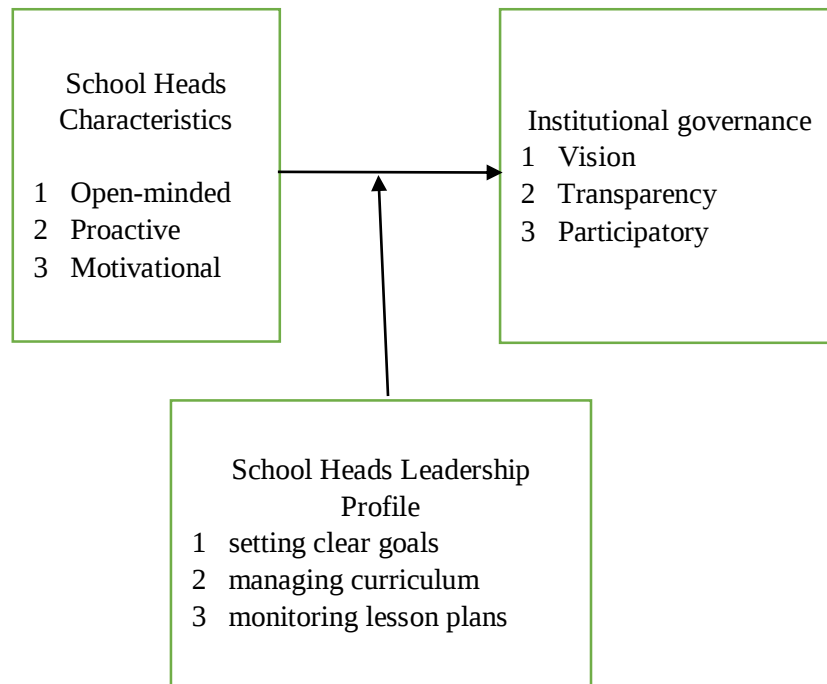
View (RBV) proposed by J. Barney (1991). The RBV model states that the competitive advantage of a particular company is based on the unique resources and capabilities that are valuable, rare, possessed by a particular company, and cannot be substituted (like the VRIN attributes). Thus, applying the RBV Model to the airline industry will allow an understanding of the unique assets (e.g., loyalty programmes, airport slots, maintenance capabilities, brand reputation, IT/information systems, labor relation) that allow most legacy carriers to command a higher yield than LCCs and support more complex networks. The benefit of using the RBV Model is that it allows researchers to explore the internal strengths of an airline's path-dependent capabilities using interview data.

Transaction Cost Economics (Williamson, 1979) is concerned with how changes in transaction characteristics (i.e., asset specificity, transaction frequency, and uncertainty) determine the choices made regarding the governance of transactions (i.e., whether to use the market, adopt a hierarchical (vertical) structure, or develop hybrid organizations). In relation to airlines, Transaction Cost Economics is useful for understanding horizontal (e.g., outsourcing maintenance, outsourcing ground handling, code-sharing agreements, franchise/brand licensing) and vertical (e.g., integration into alliances) governance choices. In many instances, low-cost carriers have developed standardized processes and outsourced non-core activities to minimize transaction costs, while some of the legacy carriers have retained more of their operations internally to protect specialized assets (e.g., premium lounges, maintenance operations). Transaction Cost Economics provides you with insights into the managerial rationales for partnering and governance arrangements highlighted by the interviewees.

Institutional Theory (DiMaggio & Powell, 1983) explains why organizations operating in the same business environment have more in common than they differ. The concept of institutional isomorphism describes the mechanism through which companies in a particular industry converge on similar behavior or structures due to coercive, mimetic, and normative forces. The airline industry has been subject to significant levels of coercive, mimetic, and normative forces. Examples include: mandatory regulations in relation to safety, rules regarding the operation of unionized employees, and other forms of industry-specific best practices that lead to similarities amongst carriers regarding their operations (e.g., adopted safety procedures and protocols, membership in the global distribution systems, and common practices in relation to the reporting of environmental issues). The Institutional Theory provides insight into why certain legacy carriers, and even some low-cost carriers, exhibit similar visible practices, even though they have very different strategic positions, and also explains why new entrants into the market may mimic established carriers under conditions of uncertainty.

The **Service Quality and Customer Perception Models** (SERVQUAL - Parasuraman, Zeithaml & Berry) were created during the mid-1980s to help researchers compare customer experiences and value perceptions between Low-Cost Carriers (LCC) and legacy airline carriers through the five SERVQUAL dimensions (tangible, reliable, responsive, assured, and empathetic). The SERVQUAL dimensions can also act as a coding framework for qualitative data collected through interviews and/or focus groups about passenger expectations and satisfaction, allowing researchers to identify differences between LCC's low tangibles and assurances, as well as their high value-for-money perceptions, and the reliability and broader service bundle of legacy carriers, as well as trust indicators. Using the SERVQUAL dimensions will help you connect your operational practices to your passengers' perceptions during your thematic analysis.

Conceptual Framework



The researcher used the concept of Mott (1972) cited in Kamonwan Yodmalee, 2015: 41, with 4 elements: the ability to produce students with high academic achievement, the ability to develop students to have a positive attitude, the ability to change and develop the school, and the ability to solve problems within the school.

Good governance principles of educational institution administrators are considered the dependent variable, with indicators such as rule of law, morality, transparency, participation, responsibility, and values.

The dependent variable is represented by Good Instructional Governance and depends on the manner good management principles are demonstrated. The indicators are: Rule of law, morality, transparency, participation, responsibility, and value.

Good governance principles of educational institution administrators are dependent on school heads' characteristics: confident, open-minded, lifelong learners, proactive, and motivational. Institutional governance is a mediating variable to good governance principles of educational institution administrators and good instructional governance. The indicators are: vision, transparency, participatory, capacity of response, and responsibility.

School heads' leadership profile is a moderating variable to good governance principles of educational institution administrators and good instructional governance. The indicators are: setting clear goals, managing curriculum, and monitoring lesson plans.

Likewise, the school administrators' cognitive profile is a moderating variable to good governance principles of educational institution administrators and good instructional governance. The indicators are: leadership, communication, creativity, delegation, and organization.

METHODOLOGY

Research Design

The study uses a quantitative research design. Quantitative research is a research approach that seeks to quantify data and generalize results from a sample to a larger population. It relies on structured data collection methods and employs statistical analysis to interpret results. This type of research is objective, and findings are typically presented in numerical form, allowing for comparison and generalization.

Key Characteristics of Quantitative Research:

Objective: Focuses on numbers and measurable variables rather than subjective opinions.

Structured: Employs well-defined research questions, hypotheses, and data collection methods.

Statistical: Utilizes statistical tools to analyze data and validate findings.

Replicable: Enables the study to be repeated to verify results and increase reliability.

Population and Sampling Technique

The respondents are school heads.

Data Gathering Procedure

The researcher administered the questionnaire personally to the respondents.

Limitations and Ethical Considerations

All data were processed in the utmost confidentiality, and no particular respondent was identified; instead, the responses were treated as a group.

RESULTS AND DISCUSSION

1 Extent of the effects of school heads characteristics to good governance of educational institution administrators

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390 ^a	.152	.075	.63887

a. Predictors: (Constant), Motivational, Proactive, Openminded

The Model Summary shows that the included variables Motivational, Proactive and Openminded represent 15.2% of relevant variables that are in the regression equation.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.423	3	.808	1.979	.136 ^b
	Residual	13.469	33	.408		
	Total	15.892	36			

a. Dependent Variable: Vision

b. Predictors: (Constant), Motivational, Proactive, Openminded

The F-test of significance of the derived regression equation is not significant (sig=.136), thus, it is not a valid tool to predict the dependent variable, Vision.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.082	.807		.014
	Openminded	.113	.165	.119	.498
	Proactive	.135	.140	.163	.340
	Motivational	.223	.162	.249	.179

a. Dependent Variable: Vision

For the coefficients, these are not also significant since their corresponding $\text{sig} > .05$, is not significant at $\alpha = .05$.

- Extent school heads leadership profile mediate leadership characteristics of educational institution administrators and good instructional governance

2.1 Setting Clear Goals

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Openminded	Between Groups	4.810	2	2.405	6.410	.004
	Within Groups	12.757	34	.375		
	Total	17.568	36			
Proactive	Between Groups	1.213	2	.606	.945	.399
	Within Groups	21.814	34	.642		
	Total	23.027	36			
Motivational	Between Groups	2.278	2	1.139	2.198	.127
	Within Groups	17.614	34	.518		
	Total	19.892	36			
Vision	Between Groups	.042	2	.021	.045	.956
	Within Groups	15.850	34	.466		
	Total	15.892	36			
Transparency	Between Groups	2.547	2	1.274	3.298	.049
	Within Groups	13.129	34	.386		
	Total	15.676	36			
Participatory	Between Groups	.019	2	.009	.018	.982
	Within Groups	17.657	34	.519		
	Total	17.676	36			

Openminded ($\text{sig} = .004$) and Transparency ($\text{sig} = .049$) are found to be significantly mediated by Setting Clear Goals. The rest of the variables are not significantly affected by the mediating variable, Setting Clear Goals.

2.2 Managing Curricula

Managing Curricula is not a significant factor to affect the above indicators since the computed $\text{sig} > .05$ is not significant at $\alpha = .05$.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Openminded	Between Groups	2.401	3	.800	1.741	.178
	Within Groups	15.167	33	.460		
	Total	17.568	36			
Proactive	Between Groups	.427	3	.142	.208	.890
	Within Groups	22.600	33	.685		
	Total	23.027	36			
Motivational	Between Groups	.709	3	.236	.406	.749
	Within Groups	19.183	33	.581		
	Total	19.892	36			
Vision	Between Groups	3.159	3	1.053	2.729	.060
	Within Groups	12.733	33	.386		
	Total	15.892	36			
Transparency	Between Groups	.609	3	.203	.445	.723
	Within Groups	15.067	33	.457		
	Total	15.676	36			
Participatory	Between Groups	1.442	3	.481	.977	.415
	Within Groups	16.233	33	.492		
	Total	17.676	36			

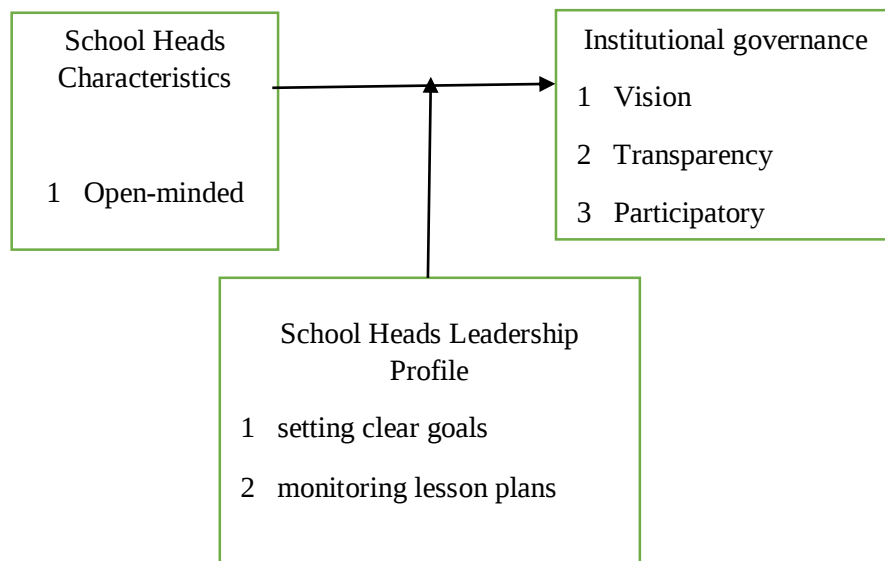
2.3 Monitoring Lesson Plans

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Openminded	Between Groups	2.801	2	1.400	3.225	.052
	Within Groups	14.767	34	.434		
	Total	17.568	36			
Proactive	Between Groups	.360	2	.180	.270	.765
	Within Groups	22.667	34	.667		
	Total	23.027	36			
Motivational	Between Groups	.959	2	.479	.861	.432
	Within Groups	18.933	34	.557		
	Total	19.892	36			
Vision	Between Groups	2.992	2	1.496	3.943	.029
	Within Groups	12.900	34	.379		
	Total	15.892	36			
Transparency	Between Groups	1.609	2	.805	1.945	.159
	Within Groups	14.067	34	.414		
	Total	15.676	36			
Participatory	Between Groups	3.298	2	1.649	3.899	.030
	Within Groups	14.378	34	.423		
	Total	17.676	36			

As for Monitoring Lesson Plans, it is a significant mediating variable for Vision (sig=.029) and Participatory (sig=.030). For the rest of the indicators, Monitoring Lesson Plans is not a significant mediating variable.

- Based on the findings, what school administrators to good instructional governance model can be proposed?

Based on the findings, the final conceptual framework for school administrators to good instructional governance is shown as follows.



For school heads' characteristics, the indicators are open-minded and motivational; for school heads' leadership profile, setting clear goals and monitoring lesson plans; and for institutional, vision, transparency, and participatory.

CONCLUSIONS

Instructional leadership. The increasing emphasis on managing teaching and learning as the core activities of educational institutions has led to the rise of “instructional leadership” or “learning-centered” leadership. The term “instructional leadership” derives from North America, and Hallinger (2019) traces its “transformation” from an American to a global leadership construct. He concludes that “effective instructional leadership results when leaders align both instructional and managerial roles with their personal values” (Hallinger, 2019, p. 32).

Instructional leadership is the longest-established concept linking leadership and learning. However, several other terms may be used to describe this relationship, including pedagogic leadership, curriculum leadership, and leadership for learning. Despite its prominence and longevity, instructional leadership has been criticized on two grounds. First, it is perceived to be primarily concerned with teaching rather than learning (Bush, 2013). The second criticism is that it “focused too much on the principal as the center of expertise, power and authority” (Hallinger, 2003: 330), ignoring or underplaying the role of other leaders such as deputy principals, middle managers, leadership teams, and teacher leaders. Lambert (2002: 37) claims that “the days of the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for the entire school without the substantial participation of other educators”. Hallinger's (2019) historical analysis shows that instructional leadership has shifted from being regarded as a singular function exercised by the principal to being conceptualized as a shared role, including middle and teacher leadership.

Instructional leadership focuses primarily on the direction and purpose of leaders' influence, targeted at student learning via teachers. There is less emphasis on the influence process itself. However, most other leadership models focus strongly on leadership processes.

For school heads' characteristics, the indicators are open-mindedness and motivation; for school heads' leadership profile, setting clear goals and monitoring lesson plans; and for institutional vision, transparency, and participation.

In addition to the teaching and learning side of school leadership, instructional leadership should also include organizational management for instructional improvement, rather than the usual focus on teaching and learning. The engagement of school heads in classroom instruction has only a little impact on the efficacy and efficiency of teaching-learning experiences in school.

This implies that instructional leaders may have a significant impact on the quality of teaching and student learning by hiring teachers, assigning them to classrooms, retaining them, and providing them opportunities to develop. It indicates that principals' perceptions of their own instructional leadership and organizational management abilities are either strong or inadequate. Additionally, they discovered that learning outcomes differ dramatically among primary profiles.

RECOMMENDATIONS

School heads should maximize the use of a distributed instructional leadership style, establishing an instructional framework that highlights creative and innovative approaches and methods. In addition, they should establish an efficient, resource-based instructional model with detailed programs and activities that their teachers can follow. In addition, teachers and school heads should create strong school-based policies to strengthen community linkages and establish consistent support for the development and use of relevant learning resources.

Future Researchers will be encouraged to conduct a similar study on the instruction, governance, and leadership practices of school heads to stimulate teachers' and stakeholders' participation in the implementation of schools' projects and programs.

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