



School Heads' Instructional Leadership and Emotional Competencies, and Teachers' Work Performance in Selected Public Junior High Schools

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Abstract. The study aimed to determine the instructional leadership skills, emotional competencies, and teachers' work performance in selected public junior high schools in the City Schools Division of Biñan City for the School Year 2021-2022. The researcher utilized the descriptive correlation approach and the study sample consisted of (256) teachers. The results of the study were based on the researcher-made questionnaire. The findings indicated that the school heads' level of instructional leadership skills was interpreted as very high with a weighted mean of 3.61 while their level of emotional competencies was considered very high with an overall weighted mean of 3.41. In terms of teachers' work performance, 206 of the respondents received a 4.500 to 5.00 range of scores in their IPCRF and were classified as Outstanding in level of work performance with an equivalent percentage of 80.47. Then 50 of the respondents received a 3.500 to 4.499 range of scores in their IPCRF and were classified as Very Satisfactory level of work performance with an equivalent percentage of 19.53. The findings revealed that a p-value of 0.000 was lower than 0.01 level of significance; therefore, there was a significant relationship between the school head's level of instructional leadership skills and their level of emotional competencies. The findings revealed that a p-value of 0.050 was equal to the 0.05 level of significance; therefore, there is a significant relationship between the school head's level of instructional leadership skills and teachers' work performance. The results revealed a negligible relationship between teachers' job performance and school leaders' emotional abilities, with a Pearson r value of 0.093 and a p-value of 0.139 which is higher than 0.05 level of significance indicating no significant correlation between the teachers' work performance and the level of emotional competencies of school heads. An action plan was proposed to strengthen the school heads' instructional leadership skills and emotional competencies and to build more rapport with the teachers.

Keywords. instructional leadership skills, emotional competencies, teachers' work performance

1. Introduction

Many schools throughout the world continue to struggle with instructional leadership because of its restricted definition compared to the many tasks that school heads and school administrators play. They were also faced with the problem of meeting the expectations of their community to be visible and engaged while juggling their career and personal life. Further, they also retained overlapping district-and building-level responsibilities to satisfy districts' limited budgetary situations. The school heads put a lot of effort into helping their teachers, kids, and parents build relationships and trust (Wieczorek & Manard, 2018).

School heads, sometimes known as instructional leaders, are also called Principals or Teacher-in-charge of secondary schools in the Department of Education (DepEd), and as such, they are the school's managers and administrators. They are responsible for providing instructional leadership, which includes managing instructional programs and ensuring effective use of instructional time to promote the achievement of educational goals and objectives. In accordance with Section 6.1, Rule VI of the Implementing Rules and Regulations of Republic Act No. 9155, there shall be a school head for each public elementary school and secondary school, or cluster thereof (Governance of Basic Education Act of 2001). The administrative and instructional oversight of a school or group of schools is the responsibility of the school head. The following leadership qualities are so demanded of a school leader: educational, people, and strategic leadership (DepEd Order No. 42 s. 2007).

School heads, together with the teachers, are also one of the frontrunners of DepEd in making sure that the mission and vision are attained for the learners to develop as individuals and grow to contribute meaningfully to building the nation. Similarly, Ikediugwu and Agu (2022) asserted that school heads are responsible for defining the school's vision, introducing innovation to teachers' teaching methods, supporting staff performance, coordinating instructional activities, and fostering a positive school climate.

In addition to the teaching and learning side of school leadership, instructional leadership should include organizational management for instructional improvement instead of the usual 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. According to the findings of Sebastian et al. (2019), it indicated 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 amongst primary profiles.

In a study made by Ng (2019), he mentioned that the Office of Education Research, the National Institute of Education, and Nanyang Technological University in Singapore have all conducted classroom pedagogy research in Singapore, which have achieved substantial outcomes in Singapore's conventional classroom practices. He also emphasized that in their local context, there are five prominent instructional leadership practices that were identified, these include: first, primary school principals demonstrated continuous instructional leadership. Second, instructional leaders are dispersed across nature. Third, principals appear to have a broader range of instructional leadership areas. Fourth, instructional leadership tends to coincide with the Singapore state's national contextual uniqueness. Fifth, if the educational goals of their predecessors are still relevant, school heads may accept them. Greater knowledge of a principal's instructional leadership beliefs and practices is offered in this case study as the reader "follows" the principal as she uses many dimensions of instructional leadership in her interactions and meetings with school personnel, students, and parents.



Meanwhile, in a study conducted by Villanueva et al. (2021), they emphasized that the school head is expected to have the knowledge, skills, and leadership capability to promote student success by managing the school organization, operation, and resources in a way that promotes a safe, efficient, and effective learning environment. School leaders play a vital role in helping the school by conveying a common goal of developing distributed leadership within a collaborative school climate.

In the Philippines, Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, Chapter I Sec. 7, Letter E mandates every public schools to have a school head who is expected to work with the teachers to offer outstanding educational programs, projects and services including a core of non-teaching employees who will manage the school's administrative, fiscal and auxiliary functions. This clear provision of the legislation specified how the school head will carry out his responsibilities. Leadership talents are intended to be used to the best of one's ability. The legislation empowers school heads to guide teachers and learners to achieve high-quality learning outcomes. It also asserted that school heads must have Authority, Responsibility, and Accountability (AuRA) in managing all school matters in conformity with national educational policies, plans, and standards. As a result, the school's success or failure is determined by the quality of the School Head.

According to the data gathered in a study conducted at El Salvador City Division, Philippines, public school heads have consistently exhibited a high degree of skill in the four domains or strands of instructional leadership. Themes of their real-world activities emerged as technological assistance, clinical supervision, and innovative teaching and learning. These school heads have faced difficulties dealing with teachers' attitudes, competing schedules and activities, and instructors' resistance to change. They overcome difficulties by attempting to satisfy competence criteria, adapting; changing current programs; contextualizing teaching and learning; and instilling the importance and advantages of class observation (Lincuna et al., 2020).

Therefore, the researcher agreed with Villanueva et al. (2021) given that all of the school heads' interpersonal, leadership, and supervisory abilities were regarded as obvious, it is proposed that these talents be polished to a level of very much apparent. The lives of school principals are fraught with difficulties; what counts most is how they are overcome. As a result, a paradigm change away from traditional management approaches may be considered. However, despite the numerous studies that were conducted on instructional leadership in the global context, there were few in the national and local contexts, respectively. Also, there are a few research conducted that looked into the relationship between school heads' emotional competencies and teachers' work performance. There were also limited local research about the relationship between school heads' instructional leadership and emotional skills and teachers' work performance; previous studies had focused on school heads' perspectives on their own instructional leadership but not on teachers' perspectives on instructional leadership.

Hence, the researcher was motivated to determine the school heads' instructional leadership skills and emotional competencies and teachers' work performance. Also, the relationship among the variables were determined to improve the school heads' instructional leadership skills and emotional skills. The study could serve as basis for planning and implementation of a school learning action cell intended to strengthen the school heads' quality of instructional leadership skills and emotional competencies and to build more rapport with the teachers.

1.1 Theoretical/Conceptual Framework

This research had been primarily anchored on the perspective of Baldanza’s Model of 21st Century Instructional Leadership which is a broad-based theory of action around four big ideas: strong advocacy and leadership, adult professional culture, continuous improvement of teaching expertise, and results-oriented teams. These elaborated that if schools and districts promote strong advocacy for every learner and use instructional leadership as a method for better teaching and learning, have an adult professional culture where everyone understands their roles and responsibilities and treats others with respect as equal partners, continuously improve teaching practices based on students' academic, social, physical, and moral needs, and deliberately prioritize results and teamwork where collaboration is valued, then conditions would be met. (Baldanza, 2018).



Figure 1. Baldanza’s Model of 21st Century Instructional Leadership

The study also utilized the concept of Daniel Goleman’s Emotional intelligence (EI) theory which states that leaders attain objectivity via self-awareness, which creates productive, motivated, and egalitarian workplaces. Self-awareness, self-regulation, motivation, empathy, and social skills are the five components of emotional intelligence theory. Emotional intelligence can be studied and employed to achieve goals and objectives while also creating a happier and healthier workplace atmosphere (Channell, 2021).

The Control Theory of Performance Management System, created by Edward cited by Comighud (2021) also served as guide in understanding the teachers’ work performance in this study. It offers organizations a performance management tool by defining various types of control so that all systems' actions are consistent with the group's overall objectives. Control theory was used as a performance management tool to strategically align teachers’ goals and roles with the department’s objectives. The theory has also been contextualized in the DepEd through the use of various forms of control to achieve desired results in the Results-based Performance Management System (RPMS) Implementation and the Individual Performance Commitment Review Form (IPCRF) Utilization. This is because the theory designs control mechanism procedures at the various levels of the organization.

With these motivating intellectual positions, the study aimed at determining the school heads’ instructional leadership skills, emotional competencies and teachers’ work performance in selected public junior high schools in the City Schools Division of Biñan City, Laguna for the School Year 2021-2022.

1.2 Operational Framework

This study was based on a paradigm called Baldanza's Model of 21st century instructional leadership that focuses on how to school heads can use instructional leadership strategies to their teachers to promote student achievement. Meanwhile, the focus of Daniel Goleman's emotional intelligence theory is on a school heads' capacity to identify, comprehend, and control both their own and other people's emotions. Then where it comes to the administrative method for tracking and raising performance of the teachers is the control theory of performance management system. These theories were employed in the study to assess the data and pinpoint areas that needed improvement.

The study has its dependent and independent variables. The independent variables are the school heads' level of instructional leadership and emotional competencies as perceived by the respondents while the dependent variable is the respondents' teachers' work performance.

1.3 Operational Model

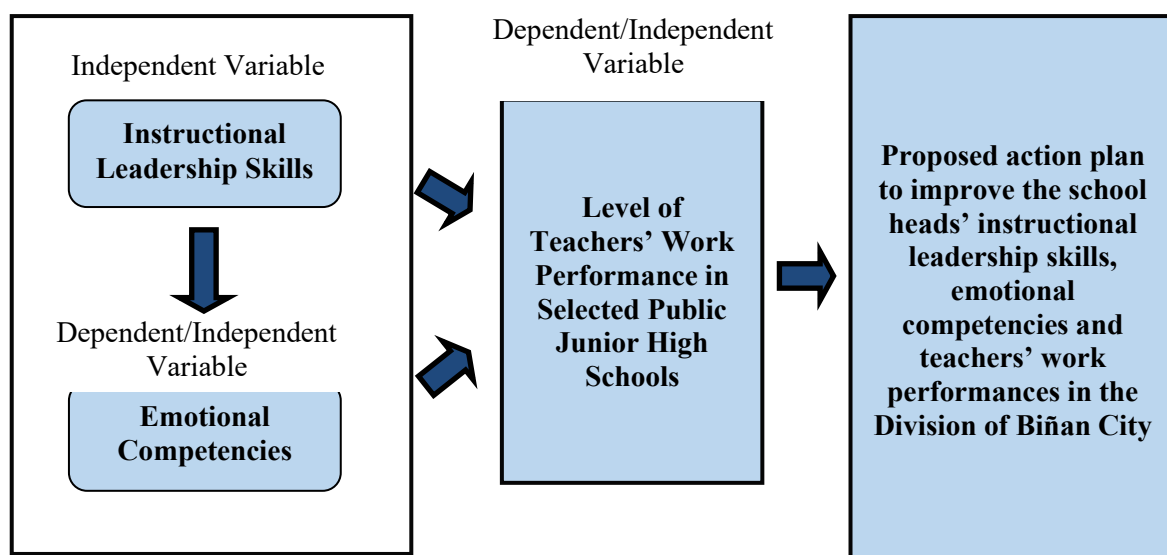


Fig.2. The operational model of the study showing the relationship among variables.

2. Methodology

2.1 Research Design

This study utilized descriptive-correlational method of research that describes the nature of the situation, as it exists at the time of the study (Bermudo et al., 2010). The study aimed at determining the relationship between school heads' instructional leadership, emotional competencies and teachers' work performances of public junior high schools in the City Schools Division of Biñan City for the School Year 2021-2022.

2.2 Population of the Study

The study aimed at determining the school heads' instructional leadership skills, emotional competencies, and teachers' work performance in public junior high schools in the City Division of Biñan as well as the relationship among these variables. The study was composed of 256 respondents from a total population of 719 Junior High School teachers in the City Schools Division of Biñan City for the School Year 2021-2022. Stratified random sampling technique and Slovin's formula were used to determine the sample size with 95% level of confidence and 5% margin of error.

2.3 Instrumentation and Validation

This study collected primary data using a researcher-made survey questionnaire. The questionnaire was divided into three parts. The first part dealt with the school heads' instructional leadership skills then the second part covered the emotional competencies of the school heads. Both parts were subjected to content validity testing by a group of instructional leadership specialists, including school heads and education program supervisors as well as researchers, whose comments and ideas were sought. For the third part, the teacher-respondents provided their performance rating for the School Year 2021-2022 based on the Individual Performance Commitment and Review Form (IPCRF).

2.4 Evaluation and Scoring

A 4-point Likert scale was used to measure the level of school heads' instructional leadership and emotional competencies as assessed by the teacher-respondents. For the teacher's level of work performance, the IPCRF which is a national assessment tool used to rate the public school teachers in the Philippines for their accomplishment for the school year was used.

2.5 Statistical Treatment of Data

Frequency and percentage distribution was used to describe the respondents' work performance using IPCRF. Weighted mean was used to describe the level of school heads' instructional leadership skills and their level of emotional competencies. Pearson product-moment correlation coefficient was utilized to determine the a) relationship between the school heads' instructional leadership skills and emotional competencies; b) relationship between the school heads' instructional leadership skills and teachers' work performance; and c) relationship between school heads' emotional competencies and teachers' work performance.

3. Results and Discussion

Table 1. School Heads' Level of Instructional Leadership Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. He/She exhibits good practice in the review, contextualization, and implementation of learning standards to effectively assist teachers in making curriculum relevant for learners.	3.74	Very High	1
2. He/she makes it possible for the teachers to take advantage of professional development opportunities like seminars and training.	3.71	Very High	2
3. He/She encourages the teachers to pursue further studies and empowers teachers to become leaders themselves.	3.67	Very High	3.5
4. He/she updates and encourages the teachers to conduct action research to discover solution to problems encountered in the classroom.	3.64	Very High	6.5



5. He/she stays current on educational trends and resources then influences the teachers to adopt and innovate.	3.67	Very High	3.5
6. He/she encourages teamwork for better teaching.	3.66	Very High	5
7. He/She encourages teachers to impart their best practices in teaching and classroom instruction.	3.63	Very High	8.5
8. He/She suggests, orders, or authorizes the acquisition of instructional materials, resources, equipment, and visual aids tailored to satisfy the educational needs of learners.	3.62	Very High	10
9. He or she often uses a wide range of communication and sharing skills to share information and resources, such as school-based training to help teachers do a better job.	3.50	Very High	19.5
10. He/she checks instructional equipment for repairs.	3.63	Very High	8.5
11. He/she collaborates with colleagues to gather, evaluate, and share data on professional learning's influence on teaching and student learning.	3.61	Very High	11
12. He/she organizes teacher training programs and conferences on new classroom procedures, instructional materials, equipment, and teaching aids.	3.58	Very High	14.5
13. He/She empowers the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment.	3.54	Very High	16
14. He/she offers professional knowledge and abilities to discover successful instructional techniques and lesson plan aspects for teaching and learning.	3.53	Very High	17.5
15. He/She exhibits good practice in providing technical assistance to teachers to develop quality practices consistent with teaching standards and pedagogies within and across learning areas.	3.53	Very High	17.5
16. He/She exhibits skills in effectively using validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	3.50	Very High	19.5
17. He/She leads initiatives on the innovative use of learning assessment	3.58	Very High	14.5



tools, strategies, and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.			
18. He/She institutionalizes effective monitoring and evaluation processes and tools to promote learner achievement.	3.60	Very High	12
19. He/She institutionalizes integration of career awareness and opportunities into the school curriculum and all other learning experiences.	3.59	Very High	13
20. He/She assists the teachers in reflecting and identifying their weaknesses and turn them into strengths.	3.64	Very High	6.5
Average	3.61	Very High	

Table 1 shows the school heads' level of instructional leadership skills. Specifically, this means that the respondents believe that their school heads demonstrate best practices in reviewing, contextualizing, and implementing learning standards in order to successfully help teachers in making content relevant for learners (3.74). Specifically, this means that their school heads enable teachers to participate in professional development activities like as seminars and training (3.71). The respondents also believe that their school heads encourage teachers to continue their education and empower them to become leaders themselves (3.67) and they remain up to date on educational resources and trends, which lead the teachers to adapt and innovate (3.67). The respondents also see the fact that their school heads promote teamwork for better teaching (3.66) and they provide updated information and motivate teachers to engage in action research to find solutions to issues they experience in the classroom. (3.64) and they also help teachers evaluate, pinpoint their areas of weakness, and transform those areas into strengths. (3.64).

In addition, the respondents believe that their school heads encourage instructors to share their finest teaching and classroom instruction strategies, which demonstrates that their school heads have very high levels of instructional leadership skills. (3.63). The results also show that the school heads they check the instructional equipment for repairs (3.63). They also believe that the school heads recommend, order, or sanction the purchase of instructional materials, resources, equipment, and visual aids designed to meet the educational needs of students. (3.62). The respondents also believe that their school heads serve as leaders who engage with colleagues to collect, evaluate, and share data on the impact of professional learning on teaching and student learning. (3.61) and that they provide excellent monitoring and assessment systems and tools to support learner success. (3.60). The respondents also strongly agree that they formalize the incorporation of career awareness and opportunities into the school curriculum as well as all other learning experiences. (3.59). The results also show that according to the respondents, their school heads lead activities to ensure responsibility in reaching greater learning outcomes through the innovative use of learning assessment methods, tactics, and results that are aligned with curriculum requirements. (3.58) and they plan teacher education programs and conferences on innovative classroom methods, instructional materials, equipment, and teaching aids (3.58).

Furthermore, the respondents believe that their school heads empower the entire school community to promote and maintain a learner-friendly, inclusive, and healthy learning environment (3.54). They also believe that their school heads provide professional knowledge and abilities in order to create effective instructional approaches and lesson plan features for teaching and learning (3.53) and demonstrate best practices in technical assistance to teachers in developing excellent practices that are aligned with teaching standards and pedagogies inside and across learning domains (3.53).

It is worth noting that a high level of instructional leadership skills among school heads as perceived by the respondents because they frequently employ a variety of communication and sharing abilities to exchange information and resources, such as school-based training to assist teachers in doing better (3.5). They also believe that their school heads demonstrate proficiency in leveraging validated feedback acquired from students, parents, and other stakeholders to help teachers improve their performance (3.5).

To sum up, the school heads' level of instructional leadership skills is very high as shown by the overall weighted mean of 3.61. This shows that the school heads in the City Schools Division of Biñan City possess the required instructional leadership qualities for a school leader. They demonstrate good practice in reviewing, contextualizing, and putting learning standards into practice to help teachers effectively make content relevant for students. They enable the teachers to benefit from opportunities for professional growth including seminars and training. They motivate the teachers to continue their education and give them the tools they need to succeed as leaders and they also keep abreast of new educational tools and trends, which they use to convince teachers to adopt and innovate.

The results also imply that despite the second wave of COVID-19 pandemic during the SY 2021-2022, the school heads remain to have very high instructional leadership skills. Teachers at that time were reluctant to teach face-to-face, but school leaders improved their presence and communication, kept their composure in the face of uncertainty, showed flexibility, empathy, and patience, were aware of their students' technical capabilities, and took a systems-based approach to instructional leadership. This movement was also supported by DepEd Order No. 012 s. 2020, "Adoption of Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the light of COVID-19 Public Health Emergency. DepEd used a variety of learning delivery modalities (LDMs) to maintain the availability of learning opportunities for its learners while preserving the health and safety of both its learners, teaching, and non-teaching staff. Also, DepEd Order No. 32 s. 2020 which reaffirmed the DepEd's commitment to maintaining the state-mandated unhindered provision of basic education services to its learners and the community.

The results support the findings of Ng's (2019) study which emphasized one of the main instructional leadership strategies in a typical Singapore classroom for primary learners: school heads exercise consistent instructional leadership. If this is the case, outstanding leadership can have a significant impact and transform schools into high-performing institutions. Depending on the leader's suitability and talents, various leadership techniques can be applied in schools.

The findings also support the study of Gumus (2021) who emphasized the importance of having unique procedures for evaluating, assessing, and practicing instructional leadership that are customized to the context of a specific society. Waheed et al. al (2020) highlighted the importance of school leaders in the development of their institutions and leaders. School leaders in high-performing and excellent schools use a variety of leadership styles. They adapt their leadership styles to the needs and circumstances.

According to Mwihaki, et al. (2019), teachers engage in professional development as part of their professional development process. Teachers gain knowledge, confidence, new

views, and new skills throughout professional development that they can use to enhance the teaching and learning process. Since the school heads are the teachers' direct superiors, it is their responsibility to see to it that their professional development is encouraged with the goal of raising the learners' academic performance.

Table 2. School Heads' Level of Emotional Competencies

Indicators	Weighted Mean	Verbal Interpretation	Rank
From one school head to another			
1. He/She can encourage other school heads both private and public to support the school.	3.57	Very High	1
2. He/She has a harmonious relationship with other School Heads in the Division.	3.48	Very High	2
3. He/She mentors fellow school heads in attaining learner achievement and in attaining other performance indicators to promote accountability within and beyond school contexts.	3.31	Very High	4
4. He/She can establish connections with other School Heads across the country.	3.46	Very High	3
Average	3.45	Very High	1
School head to teacher			
1. He/She is approachable to attend to the teachers' work-related issues and concerns.	3.51	Very High	1
2. He/She is open to constructive criticism from the teachers.	3.49	Very High	2.5
3. He/She has a good rapport with the teachers.	3.29	Very High	5
4. He/She can work under pressure with the teachers.	3.30	Very High	4
5. He/She deals with teachers' mistakes professionally.	3.49	Very High	2.5
Average	3.42	Very High	3
School head to stakeholders			
1. He/She exhibits skills in strengthening the relationships with authorities, colleagues, parents and other stakeholders to sustain an enabling and supportive environment for learners.	3.66	Very High	1
2. He/She leads concerted efforts among stakeholders to develop and implement effective learner discipline policies to support learner growth and whole school	3.45	Very High	2
3. He/She leads the community, including parents, alumni, authorities, industries, and other stakeholders in creating collaborative actions to solve complex issues in learner development, as well as school and community improvement.	3.30	Very High	5
4. He/She creates a culture of inclusivity in the school and the community through practices such as gender sensitivity, physical and mental awareness,	3.33	Very High	4



and cultural responsibility to promote and strengthen awareness, acceptance, and respect.			
5. He/She exhibits skills in communicating effectively in speaking and in writing to teachers, learners, and parents, and other stakeholders to facilitate information sharing, collaboration, and support, and to ensure positive use of communication platforms within and beyond school.	3.39	Very High	3
Average	3.43	Very High	2
School head to learners			
1. He/She is familiar with the learners and motivates them to do well in their studies.	3.45	Very High	1
2. He/She is sensitive to the learner's needs and act on them accordingly.	3.29	Very High	3
3. He/She is supportive with student-related activities.	3.26	Very High	4
4. He/She makes fair decisions related to student disciplinary actions and informs parents when necessary.	3.36	Very High	2
Average	3.34	Very High	4
Overall Weighted Mean	3.41	Very High	

Table 2 shows the school heads' level of emotional competencies. In terms of their relationship with their fellow schools heads, the respondents believe that their school heads have a very high level of emotional skills with a weighted mean of 3.45. In detail, according to the respondents, they believe that their school heads motivate fellow school heads both from private and public to support their school (3.57), they also have a good rapport with other school heads in the Division (3.48), they can establish connections with other school heads across the country (3.46) and they can advise other school heads in achieving learner achievement and other performance indicators in order to enhance responsibility inside and outside of school environments. (3.31).

Meanwhile, in terms of the school heads relationship with the stakeholders, the school heads show a very high level emotional skills with an average weighted mean of 3.43. In particular, the respondents believe that their school heads demonstrate ability to strengthen relationships with authorities, coworkers, parents, and other stakeholders in order to maintain an enabling and supportive environment for learners (3.66). They also see that their school heads lead collaborative efforts across stakeholders to establish and execute effective learner discipline policies that promote learner growth and whole-school success. (3.45). The school heads also possess good communication skills in both speaking and writing to teachers, students, parents, and other stakeholders to allow information exchange, collaboration, and support, and to ensure beneficial usage of communication platforms within and outside of school (3.39). The respondents also believe that the school heads' promote and strengthen awareness, acceptance, and respect in the school and society, and they also practice gender sensitivity, physical and mental awareness, and cultural responsibility (3.33) and that they lead the community, including parents, alumni, authorities, companies, and other stakeholders, in

developing joint activities to address difficult issues in learner development and school and community improvement (3.30).

Then, in terms of the school heads relationship with the teachers, the school heads show a very high level emotional skills with an average weighted mean of 3.42. Specifically, the respondents find their school heads approachable in terms of attending their teachers' work-related issues and concerns (3.51). They also believe that their school heads are open to constructive criticism from the teachers (3.49) and that they deal with teachers' mistakes professionally (3.49). The results also show that according to the respondents, they see that their school heads can work under pressure with the teachers (3.30) and that they have good rapport with the teachers (3.29).

Lastly, it is also worth noting that in terms of the school heads relationship with the learners, the school heads show a very high level emotional skills with an average weighted mean of 3.34. In particular, the respondents believe that the school heads are familiar with the learners and motivates them to do well in their studies (3.45) and that they make fair decisions related to student disciplinary actions and inform parents when necessary (3.36). Although the school heads are sensitive to the learner's needs and act on them accordingly (3.29), they also show support when it comes to student-related activities (3.26).

To sum up, the school heads have a very high level of emotional competencies with an overall weighted mean of 3.41. This means that the teachers saw their school heads' efforts in adapting best practices done by other school heads. For instance, school heads would ask one another about how they facilitate the collection of learners' output. If they find something effective, then they would implement it in their school as well.

According to Branch as cited by Ruggirello (2021), school heads are keen to network with their peers and share knowledge in order to understand how others are adjusting to the pandemic's effects. They use social networking sites, book clubs, and other forums to do this. The findings also mean that the school heads knew their teachers very well. This is an important aspect of instructional leadership because a school head must be good at identifying the strengths and weaknesses of his/her teachers and use these in assigning them for ancillary tasks like coordinator and committee heads. When teachers are properly assigned to something they are interested to, they would definitely enjoy doing the assigned tasks. If the school heads communicate the expectations to the teachers very well, they would be able to build an interpersonal trust and respect with one another.

This was also supported by Meador (2019), who said that a teacher's and principal's relationship can occasionally be contentious. By nature, a school head would usually adjust himself or herself depending on the situation. Depending on what a teacher requires to reach their full potential, they can be helpful, demanding, encouraging, reprimanding, elusive, ubiquitous, and a wide range of other things. Teachers must understand that the school head will take on whatever responsibilities are required to support their professional development. The results also mean that the largest stakeholder in the educational system is the community as a whole. This is because schools prepare upcoming workers, entrepreneurs, and civic leaders. By preparing the learners to be productive community members, a solid educational program strengthens communities. Every member of a community has a stake in the local educational system, and each stakeholder has a unique and important role to play in promoting the educational system.

Also, the teachers usually observed that school heads would oftentimes involve the Parents-Teachers Association when it comes to consultation and planning of school activities. This is just one of the many strategies that school heads can use to improve the whole culture of a school. The learners as well will have more opportunities to succeed, by involving teachers,

staff, parents, and community stakeholders in leadership and decision-making processes (Southern Illinois University Edwardsville, 2021).

This results also show that teachers appreciate the school heads who are very supportive when it comes to learners’ activities. As most of the school calendar is devoted for learning, when opportunities for the learners come such as journalism contest, sportsfest, and others, teachers would appreciate it if school heads would show full support because when these learners win competitions, they also carry the name of the school. That is why they should pay attention to their concerns, give them opportunity and support, and make sure they are recognized for their efforts and commitment to the school.

This also means that even during the pandemic school heads were able to handle stressful situations emotionally and professionally such as when school heads were bombarded by teachers, parents, stakeholders and the community with a lot of onsite and online questions on how education at that time was going to continue, how to make teachers not to feel stressed when they were required to report to school to collect the learners’ output and how to make the teachers not to feel burned out when pile of papers from modular distance learners were collected for assessment.

The findings demonstrated the significance of having school heads with strong emotional competencies while dealing with their colleagues, instructors, stakeholders, and learners. The findings are comparable to the findings of Poirel et al (2019). All of which tried to investigate the school heads’ instructional leadership and emotional competencies of school principals, with a focus on stress, rage, and happiness. Leadership was predicted by the ability to deal with stress and communicate positive emotions.

Also, the study of Jackman-Ryan, et al. (2022) revealed that school heads exhibited important emotional skills in self-awareness, self-regulation, social awareness, and relationship management during the pandemic.

Table 3. Level of Work Performance among Public School Teachers

Level of Work Performance	Frequency	Percentage
Outstanding (4.500 – 5.000)	206	80.47
Very Satisfactory (3.500 – 4.499)	50	19.53
Total	256	100.00

Table 3 shows the level of work performance among public school teachers. It can be seen that a total of 206 of the respondents received a 4.500 to 5.00 range of scores in their IPCRF; thus, they were classified as having an Outstanding level of work performance with an equivalent percentage of 80.47. This means that the teachers’ work performance shows a high level of achievement and dedication in terms of quality and time, technical skills and knowledge, innovation, creativity, and initiative. This also implies that their performance level should have exhibited great work mastery in all areas of responsibility, as well as exceptional achievement and contributions to DepEd.

On the other hand, 50 of the respondents have received a 3.500 to 4.499 range of scores in their IPCRF; thus, they were classified under Very Satisfactory level of work performance with an equivalent percentage of 19.53. This means that performance was better than anticipated. It also implies that all targets, goals, and objectives were met with greater success than expected.

The results imply that majority of the respondents have outstanding work performance. This means that despite the COVID-19 pandemic where teachers were labeled as lazy and not working, they were able to prove the accusations wrong. In fact, they served as one of the frontrunners in education. They were able to show that they work hard in making sure that the learners were able to gain the desired most essential learning competencies even if there were no conduct of face-to-face classes. They managed the demands and pressure of work such as preparation of weekly lesson logs, weekly home learning plans for the learners; reproduction, distribution and retrieval of modules; retrieval, checking, and recording of learners' output, and computation of grades. Along with these were the numerous trainings and seminars that were conducted online to cope with the current demands of the situation. Thus, in terms of quantity and time, technical expertise and knowledge, inventiveness, originality, and initiative, performance denoted a very high level of achievement and commitment among the teachers. Although the teachers were given an alternative work arrangement, working at home entailed working related to the job and at the same time doing household chores. However, these did not hinder the Junior High School teachers in the City Schools Division of Biñan City from performing their duties and responsibilities well.

The findings are comparable to those of Kaditong's (2018) study, which revealed that Region XII's teachers are highly rated for performance. According to the seven categories of the competency-based appraisal system for teachers, teachers exhibit a high level of performance-related skills, abilities, initiative, and productivity, exceeding standards in many areas of teaching performance. As indicated also in the study of Kaplan & Kaplan (2018), they indicated that people who were really committed to their jobs have a strong desire to remain in such positions rather than leave them. Their study supported the notion that sustained commitment is related to job performance.

This implies that the teachers in City Schools Division of Biñan City Junior High School level develop and maintain high level of performance since majority of the Junior High School teachers were rated Outstanding in their 2021-2022 IPCRF. The Schools Division Office of Biñan City may provide incentives such as certificates of recognition and if possible other prizes such as gift checks sponsored by companies. These certificates may be given during school-based awarding for teachers' hard work, effort, commitment and dedication in teaching.

Table 4. Relationship between the School Heads' Level of Instructional Leadership Skills and their Level of Emotional Competencies

Emotional Competences	Pearson r value	p-value	Interpretation
From one school head to another	0.543** Moderate correlation	0.000	Significant
School head to teacher	0.475** Moderate correlation	0.000	Significant
School head to stakeholders	0.395** Low correlation	0.000	Significant
School head to learners	0.453** Moderate correlation	0.000	Significant
Overall	0.544** Moderate correlation	0.000	Significant

**Significant @ 0.01

As reflected on Table 4 was the relationship between the school heads' level of instructional leadership skills and their level of emotional competencies with an overall Pearson r value of 0.544** that signified a moderate correlation. The p-value of 0.000 was lower than the test of significance at 0.01 that implies that there is enough evidence to reject the null hypothesis indicating that there is a significant relationship between the two variables. This means that the higher the level of school heads' instructional leadership skills, the higher the level of emotional competencies.

In detail, the emotional competencies related to the school heads' relationship with other school heads, a Pearson r value of 0.543*** was obtained that signified a moderate correlation. Then in terms of school head to teacher, a Pearson r value of 0.475*** was obtained that also signified a moderate correlation. When it comes to the school heads' emotional competencies related to stakeholders, a Pearson r value of 0.395*** was obtained that indicated a low correlation which is interpreted as significant. Then, when it comes to school head to learners, a Pearson r value of 0.453*** was obtained which also indicated a moderate correlation.

The findings support the study of Gomez-Leal et al. (2021) which showed that self-awareness, self-management, and empathy are the most frequently employed abilities and competencies in leadership, and emotional competencies is essential for this. In addition, it is made abundantly obvious in the research that a leader's ability to forge reliable connections plays a critical role in the growth of teachers' job happiness and productivity. These results imply that they can assist in informing the development of effective pre-service programs for aspiring leaders and in-service programs for school heads.

It can be inferred further that teachers benefit from the school heads' competency, which is a favorable reflection. The performance of the teachers increases with the school heads' level of competence (Salmah et al., 2020).

Table 5. Relationship between the School Heads' Level of Instructional Leadership Skills and the Teachers' Work Performance

	Pearson r value	p-value	Interpretation
School Heads' Level of Instructional Leadership Skills and the Teachers Work Performance as assessed by the Respondents	0.122 Low correlation	0.050	Significant
Significance level @ 0.05			

For the relationship between the school heads' level of instructional leadership skills and the teachers' work performance, the findings showed an obtained Pearson r value of 0.122 implying low correlation while the p-value of 0.05 which was equal to the test of significance at 0.05 showed that there is a significant relationship between the variables. This implies that there is enough statistical evidence to reject the null hypothesis implying that there is a significant relationship between instructional leadership skills and teachers' work performance. The results imply that when the school head demonstrates a high level of instructional leadership skills, the teacher's work performance becomes better.

The results support the study of White (2021) where he emphasized that as school heads' responsibilities increase, they must come up with new strategies to help their teachers advance and enhance student learning because they are no longer in control of what takes place in the

classroom. This is the very reason why Master Teachers are empowered by the school heads to ensure that they are able to provide appropriate technical assistance to the teachers when it comes to curriculum and instruction.

In addition, the Department of Education (DepEd) is dedicated to giving its employees the chance to: connect their own accomplishments with the institution's vision and mission; encourage teamwork, involvement, and commitment; and advance both professional and personal growth. DepEd adopts a Results-Based Performance Management System (DO 2 s. 2015) in accordance with this philosophy. It is a joint effort that enables open communication about job requirements, key results areas, goals, and how they match to overarching departmental goals. It offers a forum for consensus on performance standards and conduct that promote professional and personal development inside the organization.

The findings also support Urick and Bowers (2019) where school heads view instructional leadership in schools as encompassing a variety of elements, including goal-setting, professional growth, and instructional monitoring. The teachers, on the other hand, have a different perspective that has nothing to do with the school head's viewpoint.

Table 6. Relationship between the School Heads' Level of Emotional Competencies and Teachers' Work Performance as assessed by the Respondents

Emotional Competence	Pearson r value	p-value	Interpretation
From one school head to another	0.030 Negligible correlation	0.630	Not Significant
School head to teacher	0.123 Low correlation	0.050	Significant
School head to stakeholders	0.076 Negligible correlation	0.224	Not Significant
School head to learners	0.090 Negligible correlation	0.150	Not Significant
Overall	0.093 Negligible correlation	0.139	Not Significant
Significance level @ 0.05			

Table 6 shows the relationship between the school heads' level of emotional competencies and the teachers' work performance with an overall Pearson r value of 0.093 that shows a negligible correlation. The probability value of 0.139 was higher than the test of significance at 0.05 which shows that there was no significant correlation between the school head's level of emotional competencies and the teachers' work performance.

In particular, the emotional competencies related to the school heads' relationship with other school heads, obtained a Pearson r value of 0.63 with p-value of 0.630 signified a negligible correlation which can be interpreted as not significant. When it comes to the school heads' emotional competencies related to stakeholders, a Pearson r value of 0.076 with p-value of 0.224 was obtained that indicated a negligible correlation which is interpreted as not significant. Then, when it comes to school head to learners, a Pearson r value of 0.090 with p-value of 0.150 was obtained that indicated a moderate correlation which is interpreted as not significant.

It is worth noting that in terms of school head to teacher, it obtained a Pearson r value of 0.123 with p-value of 0.050 signified a low correlation which means significant. It means that the higher the school heads' level of emotional competencies from school head to teacher the higher the teachers' work performance. School heads whom they can approach and open

their difficulties and challenges in the profession. Similarly, if the school heads can sympathize and empathize with their teachers, it would be easier to understand their needs and sensibilities, they may even act as inspiration for the teachers. If the school heads can earn the teachers' trust and respect, it will be much easier for the school heads to lead them by good example.

The results were similar to the findings of Beyteykin (2021) where a high degree of emotional competency is necessary for successful school heads' instructional leadership. If the school heads lack the emotional competency abilities, even with excellent training, keen, analytical mind, and endless supply of brilliant ideas, they may not become great leaders. The study of Chen et. al. (2021) supported the hypothesis that school heads' instructional leadership style and emotional intelligence are key determinants of how effectively instructors deliver content. Due to the inclusion of the emotional intelligence component for enhancing teaching practice and assessing the performance of the school heads, the findings are very intriguing.

4. Conclusions

Based on the findings of the study, the study conclusions were drawn: Junior high school heads in Biñan City have a very high level of instructional leadership skills and emotional competencies. Majority of the teacher-respondents belong to Teachers I to III category and received Outstanding rating that ranges from 4.500 – 5.000. The higher the level of instructional leadership skills, the higher the level of emotional competencies of school heads and the higher the level of school heads' instructional leadership skills, the higher the level of teachers' work performance. However, no relationship was found between the school heads' level of emotional competencies and teachers' work performance except for school head to teacher emotional competence which was significantly related to teachers' work performance. The proposed action plan is ready for validation, implementation, monitoring, and evaluation.

4.1 Recommendations:

The following recommendations were based on the findings and conclusions of this study: The Department of Education should create an evaluation tool designed for the teachers to assess their school heads in terms of instructional leadership. This will become a feedback mechanism for the teachers to communicate their needs to their school heads in terms of leadership and governance and curriculum and instruction.

School Heads should find time to talk to their teachers one by one. This can be done in a form "Kumustahan" where teachers would feel more welcome to open their difficulties and challenges encountered in teaching the learners. This will also provide the School Heads an opportunity to extend assistance to the teachers by giving advices and recommendations on how to handle their situation.

The school heads should also establish school-based recognition programs that are aligned with the City Division of Biñan City's Gawad Sinaglaya's criteria (a Division-based recognition program aimed to recognize outstanding performance of teaching and non-teaching staff) for the teachers to keep them motivated in their work.

The Office Performance Commitment Review Form (OPCRF) which is used by school heads should also be disseminated to the teachers so that they will have an awareness about how school heads are rated and to show transparency in the discussion of work requirements, KRAs, and objectives, and how these relate to the overarching departmental goals.

The school heads should conduct multiple intelligence survey among the teachers and get to know more of their interests, skills, talents and abilities. Doing this, will allow the school



heads to assign the teachers in ancillary tasks such as chair in committees, clubs, and other ancillary tasks that they will enjoy doing.

School Heads should conduct unannounced class observations at least once a quarter among all the teachers' classes (since most of the observations are done announced). Then conduct post conference with the teachers after their observation to discuss what were observed such as the teachers' strengths and weaknesses in teaching. The focus, however, should be on the teachers' weaknesses and how they can be improved.

There should be more opportunities for the school heads and teaches to build rapport with one another. This can be done through team building activities yet integrated using the School Learning Action Cell.

The City Schools Division of Biñan City to approve and implement the proposed action plan and help the school heads develop further their instructional leadership skills and strengthen their emotional skills and build camaraderie among the teachers.

The future researchers may duplicate the study. Instead of the teachers, they may include the master teachers as another variable to consider since they are the one's directly connected to the school heads in terms of school-based management of curriculum and instruction. To further validate the results of this study, future researchers may use the result of this study in conducting qualitative research which looks into the narratives and lived experiences of teachers and school heads as regards instructional leadership and emotional competencies. Then, quantitative researchers may conduct similar studies including the profile of teachers like their age, gender, educational attainment, and length of service.

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