

ASSESSING THE INSTRUCTIONAL LEADERSHIP COMPETENCE AMONG PRIVATE SENIOR HIGH SCHOOL ADMINISTRATORS IN JOLO: TEACHERS' PERSPECTIVES

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ABSTRACT. Using a descriptive-correlational research approach, this study assessed teachers' perceptions of the instructional leadership proficiency of Jolo's private senior high school administrators. The study used a variety of analytical techniques, including frequency analysis, percentages, weighted means, standard deviations, Pearson's correlation, t-tests, and ANOVAs, using 100 instructor respondents chosen through purposive sampling. While taking into account demographic factors like age, gender, civil status, length of service, and educational attainment, the assessment concentrated on key domains: defining the school's mission, managing the instructional program, and fostering a positive learning environment. The results showed that most respondents were between the ages of 26 and 35, mostly female, single, had limited service (5 years or less), and held bachelor's degrees. With an overall 'Agree' grade across all categories, the instructional leadership competency was generally regarded favorably. Interestingly, there were no appreciable differences in views based on demographic disparities. Respondents' perceptions and instructional leadership competency showed a substantial positive link, which is consistent with integrated leadership models by Burns (1978) and Hallinger and Murphy (1985). The results imply that instructional leadership is a comprehensive process that successfully connects theoretical objectives with real-world classroom situations through the integration of visionary planning and day-to-day operations. In order to guarantee that classroom procedures meet the high standards required in private institutions, the study emphasizes the significance of cultivating a culture of continual development and a supportive environment.

KEYWORDS: *Instructional Leadership, Daily Operational Management, Practical Reality, Theoretical Institutional, Classroom, Private Institution*

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INTRODUCTION

In the context of education, instructional leadership is widely acknowledged as a crucial component in establishing a productive teaching and learning environment, which has a substantial impact on student performance and overall school improvement initiatives at all educational levels. With the introduction of the Senior High School (SHS) curriculum, which aims to prepare graduates for further study, work, or entrepreneurship, this function has grown in importance in

the Philippines (Department of study, n.d.). According to Acosta et al. (2022), private schools in the Philippines—including those that offer SHS—enjoyed a certain amount of autonomy but faced particular difficulties as they attempted to strike a balance between academic excellence, financial stability, and competitiveness, making effective instructional leadership crucial.

According to research conducted worldwide, one of the most significant school-based elements influencing student learning is instructional leadership (IL) (Leithwood, Harris, and Hopkins 2020). In the Philippine context, the Department of Education (DepEd) highlighted the role of school heads as instructional leaders who drive teacher growth, curriculum innovation, and learner-centered education (Department of Education, 2022).

Administrators of private senior high schools in geographically remote and culturally varied places like Jolo, Sulu, have additional difficulties, such as little resources, a wide range of teacher qualifications, and the requirement to adjust to local contextual and cultural constraints. According to Herawati and Tjahjono (2020), a school leader's competency is dependent on both professional experience and the capacity to adjust to the unique requirements and school environment.

The United Nations Sustainable Development Goal (SDG) 4, which aims to promote inclusive, equitable, and high-quality education by enhancing teacher performance and leadership capacity, also serves as the foundation for this study. Despite the significance of instructional leadership, there is a lack of study on the precise evaluation of instructional leadership proficiency among Jolo's private senior high school administrators from the viewpoint of the instructors. Studies on private senior high schools in the local setting of Jolo are still few, whilst more general studies concentrate on public schools or primary levels. The need for a localized evaluation of administrators' instructional leadership skills from the viewpoint of teachers was brought to light by this disparity. Identifying strengths, resolving issues, and directing school development projects may all be aided by an understanding of teachers' perspectives.

In light of these considerations, it was pertinent and essential to assess the instructional leadership proficiency of Jolo's private senior high school administrators from the viewpoint of the instructors. The study's findings improved instructional leadership strategies in private schools, raising the standard of education in the area as a whole.

LITERATURE

According to the findings of Adalia, H.G., Áo, A.C., Eustaquio, M.T.L., et al. (2025), instructional leadership is generally defined as a set of leader activities that explicitly focus a school on teaching and learning (framing goals, supervising instruction, monitoring student outcomes, and developing teacher capacity). This idea is in line with the findings of this study. It is characterized by its function to elicit humor by highlighting disparities in knowledge, competence, or social standing, ultimately presenting a sense of superiority for both the perpetrator and the audience. The operationalization of instructional leadership in teacher-perception studies is still based on Hallinger and Murphy's conceptual work and measurement of instructional/"instructional management."

In line with the findings of Chavez, Salvaleon, Suazo, et al. (2024), country-level and cross-context studies frequently report that teachers identify the most visible and valued leadership practices as: setting clear instructional goals, classroom observation and feedback, providing professional development, and including teachers in decision making. Teachers perceive deficiencies in these practices as gaps in administrator competence. According to al. (2026), resilience, optimism, empathy, and thankfulness in particular were crucial psychological qualities for leaders. These qualities made it possible for leaders to overcome institutional barriers, maintain inclusive programs over time, and adjust to change, opposition, and learner variety. These results

reveal themes that are consistent across cultural contexts regarding the qualities that educators value most.

When evaluating instructional leadership competency, teachers' perspectives are crucial. Teachers see firsthand how school administrators oversee instruction, give feedback, and foster professional development (Aydın & Kıranlıöngör, 2018). The results of Nazareth, Chavez, Dusaban, et al. are consistent with this theory. al. (2026) This personal motivation resulted in active participation in research, professional development, and the regular application of inclusive, equity-focused teaching techniques. Teachers indicated a strong sense of purpose in their job, frequently characterizing teaching as a moral commitment that contributes to the formation of future citizens. As a result, their ideas reflect how leadership is actually implemented rather than how it is formally documented. Additionally, Banua, Iglesia, and Muarip (2022) emphasize that a more realistic assessment of leadership effectiveness is produced by matching administrators' self-assessed competence with instructors' real experiences.

The findings of De Leon, Jumalon, Chavez, et al. support Hallinger's (2020) assertion that contemporary instructional leaders need to be proficient in curriculum alignment, teacher development, and fostering learning-focused school environments. al., (2024) teachers that are not well-versed in implementing inclusive education in their classrooms, and the respondents had differing opinions regarding inclusivity in the classroom, including personalized instruction, a welcoming environment, and equal chances. This lends credence to the notion that persistent, observable behaviors—rather than positional authority—are the best way to demonstrate competence.

Torrato, John B. (2023) conducted a study titled "Teachers' Perceptions on Instructional Leadership: Drawing Implications for Professional Development Program for Instructional Leaders," which investigated how instructors in a Philippine private basic education institution perceive their school administrators' instructional leadership strategies. In order to bridge the gap between academic preparation and workplace readiness, the study focused on teachers' perspectives regarding leaders' responsibilities in defining school goals, supervising instructional programs, fostering a positive school environment, and ensuring adequate teaching resources. This idea is consistent with the findings of Chavez, Valencia, Diamante, et al. (2025). The findings indicated that instructors tended to respect leaders that use assessment tools to track progress toward institutional goals, encourage effective use of instructional time, communicate performance outcomes, and offer chances for professional development. Despite differing opinions, there was broad consensus regarding the significance of leaders exhibiting successful strategies and assisting educators in their professional growth. In the end, the study suggested creating focused professional development programs to enhance instructional leadership abilities in private school settings.

The first dimension of the instructional leadership conceptual framework is the focus of Noorjamatulurul Rasdi and Muhammad Khairulsyahmi Khamis' (2018) study, Instructional Leadership Perspective of Private Schools' Mission Definition. The first component of the framework that describes how school administrators use instructional leadership to establish the school's objectives is defining a school mission. In this dimension, there are two constructs. Framing the school's objectives is the first construct, and communicating those objectives is the second. These two concepts are the main focus of this study, but it also focuses on the academic objectives of the school. The findings are used to examine how private school administrators differ significantly in their use of instructional leadership to establish the academic objectives of their institutions. The study's conclusion demonstrates that Kuala Lumpur and Selangor private school

administrators are using instructional leadership to establish the academic objectives of their institutions.

Banua, E. I. The study "School administrators' instructional leadership: Basis for pedagogical enhancement" was carried out by et al. in 2022. They claim that strong leadership is necessary for any organization, including school organizations. In addition to setting the school's direction and overseeing its overall operations, school heads should be strong leaders who can foster a sense of community within the school. The purpose of this paper is to assess the principals' proficiency in instructional leadership, learning environments, human resource management and development, parent involvement, and operations. The study's conclusions demonstrate that the respondents' instructional leadership is adequate. According to this study, school principals should keep demonstrating excellent instructional leadership that will improve student outcomes.

Suyitno, S. The study "Teachers' work motivation in terms of principal's leadership and school culture" was carried out in 2023. Using SEM, this quantitative study of 220 Indonesian teachers examined the direct and indirect effects of school culture and principal leadership on teachers' motivation at work. The results showed that principal leadership significantly improves school culture, which in turn improves teacher motivation. The authors associate increased teacher motivation with leadership behaviors, specifically mission framing, instructional supervision, and professional development. The study emphasizes the role of leadership practices in motivating teachers, a pertinent related construct for the current study, even though it does not solely focus on instructional leadership competence. Contextual relevance is increased by the region's closeness to the Philippines.

METHODS

1. Research Design

In order to ascertain the degree of instructional leadership competence among private senior high school administrators as perceived by the teachers at Jolo, the researcher used a descriptive-correlational research design. According to Polit and Beck (2018), descriptive correlational research examines the relationships between variables, describing the degree to which they are related but not attempting to explain why.

2. Research Locale

This study was carried out among Jolo's private schools. In particular, Southwestern Mindanao Islamic Institute is situated in Serantes Jolo, Sulu; Notre Dame of Jolo College is located at Bus-Bus, Jolo, Sulu; and Sulu College of Technology, Inc. is located at Moore Avenue Alat, Street, Jolo, Sulu.

3. Participants of the Study

Teachers working in private senior high schools in Jolo, such as the senior high school department at Sulu College of Technology, Inc., which employs 120 teachers; the senior high school department at Notre Dame of Jolo College, which employs 40 teachers; and the senior high school department at Southwestern Mindanao Islamic Institute, which employs 10 teachers. One hundred (100) teachers from three private senior high schools were chosen as responders from the 170 total population. For the academic year 2025–2026, these chosen respondents were employed by their respective institutions.

4. Sampling Procedure

In this study, a purposive sampling technique was used. Based on the teachers' availability, representatives of one hundred (100) samples were specifically selected. To guarantee the presentation of age, gender, civil status, level of education, and length of service, purposive sampling was used. Purposive sampling, according to John W. Creswell (2018), is a method in which the researcher deliberately chooses people or locations that can best aid in understanding the main phenomenon.

5. Research Instrument

Teachers' perceptions on instructional leadership in a private basic education school (Philippines), a study by Torrato, J. B. (2023) published in the International Journal of Learning & Teaching, was the source of an adapted questionnaire used in the study. There were two components to the instrument. A five-point Likert scale was used to measure the degree of instructional leadership in terms of defining the school's mission, managing the program, and fostering a positive school environment. Part 1 included the respondents' demographic profile, which included age, gender, civil status, educational attainment, and length of service. Part 2 comprised ten (10) statements, each of which was rated as 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), and 1.

6. Data Gathering Procedure

Following the group of experts' validation of the questionnaire, the researcher first requested a letter of approval from Sulu State College's Graduate Studies office before launching the survey. Additionally, the researcher requested approval from the principal of a private senior high school in Jolo. The respondents were then informed about the study and asked for their informed consent. After that, the completed surveys were given out along with detailed instructions. Respondents were guaranteed privacy and truthfulness in their responses. Following retrieval, the data were totaled, encoded, examined, and verified for accuracy.

7. Ethical Considerations

In order to protect the rights and welfare of study participants, ethical considerations were crucial. Prior to data collection, informed consent was acquired to guarantee that participants were aware of the purpose of the study and their role in it. By protecting personal data and omitting identifying information, confidentiality and anonymity were rigorously upheld. People were free to stop participating at any time without incurring any fees because it was completely voluntary. To protect the identities of participants and the participating institutions, the results were presented in aggregate form. Additionally, the research process showed consideration for local cultural norms and power dynamics in educational environments, encouraging ethical integrity and respect.

RESULTS

1. What is the extent of the level of instructional leadership competence among private senior high school administrators as perceived by the teachers in Jolo in the context of: Defining the School's Mission, Managing the Instructional Program, and Promoting a Positive School Learning Environment?

Table 1.1 In terms of Defining the School's Mission

No	Statements	Mean	S.D.	Description
1	The administrator communicates the school's mission to all staff.	4.25	1.15798	Agree
2	The administrator involves teachers in developing and refining the school's mission.	4.52	.61101	Strongly Agree
3	The administrator aligns school goals with the mission for improved student outcomes.	4.48	.92638	Agree
4	The administrator regularly reviews the mission to ensure relevance.	4.43	.85582	Agree

5	The administrator models behaviors that reflect the school's mission.	4.32	.83943	Agree
6	The administrator uses the mission to guide resource allocation decisions.	4.23	.87450	Agree
7	The administrator fosters teacher buy-in for the mission through discussions.	4.31	.90671	Agree
8	The administrator links the mission to professional development opportunities.	4.29	.87957	Agree
9	The administrator monitors progress toward the mission.	4.55	.82112	Strongly Agree
10	The administrator celebrates achievements tied to the school's mission.	4.46	.89239	Agree
Weighted Mean		4.384	.70032	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2) 1.50 – 2.49=Disagree; (1) 1.00 – 1.49=Strongly Disagree

Table 1.1 shows how Jolo's private senior high school administrators are perceived by teachers as having instructional leadership skills when it comes to defining the school's mission. With a standard deviation of .70032 and a composite mean score of 4.384, this category was rated as "Agree" overall. With a mean score of 4.55 and a standard deviation of .82112, item number nine was rated as "Strongly Agree," indicating that "The administrator monitors progress toward mission." Statement number two also received a rating of "Strongly Agree," with a mean score of 4.52 and a standard deviation of .61101, indicating that "The administrator involves teachers in developing and refining the school's mission."

Table 1.2 In terms of Managing the Instructional Program

No	Statements	Mean	S.D.	Description
1	The administrator supervises classroom instruction effectively.	4.40	.73855	Agree
2	The administrator provides feedback to improve teaching practices.	4.37	.73382	Agree
3	The administrator ensures curriculum alignment across subjects.	4.42	.81872	Agree
4	The administrator allocates resources for instructional materials.	4.37	.74745	Agree
5	The administrator promotes data-driven instructional decisions.	4.49	.82260	Agree
6	The administrator supports professional learning for teachers.	4.30	.93744	Agree
7	The administrator evaluates instructional programs regularly.	4.27	.89730	Agree
8	The administrator coordinates assessment strategies school-wide.	4.20	.84087	Agree
9	The administrator addresses instructional weaknesses promptly.	4.28	.86550	Agree
10	The administrator integrates technology into the instructional program.	4.30	1.05887	Agree
Weighted Mean		4.340	.74685	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2) 1.50 – 2.49=Disagree; (1) 1.00 – 1.49=Strongly Disagree

Table 1.2 gives teachers' opinions about the private senior high school administrators in Jolo's capacity for instructional leadership, particularly with regard to overseeing the curriculum. An "Agree" rating is indicated by the overall composite mean score of 4.340 with a standard deviation of 0.74685. With a mean score of 4.49 (SD = 0.82269), item number five has the highest mean score. It highlights that "The administrator promotes data-driven instructional decisions." Statement number three, with a mean score of 4.42 (SD = 0.81872), asserts that "The administrator ensures curriculum alignment across subjects." Statement number one, with a mean score of 4.40 (SD = 0.73855), indicates that "The administrator supervises classroom instruction effectively."

Table 1.3 In terms of Promoting a Positive School Learning Environment

No	Statements	Mean	S.D.	Description
1	The administrator fosters a supportive atmosphere for learning.	4.48	.82241	Agree
2	The administrator is visible and accessible to teachers and students.	4.39	.73711	Agree
3	The administrator encourages collaboration among staff.	4.38	.77564	Agree
4	The administrator addresses conflicts to maintain a positive climate.	4.23	.69420	Agree

5	The administrator recognizes teacher efforts publicly.	4.26	.83630	Agree
6	The administrator ensures a safe physical environment for learning.	4.29	.75605	Agree
7	The administrator promotes student engagement initiatives.	4.32	.90877	Agree
8	The administrator builds trust through open communication.	4.03	.99955	Agree
9	The administrator supports teacher well-being for better learning.	4.31	.96080	Agree
10	The administrator cultivates a culture of continuous improvement.	4.44	.78264	Agree
Weighted Mean		4.313	.67475	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2) 1.50 – 2.49=Disagree; (1) 1.00 – 1.49=Strongly Disagree

Table 1.3 shows, based on teacher responses, the perceived level of instructional leadership competency among Jolo's private senior high school administrators. A consensus of "Agree" regarding the promotion of a positive school learning environment was indicated by the overall composite mean score of 4.313, with a standard deviation of 0.67475. With a mean of 4.48 (SD = 0.82241) for statement one, which affirms that "The administrator fosters a supportive atmosphere for learning," statement ten came in second with a mean of 4.44 (SD = 0.78264), highlighting that "The administrator cultivates a culture of continuous improvement." Finally, statement two received a mean of 4.39 (SD = 0.73711), indicating agreement that "The administrator is visible and accessible to teachers and students."

2. Is there a significant difference in the level of instructional leadership competence among private senior high school administrators as perceived by the teachers in Jolo when the data are categorized according to the demographic profile of the teacher-respondents in terms of: Age; Gender; Civil Status; Educational Attainment; and Length of Service?

Table 2.1 According to Age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Defining the School's Mission	Between Groups	.626	2	.313	.634	.533	Not
	Within Groups	47.928	97	.494			Significant
	Total	48.554	99				
Managing the Instructional Program	Between Groups	.920	2	.460	.822	.443	Not
	Within Groups	54.300	97	.560			Significant
	Total	55.220	99				
Promoting a Positive School Learning Environment	Between Groups	1.223	2	.612	1.353	.263	Not
	Within Groups	43.850	97	.452			Significant
	Total	45.073	99				

Significance at alpha 0.05

Table 2.1 shows the perceived variations in instructional leadership proficiency among Jolo's private senior high school administrators, broken down by teacher age. There are no appreciable variations in perceptions among the various age groups, according to the overall F-ratios and P-values. This consistency implies that teachers of different ages have similar perspectives on instructional leadership competency. As a result, the hypothesis that age has no discernible impact on perceived instructional leadership competence is accepted.

Table 2.2 According to Gender

VARIABLES			Mean	S. D.	Mean Difference	t	Sig.	Description
Grouping Gender								
Defining the Mission	School's	Male	4.411	.68651	.04236	.289	.773	Not Significant
		Female	4.368	.71289				
Managing Instructional Program	the	Male	4.383	.73737	.06771	.433	.666	Not Significant
		Female	4.315	.75681				
Promoting a School Environment	Positive Learning	Male	4.419	.62693	.16632	1.186	.239	Not Significant
		Female	4.253	.69784				

Significance at alpha 0.05

Table 2.2 shows that when it comes to private senior high school administrators, there are no appreciable differences between the levels of instructional leadership competence among male and female teacher respondents. The t-values and overall mean differences point to a gender-neutral perception of instructional leadership competency. As a result, the hypothesis that "When data are categorized according to gender, there is no significant difference in level of instructional leadership competence among private senior high school administrators as perceived by the teachers in Jolo" is accepted.

Table 2.3 According to Civil Status

SOURCES OF VARIATION			Sum of Squares	df	Mean Square	F	Sig.	Description
Defining the Mission	School's	Between Groups	1.064	2	.532	1.087	.341	Not Significant
		Within Groups	47.490	97	.490			
		Total	48.554	99				
Managing Instructional Program	the	Between Groups	1.326	2	.663	1.193	.308	Not Significant
		Within Groups	53.894	97	.556			
		Total	55.220	99				
Promoting a School Environment	Positive Learning	Between Groups	.727	2	.364	.796	.454	Not Significant
		Within Groups	44.346	97	.457			
		Total	45.073	99				

Significance at alpha 0.05

Table 2.3 shows the variations in instructional leadership proficiency among administrators of private senior high schools, broken down by civil status. Perceptions of instructional leadership competence are consistently similar regardless of civil status, according to the overall F-ratios and P-values, which show a significant difference. Therefore, the hypothesis that there is no discernible difference in administrators' perceptions of instructional leadership competence based on the civil status of teachers in Jolo is accepted.

Table 2.4 According By Educational Attainment

SOURCES OF VARIATION			Sum of Squares	df	Mean Square	F	Sig.	Description
Defining School's Mission	the	Between Groups	1.365	3	.455	.926	.431	Not Significant
		Within Groups	47.189	96	.492			
		Total	48.554	99				

Managing Instructional Program	the	Between Groups	1.320	3	.440	.784	.506	Not
		Within Groups	53.900	96	.561			Significant
		Total	55.220	99				
Promoting Positive Learning Environment	a School	Between Groups	1.017	3	.339	.739	.531	Not
		Within Groups	44.056	96	.459			Significant
		Total	45.073	99				

Significance at alpha 0.05

Table 2.4 shows that, according to the overall mean differences and t-values, there is no discernible difference in instructional leadership competence among private senior high school administrators based on educational attainment. Regardless of whether the administrators have advanced education or a bachelor's degree, this suggests a consistent perception of competence. As a result, the hypothesis that there is no discernible variation in the administrators' perceived instructional leadership competence based on educational attainment is accepted.

Table 2.5 According By Length of Service

SOURCES OF VARIATION			Sum of Squares	df	Mean Square	F	Sig.	Description
Defining the School's Mission		Between Groups	.870	4	.218	.433	.784	Not
		Within Groups	47.684	95	.502			Significant
		Total	48.554	99				
Managing Instructional Program	the	Between Groups	.969	4	.242	.424	.791	Not
		Within Groups	54.251	95	.571			Significant
		Total	55.220	99				
Promoting a Positive School Learning Environment	a	Between Groups	1.485	4	.371	.809	.523	Not
		Within Groups	43.589	95	.459			Significant
		Total	45.073	99				

Significance at alpha 0.05

Table 2.5 shows the degree of instructional leadership proficiency among administrators of private senior high schools according to their tenure. There is no discernible difference in perceptions, according to the overall F-ratios and P-values, indicating that even recently hired administrators have similar opinions about leadership competence to those of their long-tenured peers. As a result, the hypothesis that there is no discernible variation in perceived instructional leadership competence according to length of service is accepted.

3. Is there a significant correlation among the sub-categories subsumed under the level of instructional leadership competence among private senior high school administrators as perceived by the teachers in Jolo?

Variables	Pearson <i>r</i>	Sig.	N	Description
Defining the School's Mission				
Managing the Instructional Program	.940**	.000	100	Nearly Perfect Correlation
Promoting a positive school learning environment	.850**	.000	100	Very High Correlation
Managing the Instructional Program				
Promoting a positive school learning environment	.902**	.000	100	Nearly Perfect Correlation

Legend: ** Correlation Coefficient is significant at alpha .01 level

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.5 0=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Table 3 indicates that Jolo's private senior high school teachers observe strong positive correlations among instructional leadership competence subcategories. Managing the educational program ($r=.940$; $\text{sig}=.000$) and fostering a supportive learning environment ($r=.850$; $\text{sig}=.000$) are strongly correlated with defining the school's mission. A nearly perfect correlation ($r=.902$; $\text{sig}=.000$) exists between managing the instructional program and promoting a positive learning environment. These findings suggest a significant link between a clear mission and effective instructional management, highlighting the alignment of administrators' goals with educational initiatives, while also acknowledging the potential influence of external factors. This disproves the hypothesis of no meaningful relationships among these subcategories, underscoring the cohesive identity of administrators where operational management and visionary planning coexist.

DISCUSSION

1.) On the level of instructional leadership competence among private senior high school administrators as perceived by the teachers in Jolo

According to the results, teachers consistently rated private senior high school administrators in Jolo as having a high degree of instructional leadership competence, scoring "Agree" on all dimensions. The category that highlighted a balanced leadership approach in mission-building and defined the school's mission received the highest ratings. Teachers acknowledged the technical proficiency of their administrators in overseeing the educational program. However, the category that promoted a positive school learning environment received the lowest rating because teachers believed that administrators' continuous development engagement was essential to school advancement and morale boosting. According to research by Ulit (2025), administrators play a crucial role in setting academic priorities and supervising instruction. Suyitno (2023) links mission framing, which improves school competency, to instructional leadership. Villa and Tulod (2021) found no relationship between leadership strategies and teacher performance, highlighting the importance of teacher passion and learning environments, even though teachers believe their administrators are skilled at overseeing educational programs. Furthermore, Banua et al. (2022) came to the conclusion that excellent instructional leadership results in favorable school outcomes. Beharano and Israel (2025) corroborated this conclusion by confirming that positive administrative approaches have a major impact on the school environment.

2.) On difference in the level of instructional leadership competence among private senior high school administrators as perceived by the teachers in Jolo

Teachers' opinions of the instructional leadership skills of Jolo's private senior high school administrators are examined in this study. The results show that a number of demographic factors, such as age, gender, civil status, educational attainment, and length of service, do not significantly affect how different groups of teacher respondents view instructional leadership competence. This consistency points to a consistent opinion of the administrators' leadership qualities and implies that teacher perceptions are uniform across these categories. Overall, despite the teachers' varied experiences and backgrounds, the findings highlight a general consensus among Jolo teachers about the efficacy of instructional leadership among their administrators. This result is consistent with the findings of Philip Hallinger (2005), who highlighted that various teacher groups tend to recognize instructional leadership practices consistently. In a similar vein,

Kenneth Leithwood et al. (2004) discovered that regardless of the demographics of teachers, effective school leadership is generally viewed in similar ways.

3.) On correlation among the subcategories subsumed under the extent of factors affecting English Language Proficiency of Junior High School Students in Jolo National High School

According to teachers' perceptions of private senior high school administrators in Jolo, there is a strong positive correlation between the subcategories of instructional leadership competence. The strongest correlation is found between managing the instructional program and defining the school's mission, indicating that these administrators see a connection between teaching methods and the school's mission. Furthermore, managing the instructional program and fostering a positive learning environment are almost perfectly correlated, suggesting that good instructional leadership creates a sense of security and professional fulfillment, both of which contribute to a positive learning environment. The correlations pertaining to defining the school's mission are noteworthy, but they also suggest that the development of a positive learning environment may be influenced by outside variables like facilities, pay, and community relations. Overall, these results imply that administrators have a unified professional identity in which day-to-day operational management and visionary planning are inextricably linked. James P. Spillane (2006), who emphasized the interconnectedness of leadership practices within schools, supports this. Additionally, leadership practices that are closely related to teaching and learning have significant, favorable effects on school outcomes, according to Viviane M. J. Robinson et al. (2008).

CONCLUSION

Important conclusions are drawn from the study on private senior high school teachers in Jolo. It shows that the majority of the teacher-respondents are early-career professionals, mostly single women between the ages of 26 and 35, with primarily bachelor's degrees and other foundational academic credentials. This demographic makeup shows a motivated workforce, but one that is at a pivotal point in terms of career advancement. The administrators' competence in instructional leadership was highly rated by the teacher-respondents, indicating good program management, classroom supervision, and improvement of school climate.

Crucially, the analysis showed that factors like age, gender, civil status, educational attainment, and length of service did not significantly affect the perceived level of instructional leadership competence. This implies that Jolo's diverse teacher demographics have a consistent opinion of leadership quality. Additionally, the study found a strong positive correlation between the different subcategories of instructional leadership competence in administrators of private senior high schools, indicating that effective instructional leadership is a comprehensive process rather than a divided function.

These results are consistent with the integrated leadership models put forth by Hallinger and Murphy (1985) and Burns (1978), which highlight the synergistic relationship between the management of instructional programs and a well-defined school mission in instructional leadership. The study emphasizes that effective pedagogical supervision and curriculum alignment depend on a clearly stated mission. Data-driven management is essential for creating a safe and professional school environment, as evidenced by the high correlation found between managing instructional programs and creating a supportive learning environment.

While there is still a strong correlation between a school's mission and its surroundings, a somewhat lower rating indicates that while a transformational vision is crucial for morale, outside influences have little effect on the general school climate. These results show

that visionary planning and daily operational management are interrelated duties that successfully bridge the gap between theoretical institutional objectives and the operational realities faced in classrooms, providing empirical support for the frameworks of Hallinger, Murphy, and Burns.

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