Instructional Leadership Practices of the School Heads to Improve Teachers Performance

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Abstract— The study entitled "Instructional Leadership Practices of the School Heads to Improve Teachers' Performance" represents a significant endeavor in understanding the nuanced strategies employed by school leaders to bolster the effectiveness of teaching through instructional leadership. By focusing on instructional supervision, feedback mechanisms, and coaching and mentoring practices, the research aimed to provide a comprehensive view of the landscape within Irosin District II during the academic year 2022-2023. Through a systematic approach encompassing literature review, precise research question formulation, participant selection, and data collection via surveys and focus group discussions, the study ensured a rigorous examination of the subject matter.

The findings of the study revealed a multifaceted array of instructional leadership practices, showcasing innovations in curriculum delivery, adaptability to diverse learning styles, and alignment with educational standards. Despite these advancements, challenges persisted, particularly in the specificity and actionable nature of feedback mechanisms. This highlighted the pressing need for enhanced strategies to provide teachers with meaningful insights for professional growth. Furthermore, the study identified gaps in the implementation of coaching and mentoring programs, emphasizing the importance of seamlessly integrating these practices into daily routines to foster substantial development among educators.

The research not only illuminated the complex dynamics of instructional leadership but also offered pragmatic recommendations for improvement. Prioritizing continuous professional development for school heads, cultivating a supportive culture conducive to effective communication and personalized feedback, and honing in on specific areas such as school performance indicators were among the proposed measures. By serving as a valuable resource for educational leaders, the study provided actionable insights aimed at refining instructional leadership practices and ultimately enhancing the quality of teaching within schools. It underscored the significance of ongoing research and refinement in educational leadership to meet the evolving needs of the educational landscape.

The study underscored the importance of fostering collaborative relationships between school leaders and teachers. Effective instructional leadership thrives on open communication channels and mutual respect between administrators and educators. By encouraging a culture of collaboration, where teachers feel empowered to voice their concerns and ideas, school leaders could leverage collective expertise to address challenges and implement innovative instructional practices. This collaborative approach not only enhanced the effectiveness of instructional leadership but also cultivated a sense of ownership and commitment among teachers toward achieving shared educational goals.

Moreover, the study emphasized the significance of ongoing monitoring and evaluation of instructional leadership practices. Continuous assessment allowed school leaders to gauge the impact of their strategies on teachers' performance and student outcomes. By regularly reviewing feedback mechanisms, coaching sessions, and professional development initiatives, administrators could identify areas of improvement and adapt their approaches accordingly. This iterative process ensured that instructional leadership remained responsive to the evolving needs of both teachers and students, fostering a culture of continuous improvement within the school community.

Keywords— Coaching, Collaboration, Continuous Evaluation, Curriculum Delivery, Educational Excellence, Educational Improvement, Educational Standards, Feedback Mechanisms, Instructional Leadership, Instructional Supervision, Learning Styles, Mentoring, Professional Development, School Heads, Teacher Performance.

I. INTRODUCTION

The foundation of a nation's success lies in its education system. A well-educated populace serves as the backbone of progress, driving economic development and societal advancement. Quality education is pivotal in nurturing competent human resources, essential for propelling the nation forward. Even in the face of resource constraints, advanced countries have thrived due to their emphasis on cultivating a highly skilled workforce. The effective utilization of human resources

enables a country to effectively manage and harness its natural resources, contributing to sustained prosperity.

Central to the quality of education is the role of teachers. Research, such as that conducted by Rahayu et al., underscored the crucial impact of professional competence on educational effectiveness. Teachers play a pivotal role in shaping student achievement, serving as the primary determinants of learning outcomes. As such, enhancing teacher competence emerges as a fundamental strategy for elevating student achievement levels. Recognizing the significance of teachers within the educational ecosystem is imperative for devising comprehensive strategies to bolster educational quality.

Instructional supervision emerges as a key mechanism for enhancing teacher competence and, by extension, student achievement. Through systematic supervision processes, educators receive targeted support to refine their teaching practices and improve learning environments. Effective instructional supervision entails the application of appropriate principles and techniques to facilitate continuous professional development among teachers. By refining teaching strategies, methods, and materials, instructional supervision contributes to the holistic improvement of the teaching-learning process.

Instructional supervision stands out as the primary mechanism for enhancing a teacher's teaching competence. It entails a systematic process aimed at assisting teachers in developing and refining their teaching practices to improve the quality of the learning environment and ultimately enhance student learning outcomes. By providing targeted support and guidance, instructional supervision empowers educators to continuously improve their teaching methodologies and approaches. However, to realize its full potential, instructional supervision must adhere to appropriate principles and techniques, ensuring that the process is carried out effectively and efficiently.

The essence of instructional supervision lies in its focus on improving both the teaching and learning processes. By addressing various aspects of teaching, such as strategies, models, methods, media, and materials, instructional supervision encompasses a holistic approach to enhancing teacher competence. Through targeted interventions and feedback, educators can refine their instructional practices, leading to more

effective teaching and improved student engagement and achievement.

Instructional supervision is not solely focused on the individual teacher; it also aims to enhance the overall quality of teaching within the educational institution. By promoting a culture of collaboration and professional development, instructional supervision contributes to the collective growth and success of the teaching staff. Through ongoing support and mentorship, educators can leverage their strengths and address areas for improvement, thereby elevating the standard of teaching across the board.

The ultimate goal of instructional supervision is to improve student learning outcomes. By enhancing the quality of teaching, instructional supervision directly impacts student engagement, comprehension, and academic achievement. Through targeted interventions and continuous monitoring, educators can tailor their instructional approaches to meet the diverse needs of students, leading to more meaningful and impactful learning experiences.

Instructional supervision catalyzes continuous improvement in teaching and learning. By providing educators with the necessary support, feedback, and resources, instructional supervision empowers them to excel in their roles and positively impact student learning outcomes. As such, investing in effective instructional supervision practices is essential for fostering a culture of excellence in education and driving overall educational improvement.

The role of school heads extends beyond administrative duties to encompass instructional leadership responsibilities. As educational leaders, they bear the crucial task of supervising the teaching program and ensuring the delivery of high-quality instruction. By defining the school's vision, mission, and goals, they set the tone for academic excellence and guide the instructional program toward achieving these objectives. Additionally, school heads play a pivotal role in promoting a conducive teaching and learning environment, fostering a culture of continuous improvement within the school community.

Supervising teachers and guiding them toward the attainment of academic goals is at the core of the school head's responsibilities. They serve as mentors and facilitators, providing support and guidance to educators

to enhance their teaching skills and improve student outcomes. This dual role, encompassing both instructional and managerial aspects, underscores the multifaceted nature of their leadership role within the educational institution.

Moreover, school heads are entrusted with the task of monitoring the teaching-learning process to ensure its effectiveness. Through regular observation, assessment, and feedback, they can identify areas for improvement and provide targeted support to teachers. By actively engaging in the monitoring process, school heads demonstrate their commitment to academic excellence and the success of their students.

Furthermore, effective instructional leadership requires school heads to collaborate closely with teachers, fostering a culture of teamwork and shared responsibility for student achievement. By promoting professional development opportunities and facilitating collaboration among educators, school heads can empower their staff to excel in their roles and drive positive educational outcomes.

The role of school heads as instructional leaders is indispensable in shaping the quality of education within schools. By overseeing the teaching program, promoting instructional excellence, and monitoring the teaching-learning process, they play a pivotal role in fostering a culture of continuous improvement and driving academic success. Their leadership and guidance are instrumental in creating a supportive environment where both educators and students can thrive.

Another task of the school head which was crucial for instructional supervision was giving feedback on the performance of the teachers. Feedback mechanisms could help the school heads provide technical assistance to their teachers them to improve the teaching-learning process. Both the school heads and teachers could gain benefits from employing appropriate feedback mechanisms. This entirely gave the teacher ideas on how to enhance their performance which in return improved the performance of the learners.

Republic Act 9155, commonly referred to as the "Governance of Basic Education Act of 2001," plays a pivotal role in shaping the educational landscape by providing a comprehensive framework for governance and standards in basic education. This legislation serves as a guiding force, outlining the general directions for

educational policies and standards that educational institutions must adhere to. One of the key provisions of this framework is the delineation of the roles and responsibilities of school heads in ensuring the delivery of quality education.

Under Republic Act 9155, school heads are vested with significant authority, accountability, and responsibility for achieving higher learning outcomes within their respective institutions. They are entrusted with the crucial task of overseeing the implementation of educational programs and policies, as well as ensuring compliance with established standards. As such, school heads are not only administrative managers but also instructional leaders who play a pivotal role in shaping the teaching and learning environment.

Central to the responsibilities of school heads is the creation of an environment conducive to learning. They are tasked with fostering a culture of academic excellence, innovation, and inclusivity within the school community. By promoting a positive learning environment, school heads contribute to the overall well-being and academic success of their students.

Additionally, school heads are charged with the implementation of the school curriculum, ensuring that it aligns with national educational standards and objectives. They play a crucial role in curriculum development, implementation, and evaluation, thereby shaping the educational experiences of students. Furthermore, school heads are held accountable for higher learning outcomes, underscoring the importance of their leadership in driving academic excellence and student achievement.

In essence, Republic Act 9155 underscores the vital role of school heads in the governance and management of basic education. By delineating their roles and responsibilities, this legislation empowers school heads to lead effectively, foster a culture of learning, and ultimately, ensure the delivery of quality education to all students. Through their leadership and commitment to excellence, school heads play a pivotal role in shaping the future of the nation by nurturing competent and empowered citizens.

King (2002) affirmed that the role of an instructional leader differed from that of a traditional school manager in different ways, while the conventional head of school devoted the majority of his/her time strictly to

administrative duties, the head of school who was an instructional leader was in charge with redefining his/her role to become the primary learner in a community striving for quality in education. Instructional leadership was one of the most essential factors for effective delivery of quality education. It was indeed important for the fulfillment of school goals and in creating a positive learning environment. As this was related to instructional supervision, instructional leadership practices were pivotal for the success of the learning outcomes. This was considered one of the most fundamental roles and functions of the school in the educational system. Accordingly, the school heads were responsible for managing the instructional program with the help of the teachers. Instructional leaders recognized what was happening in the classrooms and developed the capacities of their staff by building on their strengths and reducing their weaknesses. In addition, instructional leaders went beyond the traditional role of school administrators and spent a lot more time focusing on developing knowledge and implementation of the curriculum, as well as instruction and assessment. Principals, as instructional leaders, were primarily responsible for promoting effective teaching implementation. Effective principals continually engaged teachers in instructional dialog and reflective practices to ensure that they were thoroughly equipped to improve student performance. Effective principals were aware of the varied instructional strategies that directly or indirectly improved teachers' professional development.

Undoubtedly, there are various compelling reasons to delve into the instructional leadership practices of school heads. Chief among these is the recognition of existing challenges within the educational landscape, particularly concerning instructional supervision, feedback mechanisms, and coaching and mentoring of teachers. These challenges can hinder the effectiveness of teaching and learning processes, ultimately impacting student outcomes. Therefore, there is a pressing need to examine how instructional supervision activities are conducted within specific contexts, such as Irosin District II.

By conducting a comprehensive study on instructional leadership practices, insights can be gained into the strengths and weaknesses of current approaches. This deeper understanding can inform targeted interventions and improvements aimed at enhancing the performance of teachers. Through rigorous examination and analysis,

areas for enhancement in instructional supervision, feedback mechanisms, and coaching and mentoring can be identified, paving the way for evidence-based interventions and policy decisions.

Moreover, by investigating instructional leadership practices, valuable lessons can be gleaned from successful strategies implemented by school heads. Understanding best practices and effective approaches can serve as a blueprint for other educational institutions facing similar challenges. This knowledge-sharing aspect fosters collaboration and collective learning within the educational community, contributing to continuous improvement across schools and districts.

Furthermore, studying instructional leadership practices is essential for promoting accountability and transparency within the education system. By evaluating the effectiveness of school heads in their instructional leadership roles, stakeholders can hold them accountable for student outcomes and overall school performance. This accountability framework encourages school leaders to prioritize instructional excellence and invest in professional development initiatives that benefit teachers and students alike.

Delving into instructional leadership practices is imperative for addressing existing challenges and improving educational outcomes. Through systematic inquiry and analysis, stakeholders can identify areas for improvement, draw from successful strategies, and promote accountability within the education system. Ultimately, the goal is to enhance the quality of teaching and learning experiences, thereby empowering educators and maximizing student success.

II. OBJECTIVES

This study determined the instructional leadership practices of the school heads to improve teachers' performance in Irosin District II, S.Y. 2022-2023.

Specifically, it identified the experiences of school heads of their instructional leadership practices along: instruction, feedback mechanism, coaching and mentoring of teachers; the experiences of school heads along the challenges met in their practice of instructional leadership: instruction, feedback mechanism, coaching and mentoring of teachers; the different gaps and issues experienced by the school heads in instructional leadership along: instruction, feedback mechanism, coaching and mentoring of teachers; courses of action

may be proposed to address the gaps and issues experienced by school heads in their performance of instructional leadership.

III. METHODOLOGY

The study incorporated qualitative data collection through focus group discussions. This instrument allowed for a more nuanced exploration of participants' experiences and perspectives regarding instructional leadership. effectively address these identified gaps and issues. The participants for this study were the school heads in the Irosin District II. A total of 16 participants were involved in the study, serving as key sources of data.

In the context of this study, the term "instrumentality" refers to the research instruments employed to gather data on instructional leadership practices among school heads and their impact on teachers' performance. The careful selection and design of these instruments were crucial to ensuring the validity and reliability of the study's findings.

IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed and interpreted by the researcher based from the objectives of the study. Textual analysis and interpretation were used.

I. Experiences of school heads of their instructional leadership practices along instruction, feedback mechanism, and coaching and mentoring of teachers

This specific focus delved into the multifaceted dimensions of instructional leadership employed by school heads, emphasizing their roles in guiding, supporting, and enhancing the teaching capabilities of educators. The investigation encompassed a spectrum of practices, including the formulation of instructional strategies, the establishment of effective feedback mechanisms, and the implementation of coaching and mentoring programs. Through this exploration, the study uncovered insights into how these practices contributed to elevating teacher performance and, subsequently, fostering an enriched educational environment.

Practices for Effective Instruction

Some of the instructional leadership practices shared by the participants. One is the setting a clear vision for learning. According to P7, and P15, "A clear vision for learning is crucial as it provides a shared sense of

purpose and direction, aligning the efforts of educators, students, and stakeholders. A well-defined vision serves as a guiding framework, fostering a focused and cohesive educational environment that contributes to improved teacher performance and overall academic success. Creating and supporting student learning goals is essential. There needs to be a vision, goals, and the setting of learning objectives." "If there is a well-defined vision, it is easy to provide immediate technical assistance and help troubleshoot issues," as mentioned by P5 and P13. "This is true. In addition to what you consider, we need to provide the needs of the learners. As school heads, we make sure that we can meet the needs of the learners by performing our duties well," added P1, and P9. "To perform our duties well, we need to ensure that all teachers are equipped with necessary learning tools and resources, well-trained, and always ready to face inevitable challenges in the educational process," according to P5, P13, P7, P2, and P10.

"Some of the participants mentioned that monitoring and evaluation are vital, and this is one of their instructional leadership practices," according to P7, and P15. "We regularly observe and assess classroom instruction and conduct systematic evaluations of teachers' performance," P1 said. "Conduct monitoring and evaluation of teachers, with or without Classroom Observation Tool (COT) is one of my practices," added P9." Regular observations, it is crucial to provide constructive feedback to teachers based on their performance assessments. This iterative process contributes to ongoing professional development and ensures continuous improvement in teaching practices.

"We, on the other hand, foster a positive and inclusive school culture that supports teaching and learning. We celebrate achievements and promote a sense of community among staff and learners," as stated by P3 and P11. "We strongly agree with that," P6 and P14 added, "and we practice them also in our school…trusting and appreciating teachers' efforts and initiatives are our ways of motivating them to be inspired and give their best for positive learning outcomes."

Building upon the discussions on instructional leadership practices, the conversations shed light on various dimensions that contributed to effective leadership within educational institutions. The emphasis on setting a clear vision for learning, articulated by P7 and P15, underscores the pivotal role visionary

leadership plays in fostering a cohesive educational environment. Additionally, the acknowledgment by P5 and P13 regarding the importance of immediate technical assistance, coupled with P1, and P9's commitment to meeting learners' needs through diligent duty performance, reflects a comprehensive approach to instructional leadership that extends beyond vision-setting.

Moreover, the inclusion of perspectives from P5, P13, P7, P2, and P10 highlighted the importance of equipping teachers with the necessary tools and resources, emphasizing the need for continuous training to address the evolving challenges in the educational landscape. The acknowledgment of monitoring and evaluation as vital practices, as expressed by P7, and P15 aligned with the broader theme of reflective leadership.

The mention of regular observations, constructive feedback, and continuous improvement by P1, and P9 further underscored the iterative nature of instructional leadership, where ongoing assessments contributed to professional development. P6 and P14's agreement and implementation of trusting and appreciating teachers' efforts reinforce the significance of cultivating a positive school culture that celebrates achievements and fosters a sense of community, as initially highlighted by P3 and P11.

The collective insights provided by the participants painted a comprehensive picture of instructional leadership, encompassing vision-setting, technical support, resource provision, continuous training, monitoring and evaluation, and the cultivation of a positive school culture. These multifaceted approaches collectively contributed to creating an environment conducive to improved teacher performance and positive learning outcomes.

Visionary Leadership in Education

The emphasis on setting a clear vision for learning aligns with the principles of transformational leadership. Transformational leaders, as described by Bass and Riggio (2006), inspire and motivate followers by creating a compelling vision for the future. The focus on visionary leadership, as articulated by P7 and P15, resonates with the transformational leadership approach, where leaders strive to create a shared sense of purpose and direction.

Transformational leaders, in line with their visionary counterparts, extend their influence beyond immediate goals, instilling a motivation that transcends routine tasks. The act of setting a clear vision for learning becomes a potent motivator, propelling individuals towards educational objectives with a heightened sense of purpose. The amalgamation of these leadership philosophies suggests that a well-defined vision serves as a powerful catalyst for motivation within the learning environment.

The shared sense of purpose advocated by both transformational and visionary leadership becomes a cornerstone in the educational context. The collaborative and cohesive learning environment fostered by a shared vision contributes to a positive culture of continuous improvement. Leaders who communicate and embody a compelling vision for learning set high expectations, encouraging individuals to strive for excellence in their academic pursuits.

The integration of visionary leadership principles into educational settings not only aligns with but also enhances the transformative impact of leadership. Through inspiration, shared purpose, and a commitment to excellence, leaders can shape a dynamic and engaging learning environment. This environment, characterized by innovation, creativity, and a collective dedication to growth, becomes a testament to the powerful influence of visionary and transformational leadership in the realm of education.

Cultural Leadership

The discussions further delved into the multifaceted aspects of cultural leadership. P3 and P11, in emphasizing the importance of fostering a positive and inclusive school culture, align with Schein's perspective (2012) on educational leaders' pivotal role in shaping organizational culture. As cultural architects, leaders influence the values and beliefs that define the organizational climate, and the commitment of P3 and P11 reflects a conscious effort to mold a supportive learning environment.

Additionally, P6 and P14 contributed to the discourse by acknowledging the significance of trusting and appreciating teachers. This acknowledgment not only echoes Schein's assertion about leaders' role in influencing values but also underscored a broader understanding of leadership's profound impact. By actively promoting a culture that values and trusts

teachers, these leaders contributed not only to the immediate well-being of the school community but also to the establishment of a lasting cultural foundation.

In addition, the discourse brings to light that the positive effects of cultural leadership extend beyond the academic realm, permeating into the broader fabric of the school community. Leaders, by fostering inclusivity and appreciation for educators, not only enhance the educational environment but also cultivate a sense of belonging and collaboration among students, teachers, and staff.

According to Schein, educational leaders play a crucial role in shaping organizational culture. The commitment of participants P3 and P11 to fostering a positive and inclusive school culture, along with the acknowledgment by P6 and P14 of the importance of trusting and appreciating teachers, reflected the significance of cultural leadership in creating a supportive learning environment. Schein's assertion that educational leaders act as cultural architects is evident in the practices of these leaders, influencing the values and beliefs that define the organizational climate. By actively promoting a positive and inclusive culture and recognizing the vital role of teachers, these leaders contribute not only to the immediate well-being of the school community but also to the establishment of a lasting cultural foundation. These cultural leadership practices create an environment where individuals feel valued, supported, and inspired, fostering an atmosphere conducive to effective teaching and learning.

Practices for Feedback Mechanism

Practices for feedback mechanisms form a fundamental component of instructional leadership, providing a means to assess, support, and enhance teacher performance. The researcher acknowledges the importance of feedback as a tool for professional development, fostering a culture of continuous improvement among educators. Effective feedback mechanisms not only offer insights into teaching practices but also contribute to a collaborative and growth-oriented educational environment.

Performance Monitoring and Feedback

The gathered data reflect a diverse range of approaches employed by school heads. P1 and P9 said, "We do have a Performance Monitoring and Coaching Form (PMCF), wherein the improvement and development needs of the teacher are indicated, whether it be from the school head

or peers." The three participants emphasized the utilization of the Performance Monitoring and Coaching Form (PMCF), a structured tool designed to pinpoint areas for improvement and development, demonstrating a commitment to individualized support. P2 and P10 shared also the feedback mechanism and said, "We have a quarterly Performance Monitoring and Review to validate teachers and learners' performance to the performance of the school as a whole." They introduce the concept of quarterly Performance Monitoring and Review, aligning teacher and pupil performance with the overall school performance, emphasizing a holistic evaluation approach. "The Individual Performance and Review Form is the primary source of feedback for the teacher's performance. Nevertheless, detailed feedback can be validated by monitoring the various instruments and tools used by the teacher to ensure the achievement of learning outcomes," according to P4, and P12. These school heads underscored the importance of the Individual Performance and Review Form while incorporating detailed feedback through the monitoring of various instructional tools.

The practices described aligned with principles of organizational behavior management and strategic leadership. The use of structured tools like the Performance Monitoring and Coaching Form (PMCF) resonates with the concept of performance management, a key aspect of organizational behavior management. Additionally, the emphasis on the Quarterly Performance Monitoring and Review aligns with strategic leadership theories, as it reflects a systematic approach to aligning individual and collective performance with overall organizational goals. The reliance on the Individual Performance and Review Form, coupled with monitoring instructional tools, illustrates a comprehensive feedback mechanism, echoing theories of strategic leadership that stress the importance of detailed assessments for organizational success. Overall, these practices showcase a strategic and behaviorally informed approach to instructional leadership.

Tailored Support Strategies

"We provide constructive and specific feedback, focusing on behaviors and outcomes rather than personal traits," P6 and P14 said. The two advocates for a constructive and specific feedback approach, focusing on behaviors and outcomes rather than personal traits. While P3 and P11 also emphasize the positive feedback loop, contributing to a supportive and

motivating culture, as they said, "In providing feedback, it must be positive." Yes, School Heads must provide instructional assistance to teachers", P8 and P16 added. "Provide clinical assistance, suggestions, as well as recommendations as needed to improve oneself," P5 and P13 additional inputs. P8 and P16 actively engage in providing instructional assistance to teachers, while P5 and P13 go a step further by offering clinical assistance and tailored recommendations for self-improvement.

The leadership practices discussed by the school heads are underpinned by various well-established theories. P6 and P14's emphasis on constructive feedback resonates with the principles of Behavioral Leadership Theory, as proposed by B.F. Skinner (1974) and further developed by various scholars. This theory asserts that effective leaders influence behavior through observation and reinforcement. Meanwhile, the commitment of P3, and P11 to fostering a positive feedback loop aligns with Positive Leadership Theory, which has been explored by researchers like Cameron and Dutton (2003), emphasizing the motivational impact of positive reinforcement. P8 and P16's dedication to providing instructional assistance reflects the principles of Servant Leadership Theory, as introduced by Robert K. Greenleaf, where leaders prioritize the needs and growth of their followers. Additionally, the practices of P5 and P13, offering clinical assistance and tailored recommendations, align with Transformational Leadership Theory, commonly associated with Downton and Burns (1973), emphasized personalized support and inspiration. Collectively, these leadership theories, with their respective authors, provide a comprehensive framework for understanding the nuanced and effective leadership practices within the context of instructional assistance and feedback mechanisms.

Face-to-face feedback and Timely Guidance
"For me, I practiced in-person feedback mechanisms involving face-to-face conversations." P2 said. "We, too," P10 added. These school heads introduced in-person feedback mechanisms, promoting face-to-face conversations between school heads and teachers. Finally, P7 and P15 also shared, "Timely or immediate feedback is a priority, especially regular feedback." Highlight the significance of timely and immediate feedback, making it a priority to ensure regular and consistent guidance. This qualitative analysis reveals a rich tapestry of instructional leadership practices within the feedback mechanism,

showcasing a commitment to tailored, constructive, and timely support for teacher development.

The emphasis on in-person feedback, particularly face-to-face conversations, and the prioritization of timely and regular feedback aligns with the principles of the Situational Leadership Model. According to Paul Hersey and Ken Blanchard (1996), this model underscored the importance of adapting leadership styles based on the readiness and development level of followers. In this context, the in-person feedback approach reflects a supportive and immediate leadership style, catering to the specific needs and concerns of teachers. Simultaneously, the priority on timely and regular feedback resonates with the dynamic responsiveness advocated by the Situational Leadership Model, ensuring ongoing support and guidance tailored to individual teacher development.

Instructional Leadership Practices in Coaching and Mentoring
One essential aspect of instructional leadership is the strategic implementation of coaching and mentoring practices for teachers. Coaching and mentoring serve as powerful tools for professional growth, offering personalized support, guidance, and a collaborative framework for educators to excel in their roles. In this discussion, we delve into the nuanced realm of instructional leadership practices specifically centered around coaching and mentoring, exploring how these approaches contribute to teacher development and enhanced student learning outcomes.

Diverse Coaching and Mentoring Practices
P4 and P12 shared their ways of coaching and mentoring teachers. "Coaching and mentoring of teachers are conducted either formally or informally. These are carried out based on the magnitude and urgency of the need, with scheduled mentoring and coaching sessions. Trust is one way to coach and support teachers in plenary sessions. The review of the Individual Performance Commitment and Review Form (IPCRF) involves a one-on-one coaching and mentoring process," according to them.

The coaching and mentoring practices described by P4, and P12 exemplified a nuanced approach that aligned with the Situational Leadership Model, developed by Hersey and Blanchard (1969). By conducting coaching and mentoring sessions either formally or informally, and tailoring them based on the specific needs, urgency,

and magnitude, these school heads showcase a flexible leadership style. The emphasis on trust-building in plenary sessions reflects the relational aspect of leadership, a key element in the Situational Leadership Model. Furthermore, the incorporation of the Individual Performance Commitment and Review Form (IPCRF) as a tool for one-on-one coaching and mentoring resonates with the model's emphasis on adapting leadership behaviors to individual developmental levels. This discussion highlights the compatibility of the coaching and mentoring practices with a recognized leadership framework.

Empowering Teachers

"Coaching and mentoring are a great help to teachers," as P6 and P14 mentioned. "Mentoring and coaching empower teachers," emphasized by P7 and P15, "It is necessary to build a positive relationship with teachers, emphasizing the school head-teacher dynamic," according to P5 and P13. "Frequent mentoring, including suggestions and providing options to improve practices, helps a lot for teachers," P1 and P9 added. "You need to do that regularly or when needed. Don't forget to listen to their side and show empathy," as mentioned by P6 and P14.

The discussions on coaching and mentoring align with several leadership theories, notably Transformational Leadership and Servant Leadership. Transformational Leadership, as introduced by Bass and Riggio, emphasized the leader's ability to inspire and empower followers, fostering positive changes and growth. In this context, coaching and mentoring are seen as empowering tools that enhance teachers' capabilities, aligning with the principles of Transformational Leadership. Additionally, the emphasis on building positive relationships, listening, and showing empathy resonates with the principles of Servant Leadership, which prioritizes the leader's service to others and their well-being. The combined elements of empowerment, positive relationships, and empathetic communication reflect a holistic leadership approach that integrates aspects of both theories.

Coaching, Mentoring, and Professional Growth

By fostering a culture that values continuous learning and professional development, educators are motivated to seek advanced degrees. Graduate studies provide teachers with the opportunity to delve deeper into their subject areas, stay abreast of current educational trends, and acquire advanced teaching methodologies. This, in turn, enhances their expertise and effectiveness in the classroom.

P2 and P10 stated, "Coaching and mentoring support teachers' personal and professional improvement." P3 and P11 added, "It's their way to promotions." The statements by P2, and P10 highlighted the role of coaching and mentoring in fostering the personal and professional growth of teachers. This aligned with the understanding that effective coaching and mentoring contribute to skill development, confidence building, and overall improvement in teaching practices. The emphasis on personal and professional improvement indicates a holistic approach to teacher development, acknowledging the interconnectedness of personal well-being and professional competency.

Additionally, the perspective shared by P3, and P11 underscored the connection between coaching, mentoring, and career advancement. The idea that these practices serve as a pathway to promotions suggests that educational institutions recognize and value the impact of ongoing support and guidance on teachers' career trajectories. This aligns with the notion that investing in teachers' development not only benefits the individuals but also contributes to the overall success of the educational institution.

The discussions emphasized the dual benefits of coaching and mentoring, addressing both the individual growth of teachers and their potential for career advancement within the educational system. This aligns with the broader understanding that supportive professional relationships and continuous learning opportunities are integral to the success and progression of educators.

II. The experiences of School Heads along the challenges met in their practice of instructional leadership along instruction, feedback mechanisms, and coaching and mentoring of teachers.

Navigating the complex landscape of educational leadership comes with its set of challenges, especially in the realm of instructional practices. As school leaders strive to foster an environment conducive to effective teaching and learning, they often encounter obstacles in the form of instructional methods, feedback mechanisms, and coaching and mentoring of teachers. In this exploration, the researcher delves into the intricacies of these challenges within instructional leadership, shedding light on the difficulties faced by

school leaders as they endeavor to enhance the educational experience for both educators and students.

Experiences in Instructional Leadership Practices related to Instruction.

In the realm of instructional leadership, challenges related to instruction emerge as pivotal obstacles that demand thoughtful consideration. The effectiveness of educational leadership is intricately tied to the ability to navigate complexities within the instructional domain. Challenges may manifest in various forms, such as the need to adapt to diverse learning styles, address gaps in curriculum delivery, and ensure alignment with evolving educational standards. Instructional leaders face the continuous task of balancing innovation with traditional pedagogical approaches to cater to the dynamic needs of both educators and students. Additionally, fostering a collaborative culture among teaching staff, providing targeted professional development, and staying abreast of emerging educational technologies contribute to the multifaceted landscape of instructional leadership challenges.

Time Management Dilemmas

In any endeavor, at any given time, challenges inevitably arise. These challenges serve as a measuring stick, determining the kind of manager you are and what you need to learn to level up. In our current exploration, we aim to uncover the challenges faced by school heads in the field of instruction. One of the challenges is how to juggle time amid the multitude of tasks at hand. According to P12, and P4, "As school heads, responsibilities extend beyond teaching and learning to various other areas that require attention, with time management posing a significant challenge." "In truth, all of us here are not exempt from the many aspects we, as school heads, need to focus on. Time is lacking for us," said P6 and P14. "That's right! We need to stay updated on everything, including the study of time management in our lives," P1, and P9 added.

In any professional undertaking, challenges are an inevitable aspect that demands attention and strategic navigation. These challenges play a pivotal role in gauging one's managerial skills and identifying areas for personal and professional growth. In the context of our current exploration into the experiences of school heads, the focus is on unraveling the intricacies of challenges within the realm of instructional leadership. One prominent challenge that surfaces is the delicate balancing act of managing time amidst a myriad of tasks.

As highlighted by P12, and P4, school heads grapple with responsibilities that extend beyond the realms of teaching and learning, encompassing various facets that demand meticulous attention. Notably, time management emerges as a significant hurdle, posing a complex challenge to those entrusted with multifaceted roles. Expressing a shared sentiment, P6 and P14 acknowledge the pervasive nature of responsibilities that school heads must contend with, underscoring the scarcity of time at their disposal.

Furthermore, the articulation by P1 and P9 accentuated the collective recognition of the need for continuous learning and adaptation. Their acknowledgment of the necessity to stay updated on various aspects, particularly emphasizing the study of time management in their lives, unveils a shared commitment to professional development. This collective awareness underscores the dynamic nature of their roles as school heads, where staying abreast of evolving challenges and acquiring relevant skills become integral components of effective leadership. The challenges faced by these school heads transcend mere time constraints; they encapsulate a broader spectrum of responsibilities that demand adept management and continuous learning for sustained success in their pivotal roles within the educational landscape.

The emphasis on time management, varied tasks, and the need for continuous learning aligns with the foundational concepts of Organizational Behavior Management (OBM). B.F. Skinner (1953), a prominent psychologist, is often associated with the development of behaviorism, which forms the basis of OBM. Skinner's work, particularly in "Science and Human Behavior" (1953), laid the groundwork for understanding how behavior can be shaped and modified in organizational settings. In the context of the challenges faced by school heads, the application of behavioral principles from OBM could involve strategies such as reinforcement for effective time management, shaping behaviors related to task prioritization, and providing ongoing learning opportunities to enhance leadership skills.

Technology Integration Struggles

"In our case, the challenges encountered are near to your issues. For instance, one of the problems is that some members of the teaching force lack the knowledge of how to adopt new technology in teaching and learning," said P11, and P3. "On our part, it's about incorporating

fast-changing technology into lessons and the curriculum," mentioned P15 and P7. "Perhaps all of us share similar problems, especially in the implementation of research-based practices," according to P8, P10, and P2.

The problem encountered by these school heads revolves around the integration of technology into teaching and learning, specifically, the challenges faced by some members of the teaching force in adopting new technology. This issue resonates with the Diffusion of Innovations theory, proposed by Everett Rogers (1962). According to this theory, the adoption of innovations, such as new technologies, follows a predictable pattern involving different categories of adopters. In this context, school heads are dealing with the challenge of encouraging the early majority and late majority adopters among their teaching staff to embrace and effectively use new educational technologies. Understanding and applying the principles of the Diffusion of Innovations theory can help school heads tailor their strategies to address the diverse needs and concerns of their teaching staff.

Experiences in Instructional Leadership Practices related to Feedback Mechanism

The feedback mechanism plays a pivotal role in shaping the trajectory of teaching and learning experiences. As we explore this realm, we encounter multifaceted experiences that instructional leaders confront in establishing and maintaining effective feedback loops. These experiences may encompass issues such as providing timely and constructive feedback, tailoring insights to individual teacher needs, and fostering a culture that views feedback as a catalyst for professional growth rather than mere evaluation.

Feedback Experiences

The exchange of feedback is a crucial component in fostering professional growth and enhancing instructional strategies. However, the process is not without its hurdles. This study sheds light on the challenges school heads face in implementing robust feedback mechanisms, unraveling the complexities and nuances involved in this integral aspect of instructional leadership.

According to P4, P12, P3, and P11, "Feedback can be delivered through various channels such as conferences, one-on-one sessions, memoranda, appreciation, awards, and similar means. However, we find it challenging to provide feedback due to the overlapping nature of our duties. If you are to give feedback one-on-one, you would need to allocate a significant amount of time to process it thoroughly and to yield positive results." Feedback giving can be challenging for various reasons, primarily stemming from the complexity of dealing with diverse personalities and the potential impact on individuals. The challenge lies in finding a balance between constructive criticism and maintaining a positive and supportive environment. Like what P2, P10, P8, and P16 said, "Giving feedback to teachers can be helpful at times, but it may also yield negative results." "It is challenging because you are dealing with different personalities," P6, P14, P9, P1, P5, P13, P7, and P15 added.

As articulated by P4, P12, P3, and P11 the avenues for delivering feedback were diverse, encompassing channels such as conferences, one-on-one sessions, memoranda, appreciation, awards, and similar means. Nevertheless, a formidable challenge emerges from the overlapping nature of duties, hindering the seamless provision of feedback. P4, P12, P3, and P11 highlighted the time-intensive nature of one-on-one feedback sessions, emphasizing the necessity of substantial time allocation for thorough processing and positive outcomes.

The complexity of feedback provision is further underscored by the multifaceted personalities within the educational landscape, as noted by P2, P10, P8, and P16. While feedback can be a valuable tool for professional development, a delicate balance must be struck to ensure constructive criticism without jeopardizing the positive and supportive educational environment. As aptly expressed by P2, P10, P8, and P16, "Giving feedback to teachers can be helpful at times, but it may also yield negative results." This sentiment is echoed by P6, P14, P9, P1, P5, P13, P7, and P15, who acknowledged the inherent challenge of navigating diverse personalities in the feedback process.

The challenges outlined in the provision of feedback align with principles from the Organizational Behavior Management (OBM) theory. B.F. Skinner laid the groundwork for understanding how behavior can be shaped and modified in organizational settings. In the context of feedback challenges, OBM principles could involve strategies such as reinforcement for effective feedback practices, shaping behaviors related to

constructive criticism, and providing ongoing training to enhance leadership skills in delivering feedback.

Challenges in Instructional Leadership Practices related to Coaching and Mentoring

Coaching and mentoring, integral components of professional development, play a pivotal role in shaping the growth and effectiveness of educators. In this study, the researcher navigated through the intricate challenges that instructional leaders encounter in fostering meaningful coaching and mentoring relationships.

Roadblocks in Coaching and Mentoring

Coaching and mentoring play pivotal roles in personal and professional development, providing individuals with guidance, support, and a framework for growth. However, like any dynamic interpersonal process, these practices are not immune to challenges and roadblocks. Navigating the complexities of coaching and mentoring requires an understanding of potential obstacles that can hinder the effectiveness of these relationships.

"Giving Feedback and mentoring is a challenging task; however, the result is fulfilling. Quality education is the result." P13, P5, P3, and P11 said. "We agree with that! However, the inability of teachers to accept and digest the coaching and mentoring process is a significant challenge," P2, P10, P8, P16, P1, P9, P7, P15, P6, P14, P8, and P16 mentioned. "Some teachers are not open to this. They have problems accepting new ideas. As a result, they do not improve," P4, and P12 added.

The statement "Giving feedback and mentoring is a challenging task, however, the result is fulfilling. Quality education is the result," as mentioned by P13, P5, P3, and P11 aligns with the principles of constructive feedback and mentoring outlined in various educational theories. One such theory is the "Feedback Intervention Theory" proposed by Kluger and DeNisi (1996). This theory emphasizes that feedback should be specific, timely, and focused on the task rather than the individual, fostering a positive impact on performance and learning.

On the other hand, the challenges faced in the coaching and mentoring process, particularly the resistance of some teachers, resonate with the concept of "psychological reactance" proposed by Brehm (1966). Psychological reactance suggests that individuals may resist attempts to constrain their freedom of choice, leading to defensive reactions against perceived threats.

In the context of coaching and mentoring, teachers' resistance may stem from a perceived imposition on their autonomy or a threat to their existing teaching methods.

Psychological reactance theory affirms that individuals may defensively react to perceived threats to their freedom of choice. In the context of providing feedback to teachers, this theory suggests that when feedback is seen as constraining their professional autonomy, teachers may resist, leading to defensiveness and a reluctance to embrace suggested improvements. Overcoming this challenge involves framing feedback as a collaborative tool for growth, respecting teachers' autonomy, and fostering open communication to create an environment conducive to constructive dialogue and continuous improvement.

Moreover, the mention that "Some teachers are not open to this. They have problems accepting new ideas. As a result, they do not improve," as stated by P4, and P12, underscores the importance of considering the "Fixed Mindset" versus "Growth Mindset" concept introduced by Carol Dweck. Teachers with a fixed mindset may resist change and view challenges as threats, hindering their ability to embrace new ideas and grow professionally.

The challenges and rewards of giving feedback and mentoring are intricately connected to well-established educational theories. The Feedback Intervention Theory underscores the significance of strategically framed feedback to elicit positive behavioral changes. Simultaneously, psychological reactance theory highlights the potential resistance individuals may exhibit when perceiving a threat to their freedom or autonomy, emphasizing the delicate balance required in delivering feedback. Moreover, the Fixed Mindset versus Growth Mindset framework, introduced by Carol Dweck, adds a layer by emphasizing the importance of cultivating a growth-oriented mindset for effective coaching and mentoring. By integrating these theoretical perspectives into educational practices, educators can navigate challenges more adeptly and foster a conducive environment for professional development.

III. Different gaps and issues experienced by the school heads in instructional leadership along with instruction, feedback mechanism, coaching, and mentoring of teachers.

In the realm of instructional leadership, various challenges and gaps can emerge, impacting critical aspects such as instruction, feedback mechanisms, and coaching and mentoring of teachers. These challenges often present hurdles that demand careful navigation to ensure effective educational practices. Exploring the intricacies of each domain, including the complexities of providing clear and impactful instruction, establishing robust feedback mechanisms, and fostering effective coaching and mentoring relationships, is crucial for understanding the multifaceted nature of instructional leadership. At this point, we will delve into the different gaps and issues encountered within these practices, shedding light on their implications for educational leadership and offering insights into potential strategies for addressing these challenges.

Cognitive Load

The intersection of assessment demands and administrative requirements has created a challenging landscape for teachers, as noted by P14 and P6, they said, "Assessment and other reports are overlapping, resulting in delayed submissions, thereby causing the neglect of program implementation and instructions." They highlighted the overlapping of assessments and reports leading to delayed submissions. This predicament has substantial implications, not only for the timely processing of crucial data but also for the potential neglect of program implementation and instructional quality. Additionally, the sentiments expressed by P9, and P1, "Due to the overload of work and reports associated with the implementation of all intervention and recovery programs in the region, we empathize with the teachers responsible for crafting these programs. The aim is to minimize the number of reports requested from the teachers." They shed light on the burdens faced by teachers responsible for designing intervention and recovery programs. The overload of work and reporting associated with these programs raises concerns about the practicality of the current system. Recognizing the need for empathy and a streamlined approach, there is a call to minimize the excessive reporting demands placed on teachers. This discussion explores the intricacies of these challenges within the instructional leadership landscape, aiming to identify potential solutions and foster a more supportive educational environment.

The challenges presented in the discussion, particularly regarding the overlapping assessments, delayed submissions, and the overload of work for teachers, align with elements of the "Cognitive Load Theory" introduced by John Sweller in the late 1980s. This theory emphasizes the limitations of cognitive capacity and highlights the importance of managing the cognitive load imposed on learners or educators. Overlapping assessments and excessive reporting demands can contribute to cognitive overload, hindering the effective processing and implementation of instructional strategies and programs. By considering the principles of Cognitive Load Theory, teachers and school heads can explore strategies to optimize the learning and instructional environment, ensuring that the cognitive demands placed on teachers align with their capacity for effective decision-making and program implementation.

Cognitive Load Theory suggested that when individuals face an excessive cognitive load, their capacity for learning and decision-making diminishes. The strain resulting from overlapping assessments and reporting tasks may compromise the quality of instructional delivery and hinder the successful implementation of intervention and recovery programs. Teachers and school heads, by recognizing and applying the principles of CLT, can explore strategies to optimize the learning and instructional environment. This includes reevaluating assessment structures, streamlining reporting processes, and providing support mechanisms to alleviate the cognitive burden on educators.

Embracing CLT principles allows educational leaders to design professional development programs that consider the cognitive capacity of teachers. By aligning the demands of the educational system with educators' cognitive capabilities, schools can foster a more conducive and supportive learning environment. Ultimately, applying Cognitive Load Theory becomes integral in ensuring that teachers can make effective decisions, implement programs successfully, and deliver high-quality instruction without being overwhelmed by cognitive demands.

Systemic Challenges

The perspectives shared by P7, P15, P3, and P11, "One of our challenges here in our school is the lack of an environment conducive to learning." This shed light on a critical aspect of the educational landscape—the lack of an environment conducive to learning. This challenge encompasses various factors that directly impact the

overall learning experience for students. To address this issue, educators and administrators must collaborate to create an atmosphere that nurtures curiosity, engagement, and active participation.

The concerns raised by P16 and P8 highlighted the crucial role of technology in modern education. According to them, "Teachers' lack of motivation towards work due to unavailability of ICT equipment for academic purposes." The reported lack of motivation among teachers due to the unavailability of ICT equipment underscores the need for investment in educational technology. Integrating ICT tools into teaching practices not only enhances engagement but also equips students with essential skills for the digital age. Administrators should prioritize providing the necessary resources and support to ensure that educators can effectively utilize technology for academic purposes.

The concerns raised by P16 and P8 regarding teachers' lack of motivation due to the unavailability of ICT equipment align with the Equity Theory, where the perceived inequity in resource provision can impact motivation levels. Integrating technology into teaching practices is not only seen as an essential tool for enhancing engagement but also equips students with vital digital skills. Administrators are urged to prioritize the allocation of necessary resources and support to ensure that educators have equitable access to technology for academic purposes, fostering a more equitable and motivated teaching environment.

The challenges articulated by participants, including P7, P15, P3, and P11, regarding the lack of a conducive learning environment, resonate with the principles of the "Equity Theory" formulated by J. Stacy Adams (1963). Their shared perspective sheds light on a critical aspect of the educational landscape, emphasizing the need for fairness and equity in the distribution of resources that directly impact the overall learning experience for students. In line with the Equity Theory, when there is a perceived lack of equity in the learning environment, it can lead to dissatisfaction and hinder the achievement of optimal learning outcomes. To address this challenge, a collaborative effort between educators and administrators is crucial to create an atmosphere that nurtures curiosity, engagement, and active participation while ensuring equitable access to educational resources.

The perspective shared by P4, and P12 unveiled a systemic challenge where there exists a substantial gap between the expectations set by higher-ups and the actual provision of resources at the grassroots level. They said, "There is a very high expectation for the grassroots from the higher-ups, but in reality, the schools are not provided with all their needs. So, how can we achieve excellent performance with only minimal provision of the needed materials, facilities, and technologies?" This disparity poses a significant hurdle to achieving excellence in education. To bridge this gap, there is a need for strategic planning, resource allocation, and effective communication between different levels of the education system. By addressing this misalignment of expectations and resources, educational leaders can work towards creating an environment where teachers and students have access to the essential materials, facilities, and technologies required for optimal learning outcomes.

The perspective shared by P4, and P12 highlighted a systemic challenge wherein there exists a substantial gap between the expectations set by higher-ups and the actual provision of resources at the grassroots level. This incongruence poses a significant hurdle to achieving excellence in education, as expectations exceed the available resources. Applying the principles of the Equity Theory, addressing this misalignment calls for strategic planning, resource allocation, and effective communication between different levels of the education system. By doing so, educational leaders can work towards creating an environment where teachers and students have equitable access to the essential materials, facilities, and technologies required for optimal learning outcomes, fostering a more equitable and supportive educational landscape.

Gaps in Competency and Instruction

The concerns raised by P8 and P16 underscored a critical issue in the educational landscape—the learners' deficiency in practicing and mastering essential competencies and skills. "Here in our school, the learners lack the practice and mastery of the most essential learning competencies/skills." This observation pointed to a potential gap in the instructional process that may hinder students' overall learning outcomes. This challenge is further emphasized by P5 and P15, who highlight the occurrence of instructional gaps when teachers grapple with keeping pace with the expected curriculum. They said, "Gaps in instruction occur when teachers struggle to keep up with

the expected curriculum. In such instances, learners also face challenges in following the standard curriculum for their level." The direct link between teachers' struggles and learners' challenges in adhering to the standard curriculum indicates a systemic issue affecting the learning environment. Addressing this necessitates a collaborative approach involving educators and administrators to identify specific areas of difficulty, tailor instructional strategies to meet learners' needs, and implement targeted interventions. By acknowledging and addressing these gaps in instruction, educational stakeholders can contribute to a more effective and equitable learning experience for students.

The challenges highlighted by P8 and P16, where learners lack the practice and mastery of essential competencies and skills, can be comprehensively understood through Lev Vygotsky's Social Development Theory. Vygotsky asserted that learning is inherently a social activity, emphasizing the crucial role of interaction and collaboration in the educational process. The observed deficiency in competencies may stem from limited social engagement and collaborative learning experiences. To address this, educators can integrate Vygotsky's theory by fostering environments that encourage peer collaboration, group activities, and interactive learning, enabling students to develop essential competencies through social interaction.

The challenges outlined by P8 and P16, highlighting the learners' struggles with the practice and mastery of essential competencies and skills, align seamlessly with Lev Vygotsky's Social Development Theory. Vygotsky's theory posits that learning is intrinsically tied to social activities and underscores the pivotal role of interaction and collaboration in the educational process. The observed deficiency in competencies among learners is illuminated through the lens of Vygotsky's theory, suggesting that limited social engagement and collaborative learning experiences may be contributing factors.

To address this challenge, educators can draw inspiration from Vygotsky's Social Development Theory. Creating environments that actively encourage peer collaboration, group activities, and interactive learning becomes imperative. By doing so, educators facilitate a platform where students can engage in shared experiences, discuss concepts collaboratively, and scaffold each other's understanding. These social interactions not only contribute to the development of

essential competencies but also enhance the overall learning experience for students.

On the other hand, the reported instructional gaps highlighted by P5 and P15, attributed to teachers struggling to keep up with the expected curriculum, align with Vygotsky's Zone of Proximal Development (ZPD). The ZPD represents the gap between what learners can achieve independently and what they can achieve with guidance and support. If teachers face challenges in staying aligned with the curriculum, it may hinder their ability to provide the necessary support within the learners' ZPD. Addressing this aspect involves prioritizing professional development opportunities for teachers, enabling them to enhance their capacity to provide effective instructional support tailored to the student's developmental levels.

Feedback Dynamics in Education

The gaps and issues identified by P6, P14, P5, and P13 highlighted significant challenges within instructional leadership practices, particularly concerning the feedback mechanism for teachers. Firstly, the mention of "different personalities, weaknesses, and struggles" suggests a diversity of individual characteristics among teachers. This diversity, while natural and expected, can pose a challenge in tailoring feedback to address the specific needs of each teacher. Instructional leaders must navigate these differences effectively to provide targeted and personalized feedback that resonates with each teacher's unique strengths and challenges.

Secondly, the issue of teachers denying the opportunity to improve their competencies despite suggested ways reflects a potential resistance to feedback. They said, "When teachers deny the opportunity to improve their competencies despite the suggested ways provided to them." This could stem from various factors such as a lack of a feedback-oriented culture, fear of criticism, or inadequate communication. Instructional leaders must address this challenge by fostering a supportive environment where feedback is viewed as a constructive tool for professional growth rather than a critique. Clear communication about the benefits of improvement, coupled with a collaborative approach, can help overcome resistance and encourage a more receptive attitude toward feedback among teachers.

The viewpoints expressed by P1, P7, P15, P2, and P10 collectively shed light on a prominent gap in instructional leadership practices: the inadequacy of

constructive feedback provided to teachers. This identified issue underscores the critical role of feedback in fostering professional growth among educators. The assertion that ineffective or vague feedback lacks specificity and fails to provide actionable insights aligns with the notion that constructive feedback should offer clear, targeted guidance for improvement. Without this valuable input, teachers may encounter challenges in comprehending their strengths and areas requiring development.

The significance of constructive feedback in the educational context cannot be overstated. It catalyzes continuous improvement, allowing teachers to refine their instructional approaches, enhance classroom practices, and elevate the quality of education provided to students. When such feedback is lacking or falls short in specificity, it hampers the ability of teachers to make informed adjustments to their teaching methods.

Striving for Consistency

The perspectives presented by P9, P4, and P12 collectively highlighted a crucial issue in instructional leadership practices: the inconsistent implementation of feedback mechanisms. They said, "Another issue is the inconsistent implementation of feedback mechanisms. While some schools or educational institutions may have established feedback processes, their application can be sporadic or lack a systematic approach. Inconsistency in providing feedback hinders the development of a continuous improvement culture among teachers, as they may not receive regular and timely guidance to enhance their instructional practices." This challenge points to a discrepancy in the application of established feedback processes within schools or educational institutions. While feedback mechanisms may exist, their execution tends to be sporadic or lacking in a systematic approach.

The identified inconsistency in providing feedback has significant implications for the development of a continuous improvement culture among teachers. In a learning environment where feedback is irregular or lacks a structured approach, educators may find it challenging to receive regular and timely guidance to enhance their instructional practices. This lack of consistency can hinder the establishment of a culture that prioritizes ongoing professional development, potentially impeding the overall progress and effectiveness of teaching strategies.

To address this issue, instructional leaders need to focus on implementing a more robust and systematic approach to feedback mechanisms. This involves establishing clear guidelines for feedback processes, ensuring regularity in their application, and providing necessary training for both those delivering feedback and those receiving it. By fostering a culture of consistent and constructive feedback, instructional leaders contribute to an environment where teachers can continuously improve their instructional practices, benefiting both educators and students. This concerted effort towards a more systematic feedback approach aligns with the principles of fostering a culture of continuous improvement and professional growth within educational institutions.

The perspectives shared by P9, P4, and P12 illuminate a crucial organizational issue within educational settings. The acknowledgment of inconsistent feedback processes within schools or institutions reflects a potential gap in organizational learning. While feedback mechanisms may be in place, their sporadic application or lack of a systematic approach inhibits the organization's ability to effectively detect and correct errors in both instructional strategies and the underlying assumptions governing these processes.

This inconsistency in providing feedback not only impedes the development of a continuous improvement culture among teachers but also hinders their ability to receive regular and timely guidance for enhancing instructional practices. To address this challenge, instructional leaders should embrace the principles of double-loop learning. This involves not only refining the feedback mechanisms themselves but also reassessing, and adjusting the fundamental assumptions, and governing variables contributing to the inconsistency. By fostering a culture of continuous improvement and adaptability, educational institutions can enhance the effectiveness of their feedback processes, benefiting both educators and students. The application of Organizational Learning Theory becomes integral in creating a dynamic and responsive learning environment within educational institutions.

IV. Courses of action may be proposed to address gaps and issues experienced by school heads in their performance of instructional leadership.

In the realm of educational leadership, the role of school heads is vital in shaping the trajectory of instructional practices within an institution. As they navigate the

complexities of instructional leadership, school heads often encounter various gaps and issues that warrant strategic and thoughtful interventions. This exploration unveils a wealth of practical approaches that can contribute to the enhancement of instructional practices, emphasizing the crucial role of proactive leadership in driving positive change within educational institutions.

Fostering Trust for Enhanced Instructional Leadership

The recommendation emphasized by P6, P14, P3, P11, P8, P16, P7, and P15 said, "Building trust is crucial for effective collaboration and engagement," It underscores the significance of building trust as a pivotal strategy for school heads to address gaps and issues in their instructional leadership practices. Trust forms the bedrock of effective collaboration and engagement within an educational institution. When school heads prioritize establishing and nurturing trust among the teaching staff, it fosters an environment where educators feel supported, valued, and more willing to actively participate in instructional initiatives. This approach can contribute to a cohesive and cooperative educational community, enhancing the overall effectiveness of instructional leadership practices. By recognizing the central role of trust-building, school heads can create a positive and collaborative atmosphere that is conducive to addressing various challenges and promoting continuous improvement in instructional leadership.

The recommendations put forth by participants in this discussion align with various educational theories, shedding light on effective instructional leadership practices. The emphasis on building trust, as suggested resonates with the principles of Transformational Leadership Theory. Leaders, by inspiring and motivating their teams, create a positive and collaborative atmosphere, essential for effective instructional leadership.

On the other hand, the insightful recommendation articulated by P1, and P9, advocates for a strategic shift in the focus of school heads towards a dual emphasis on providing technical assistance alongside instructional support. The essence of their advice lies in the words, "Must focus more on the provision of technical assistance along with instruction. Allow them to focus on the area – school performance, indicators along with access, and quality will improve." This proposition emphasizes the critical role of specialized technical support in conjunction with traditional instructional

guidance. By allowing educators to concentrate on specific areas related to school performance, the envisaged improvement in key indicators, accessibility, and overall educational quality becomes achievable. This nuanced approach recognizes the interconnected nature of technical expertise and instructional effectiveness, paving the way for a more targeted and impactful instructional leadership strategy.

The dual emphasis on technical assistance and instructional support reflects the characteristics of Servant Leadership Theory. This theory emphasizes leaders prioritizing the needs of their team members, aligning with the provision of targeted assistance for professional growth and overall educational improvement.

"Frequent monitoring of the progress of implemented projects and programs is essential. Provide immediate technical assistance to teachers who are struggling to follow the standard curriculum. School Learning Action Cell (LAC) sessions are also suggested." This valuable suggestion put forward by P5, P13, P4, and P12 emphasizes the significance of active and continuous monitoring in educational projects and programs. Their collective advice advocates for frequent checks on the progress of implementing initiatives to ensure their effectiveness. Specifically, the recommendation suggests that immediate technical assistance be provided to teachers facing challenges in adhering to the standard curriculum. This proactive approach aims to address instructional hurdles promptly, fostering a supportive environment for educators. Additionally, the mention of School LAC sessions underscores the importance of collaborative learning and knowledge-sharing among teachers. By facilitating these sessions, schools can create a platform for professional development, exchange of best practices, and collective problem-solving. This comprehensive recommendation highlights the value of vigilance, timely support, and collaborative efforts in enhancing instructional leadership practices within educational institutions.

Active monitoring and immediate technical assistance, as recommended by P5, P13, P4, and P12, are in harmony with Continuous Improvement Theory. Regular assessment of progress and prompt support aligns with the adaptive nature of Situational Leadership, where leaders tailor their assistance to address specific challenges faced by educators.

The insightful recommendations from P2, and P10 resonate with the essence of empowering teachers within the instructional leadership framework. Their expressed sentiment, "Empowering teachers simply implies giving them the rights and privileges to do what is best for them and for the team," underscores the importance of granting autonomy and agency to educators. Empowering teachers involves recognizing their professional expertise and providing them with the freedom to make decisions aligned with their strengths and the collective goals of the team. This approach acknowledges the diverse strengths and teaching styles among educators, fostering a sense of ownership and responsibility. By empowering teachers, instructional leaders create an environment that promotes innovation, collaboration, and a shared commitment to continuous improvement. This recommendation aligns with the philosophy that effective instructional leadership involves creating a supportive culture that values and leverages the expertise of every educator.

The notion of empowering teachers, as conveyed by P2, and P10, resonated with Shared Leadership Theory. By granting teachers autonomy and decision-making privileges, instructional leaders foster a shared commitment to achieving collective goals, reflecting a collaborative and empowered educational environment. Collectively, these recommendations showcase a nuanced understanding of leadership theories, contributing to the enhancement of instructional leadership practices within educational institutions.

These valuable recommendations collectively highlight essential strategies for school heads to enhance their instructional leadership practices. The emphasis on building trust, as articulated by P6, P14, P3, P11, P8, P16, P7, and P15, underscored the foundational role of trust in fostering collaboration and engagement among educators. This trust-building approach contributes to a positive and cooperative educational environment, enhancing the overall effectiveness of instructional leadership. Simultaneously, the proposition by P1 and P9 to focus on providing technical assistance alongside instructional support reflects a strategic shift that acknowledges the interconnected nature of technical expertise and instructional effectiveness. By concentrating on specific areas related to school performance, this recommendation envisions improvements in key indicators, accessibility, and overall educational quality. Furthermore, the suggestion from P5, P13, P4, and P12 to actively monitor project progress, offer immediate technical assistance, and facilitate School Learning Action Cell (LAC) sessions highlight the importance of vigilance, timely support, and collaborative learning in addressing instructional challenges. Lastly, the insight from P2, and P10 advocating for the empowerment of teachers accentuates the significance of autonomy and agency for educators, fostering an environment that promotes innovation and continuous improvement. These multifaceted recommendations collectively contribute to the advancement of instructional leadership practices, ensuring a holistic and supportive approach to educational leadership.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that the school heads engaged in instructional leadership by establishing a cohesive vision, implementing feedback mechanisms, and conducting coaching and mentoring sessions to support teacher development and improve learning outcomes; school heads encountered challenges in their instructional leadership, including managing time amidst diverse responsibilities, addressing gaps in technology adoption and innovative teaching methods, and overcoming resistance to feedback and mentoring, necessitating a balance between constructive criticisms and maintaining a positive learning environment; school heads faced challenges in instructional leadership, including managing overlapping administrative demands, addressing resource disparities impacting student engagement, tailoring feedback effectively amidst teacher resistance and inconsistent application, and fostering a culture of continuous improvement to enhance instructional practices; to address gaps in instructional leadership, proposed actions include prioritizing trust, fostering support and engagement, enhancing collaboration and communication, offering specialized technical support, focusing on specific areas of improvement, ensuring alignment of expertise with effectiveness, implementing frequent progress checks, providing immediate assistance, facilitating collaborative problem-solving sessions, granting autonomy to educators, recognizing their expertise, and fostering a culture of innovation and continuous improvement.

From the findings and conclusions, the following recommendations are forwarded as follows: (1) to enhance instructional leadership practices and improve learning outcomes under the guidance of school heads,

prioritize collaboration, communication, and a growth mindset, alongside implementing regular performance monitoring and tailored coaching and mentoring sessions be done regularly; (2) professional development programs focused on time management, technology adoption, and innovative teaching methods while fostering a culture of continuous learning and providing ongoing support to encourage staff engagement with new educational technologies be prioritized. (3) to better support teachers and improve learning outcomes within educational institutions, streamlined administrative processes be provided targeted professional development opportunities for feedback and coaching skills, and foster a culture of continuous improvement. (4) a comprehensive strategy focusing on trust-building, support, collaboration, technical assistance, autonomy, and fostering a culture of innovation be enhanced and adapted.

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