Servant Leadership, Decision Making, and Instructional Leadership Practices of School Heads in Selected Elementary Schools in Deped Cabuyao

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ABSTRACT: *T*he study aimed at examining the relationship among the school heads' level of servant leadership, level of decision making and instructional leadership practices in elementary schools particularly in the City Schools Division of Cabuyao. Descriptive correlational research design was employed. The study revealed that the there was a significant relationship between the school heads' level of servant leadership skill and their level of decision-making skill, school heads' level of servant leadership skill and their instructional leadership practices and school heads' level of decision-making skill and their instructional leadership practices. Correlations indicated that the higher the level of servant leadership skill of school heads, the higher is their level of decision-making skill, the higher the level of servant leadership skill of school heads, the more they confirm their instructional leadership practices, and the higher the level of decision making skill of school heads, the more they confirm their instructional leadership practices. In essence, the results yield substantial implications to school heads' leadership and decision making. Similarly, an understanding of the relationship among the school heads' level of servant leadership skill, level of decision making skill and instructional leadership practices helps the

KEYWORDS: Descriptive correlational study, Southeast Asia, Quantitative Research. Servant Leadership. Decision Making. Instructional Leadership Practices

INTRODUCTION

Leadership in the current global crisis, the COVID-19, requires prioritizing mental well-being of employees. Almost every leader in an educational institution has been faced with moments of crisis, ranging from small bumps on the road to more gigantic boulders along the path. The current crisis involving the COVID-19 pandemic is different than anything we all have faced in over a century, one that looks to be a lengthy and possibly ethereal challenge for every organization. Servant leadership in a prolonged crisis with such serious consequences is formidably necessary for an organization and its people, and requires physical, psychological and emotional fortitude of the leader.

Cahapay (2022) sought to discover the essence of educational leadership practices of school principals in the context of the current COVID-19 crisis in the form of educational leadership practices during a crisis such as navigating the crisis with adaptive leadership, cultivating practices in crisis management, promoting inclusivity in the new normal and caring first for what is essential. The concept of servant leadership is needed now more than ever. In the study of Kumar (2020), there are four reasons why servant leadership is the most suited leadership philosophy for the post-COVID19 new normal: the 'New Normal' will transform the way leadership uses "power", it will demand excellence in leadership beyond the achievement of objectives, enforce values-based leadership, and disrupt the chasing of success and replace it with pursuit of significance. Harper (2020) further adds that a servant leader is not only sensitive but sensible and is grounded and has a reason for making certain decisions. Davis (2018) reiterates the practical application in the workplace for shaping thoughtful decisions. Servant-leadership offers a distinct perspective and set of values for leaders that acknowledge the worth of others with a focus on employee growth. McCann & Sparks (2018) emphasizes that if education applies the principles, values, and practices of servant leadership to teaching, this will dramatically impact learning and the learning experiences of students. Crippen (2017) adds that servant-leadership contributes to the scholarship of teaching and learning excellence.

The study delved on determining the relationship among the school heads' level of servant leadership, level of decision making and instructional leadership practices in elementary schools particularly in the City Schools Division of Cabuyao.

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Furthermore, the investigation addressed certain issues as research gaps that had been identified during the conduct of the study which may serve as first-hand evidence for the improvement of the quality of leadership in elementary schools and creation of an action plan as well. In core, the results of the investigation may certainly guide the elementary school heads to come up with sound decisions inspired by servant leadership that are geared towards quality instructional leadership practices.

From the above-mentioned premises, servant leadership emphasizes "increased service to others; a holistic approach to work; promoting a sense of community; and the sharing of power in decision making (Crimi, 2020). In the study of Istiqomah & Hartini (2020), which analyzed the role of the principal in implementing servant leadership in new normal situations at Islamic junior high school. The characteristics of servant leader are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

On the other hand, servant leadership may also have negative connotation as the kind of leadership of school heads. The study of Bates (2022) had contrasting findings about servant leadership: It requires profound authenticity and alignment with personal values. This could be argued to be a strength of servant leadership, however it's certainly true that it requires profound authenticity, it's not possible for leaders to fake it. Gomez (2021) emphasizes that successful servant leaders have a genuine desire to serve employees in a democratic way. Harper (2020) further adds that a servant leader is not only sensitive but sensible and is grounded and has a reason for making certain decisions.

Remarkably, in the study made by Siebert, et.al (2021), it emphasizes decision training has a positive effect on individuals' decision-making proactivity. Meador (2020) reiterates that school leaders who regularly include their constituents in the decision-making process find it advantageous in many different ways. Ingersoll, et.al (2018) emphasizes that successful school leadership is to make the core activities of teaching and learning the primary focus of those making the decisions and managing schools. Torlak, et.al (2021) further suggests that the participative decision-making affected moral, knowledge and attitude that contributed to leadership performance.

Toth (2020) has this to say as to why instructional leadership development is vital during and after the COVID-19 crisis: School and district leaders already had a tough job – now it's even tougher. As leaders try to understand best practices for virtual learning and support their staff in learning how to navigate unfamiliar learning environments, they also face potentially long-term impacts from unprecedented student learning losses.

With this, it is suggested that an action plan that may develop or enhance servant leadership skills, decision making skill and instructional leadership practices must be implemented. It should also be considered that.

METHODS

The study used descriptive-correlational research design since it determined the level of the servant leadership skill, level of decision making skill and instructional leadership practices of the school heads at the City Schools Division of Cabuyao Academic Year 2021-2022. Likewise, it identified possible patterns of relationships that exist among variables and it measured the strength of such correlation. Data used in the investigation came from 301 elementary public school teachers who were employed in the City Schools Division of Cabuyao during the Academic Year 2021-2022. Out of 1038 elementary public school teachers, 29% of the population in each subgroup was employed arriving at 301 sample respondents who were randomly given research instrument via google form. Of which, 301 respondents were able to accomplish and return the completed survey questionnaires, representing 100 percent retrieval rate.

The researcher used three sets of survey questionnaire. The first set included statements about the school heads' level of servant leadership skill which was measured using the Likert -Type Scale (Strongly Agree/ Very Positive -4, Agree/ Positive -3, Disagree/Negative -2, Strongly Disagree/Very Negative –1). The second set of the survey questionnaire elicited the school heads' level of decision making skill which was also measured using the Likert -Type Scale (Strongly Agree/ Very Positive -4, Agree/ Positive -3, Disagree/Negative -2, Strongly Disagree/Very Negative –1). The third set of survey questionnaire which was composed of indicators that determined the school heads' instructional leadership practices. It was measured using the four-point Likert Type scale: (Strongly Agree -4, Agree -3, Disagree -2, Strongly Disagree–1).

Notably, the researcher personally wrote a letter addressed to City Schools Division Superintendent of Cabuyao for his approval for the conduct of the study. Prior and informed consent were accomplished by the respondents to ensure compliance to the ethical standards of conducting research. After gaining the permission, the researcher introduced himself to the respondents and then explained to them the very essence of the study and the procedures needed to follow in the conduct of the survey . After which, the researcher personally floated the survey questionnaires to the respondents via google forms. To

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make sure that the data gathered were precisely treated; weighted mean was used to determine the school heads' level of servant leadership skill, level of decision making skill and instructional leadership practices. Pearson Product Moment of Correlation or Pearson-r was used to ascertain if there is relationship between the school heads' level of servant leadership skill and their level of decision making skill and relationship between the school heads' level of servant leadership skill and instructional leadership practices, and the relationship between the school heads' level of decision making skill and instructional leadership practices.

RESULTS AND DISCUSSIONS
Discussion of the school heads; level of servant leadership skill, level of decision making skill and instructional leadership practices is presented in the succeeding tables and textual presentations:

Table 1. The School Heads' Level of Servant Leadership Skill

Indicators My school head…	Weighted Mean	Verbal Interpretation	Rank
1. is more concerned about doing what is right than looking good	3.47	Very High (Strongly Agree)	4
2. promotes tolerance, kindness, and honesty in the work place	3.52	Very High (Strongly Agree)	1
3. readily confess his/her limitations and weaknesses	3.28	Very High (Strongly Agree)	28
4. works behind the scene and let others take the credit	3.19	High (Agree)	29
5. finds enjoyment in serving others in whatever role or capacity	3.44	Very High (Strongly Agree)	7
6. willing to maintain a servant's heart, even though some people may take advantage of his/her leadership style	3.34	Very High (Strongly Agree)	26
7. has a heart to serve others	3.48	Very High (Strongly Agree)	3
8. focuses on finding better ways of serving others and making them successful.	3.50	Very High (Strongly Agree)	2
9. genuinely cares for the welfare of people working with him/her	3.42	Very High (Strongly Agree)	15
10. makes himself/herself available to all his/her teachers/colleagues	3.45	Very High (Strongly Agree)	5.5
11. consistently encourages others to take initiative	3.43	Very High (Strongly Agree)	10.5
12. grants all his/her teachers a fair amount of responsibility and latitude in carrying out their tasks	3.33	Very High (Strongly Agree)	27
13. always looks for hidden talents in his/her teachers	3.10	High (Agree)	30
14. contributes to his/her employees/colleague's personal growth	3.43	Very High (Strongly Agree)	10.5
15. his/her leadership is driven by values that transcend self-interests and material success	3.35	Very High (Strongly Agree)	24.5
16. able to inspire others with his/her enthusiasm and confidence for what can be accomplished	3.42	Very High (Strongly Agree)	15
17. sets clear and realistic goals	3.42	Very High (Strongly Agree)	15
18. demands a high level of productivity from himself/herself as well as from others	3.35	Very High (Strongly Agree)	24.5

19. knows how to communicate his/her ideas to others effectively	3.40	Very High (Strongly Agree)	19
20. has the ability to move the group forward and get things done	3.40	Very High (Strongly Agree)	19
21. important part of his/her job is to inspire others to strive for excellence	3.43	Very High (Strongly Agree)	10.5
22. usually comes up with solutions accepted by others as helpful and effective	3.40	Very High (Strongly Agree)	19
23. has a good understanding of what is happening inside the organization/school	3.43	Very High (Strongly Agree)	10.5
24. leads by example	3.43	Very High (Strongly Agree)	10.5
25. shows the group how to facilitate the process of group success	3.45	Very High (Strongly Agree)	5.5
26. make it a priority to develop relations with those who model servant leadership	3.39	Very High (Strongly Agree)	22
27. does not play favorites, and try to treat everyone with dignity and respect	3.36	Very High (Strongly Agree)	23
28. encourages cooperation rather than competition through the group	3.43	Very High (Strongly Agree)	10.5
29. welcomes ideas and input from others, including critics and detractors	3.40	Very High (Strongly Agree)	19
30. places the greatest amount of decision-making in the hands of those most affected by the decision	3.40	Very High (Strongly Agree)	19
Average	**3.39**	**Very High (Strongly Agree)**	

Legend:(Strongly Agree/ Very High -4, Agree/ High -3, Disagree/ Low -2, Strongly Disagree/Very Low –1)

Table 1 presents the school heads' level of servant leadership skill, as seen in the table, indicator 2 "The school head promotes tolerance, kindness, and honesty in the work place" got a weighted mean of 3.52 ,verbally interpreted as very high and was ranked 1, indicator 8 "The school head focuses on finding better ways of serving others and making them successful." with an obtained weighted mean of 3.50 was verbally interpreted as very high and was ranked 2, indicator 7 "The school head has a heart to serve others" had a weighted mean of 3.48,verbally interpreted as very high was ranked 3, indicator 1"The school head is more concerned about doing what is right than looking good", with an obtained weighted mean of 3.47 was verbally interpreted as very high and was ranked 4, indicator 10 "The school head makes himself/herself available to all his/her teachers/colleagues" with an obtained weighted mean of 3.45 was verbally interpreted as very high and was ranked 5, indicator 25 "The school head shows the group how to facilitate the process of group success" with an obtained weighted mean of 3.45 was verbally interpreted as very high and was ranked 5 respectively.

On the other hand, indicator 13 "The school head always looks for hidden talents in his/her teachers" with an obtained weighted mean of 3.10 was verbally interpreted as high was ranked 30, indicator 4 "The school head works behind the scene and let others take the credit" with an obtained mean of 3.14 was verbally interpreted as high was ranked 29, indicator 3 "The school head readily confesses his/her limitations and weaknesses with an obtained mean of 3.28 was verbally interpreted as very high was ranked 28, indicator 12 "The school head grants all his/her teachers a fair amount of responsibility and latitude in carrying out their tasks" with an obtained mean of 3.33 was verbally interpreted as very high was ranked 27, indicator 6 "The school head is willing to maintain a servant's heart, even though some people may take advantage of his/her leadership style" with an obtained mean of 3.34 was verbally interpreted as very high was ranked 26 respectively.

To sum up, an average weighted mean of 3.39 revealed that the school heads' level of servant leadership was very high. The results imply that the school heads promote kindness, fairness and honesty in their schools. They capitalize on finding better ways of serving others and making them successful.

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The findings support the study of Regoli (2019) as this emphasizes the advantages of servant leadership: Decisions are based on the benefit of all. It encourages empathy. When leaders make decisions in this kind of environment, they do so by looking at the situation in the shoes of others. This allows leaders to refuse requests if it doesn't benefit everyone for some reason. Bates (2022) has this to say about the disadvantages of servant leadership: It requires profound authenticity and alignment with personal values. This could be argued to be a strength of servant leadership, however it's certainly true that it requires profound authenticity, it's not possible for leaders to fake it.

Further, Crippen (2017) defines a servant-leader as servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant- first, to make sure that other people 's highest priority needs are being served. Those served grow as persons; while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants.

Table 2. The School Heads' Level of Decision-Making Skill

Indicators My school head…..	Weighted Mean	Verbal Interpretation	Rank
1. ensures that teachers have "bought into" the decision—they were included in the process, and they understand the incentives for them and for their students	3.39	Very High (Strongly Agree)	3
2. sees to it that teachers have the resources for successful implementation—they have the time, space, or technology needed	3.35	Very High (Strongly Agree)	9.5
3. ensures that teachers have the skills needed to implement the decision—they have been given the training and support to be successful	3.40	Very High (Strongly Agree)	1.5
4. makes sure that teachers have a clear understanding of the metrics used to inform decision-making and the pending course of action—they are being informed of the who, what, why, when, and where related to the decisions.	3.38	Very High (Strongly Agree)	4.5
5. ensures that teachers are motivated to carry out the decisions—they see the vision	3.38	Very High (Strongly Agree)	4.5
6. understands the difference between operational and professional decisions	3.40	Very High (Strongly Agree)	1.5
7. understands the concept of groupthink, and try to avoid this situation	3.33	Very High (Strongly Agree)	12
8. understands the difference between democratic, consensus, and unilateral decision making	3.32	Very High (Strongly Agree)	14
9. choices are influenced by the potential regret or rejoicing associated with decisions selected	3.28	Very High (Strongly Agree)	17
10. spends time researching and reflecting before making major decisions	3.33	Very High (Strongly Agree)	12
11. consciously considers all people involved and the ramifications of a decision	3.33	Very High (Strongly Agree)	12

12. tends to gravitate toward decisions that are low risk in outcome	3.24	High (Agree)	18.5
13. personal bias on issues has little effect on decisions he/she makes by himself/herself or with others	3.16	High (Agree)	20
14. When making decisions, my school head feels that he/she can predict or estimate the outcome of his/her decision	3.24	High (Agree)	18.5
15. confident of the decisions made with his/her input	3.31	Very High (Strongly Agree)	15.5
16. knows when it is appropriate to make decisions by himself/herself, and with input from others	3.37	Very High (Strongly Agree)	6.5
17. has knowledge of several decision making models	3.37	Very High (Strongly Agree)	6.5
18. considers issues, problems, opportunities, and decisions systematically	3.36	Very High (Strongly Agree)	8
19. determines the change required to navigate multiple scenarios/decisions	3.35	Very High (Strongly Agree)	9.5
20. recognizes the limits of their faculty when making decisions	3.31	Very High (Strongly Agree)	15.5
Average	**3.33**	**Very High (Strongly Agree)**	

Legend:(Strongly Agree/ Very High -4, Agree/ High -3, Disagree/ Low -2, Strongly Disagree/Very Low –1)

It can be gleaned from table 2 the school heads' level of decision making skill, as seen in the table, indicator 3"The school head ensures that teachers have the skills needed to implement the decision—they have been given the training and support to be successful" got a weighted mean of 3.40 ,verbally interpreted as very high and was ranked 1, indicator 6 "The school head understands the difference between operational and professional decisions" with an obtained weighted mean of 3.40 was verbally interpreted as very high and was also ranked 1, indicator 1"The school head ensures that teachers have "bought into" the decision—they were included in the process, and they understand the incentives for them and for their students" had a weighted mean of 3.39,verbally interpreted as very high was ranked 3, indicator 4"The school head makes sure that teachers have a clear understanding of the metrics used to inform decision-making and the pending course of action—they are being informed of the who, what, why, when, and where related to the decisions", with an obtained weighted mean of 3.38 was verbally interpreted as very high and was ranked 4, indicator 5 "The school head ensures that teachers are motivated to carry out the decisions—they see the vision" with an obtained weighted mean of 3.38 was verbally interpreted as very high and was also ranked 5, indicator 25 "The school head shows the group how to facilitate the process of group success" with an obtained weighted mean of 3.38 was verbally interpreted as very high and was ranked 5, indicator 16 "The school head knows when it is appropriate to make decisions by himself/herself, and with input from others" with an obtained mean of 3.37 was verbally interpreted as very high was ranked 6, indicator 17 "The school head has knowledge of several decision making models" with an obtained mean of 3.37 was verbally interpreted as very high was also ranked 6 respectively.

On the other hand, indicator 13 "The school head personal bias on issues has little effect on decisions he/she makes by himself/herself or with others" with an obtained weighted mean of 3.16 was verbally interpreted as high was ranked 20, indicator 12 "The school head tends to gravitate toward decisions that are low risk in outcome" with an obtained mean of 3.24 was verbally interpreted as high was ranked 18, indicator 14 "The school head, when making decisions, my school head feels that he/she can predict or estimate the outcome of his/her decision with an obtained mean of 3.24 was verbally interpreted as high was also

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ranked 18, indicator 9 "The school head choices are influenced by the potential regret or rejoicing associated with decisions selected" with an obtained mean of 3.28 was verbally interpreted as very high was ranked 17, indicator 15 "The school head confident of the decisions made with his/her input" with an obtained mean of 3.31 was verbally interpreted as very high, indicator 20 "The school head recognizes the limits of their faculty when making decisions" with an obtained mean of 3.31 was also ranked 15, indicator 9 "The school head choices are influenced by the potential regret or rejoicing associated with decisions selected" with an obtained mean of 3.28 was verbally interpreted as very high respectively.

To sum up, an average weighted mean of 3.33 revealed that the school heads' level of decision making skill was very high. The results imply that the school heads ensure that teachers have the skills needed to implement the decision—they have been given the training and support to be successful. They also understand the difference between operational and professional decisions. The school heads also ensure that teachers have "bought into" the decision—they were included in the process, and they understand the incentives for them and for their students.

The findings support the study of Siebert, et.al (2021) which emphasizes decision training has a positive effect on individuals' decision-making proactivity. The study also found out that the general courses on decision making—that is, as a means to improve individual decision-making skills—are now rarely included in school or university curricula.

Meador (2020) emphasizes that school leaders who regularly include their constituents in the decision-making process find it advantageous in many different ways. They understand that involving stakeholders in the decision-making process can ultimately transform a school. Progressive transformation is continuous and ongoing. It must become a mindset and regular way of making decisions to maximize effectiveness. People will trust a decision-making process that is inclusive, transparent, and holistic in nature. The study of Gemechu (2017) found out that teachers can take a larger role in the overall success of the school when committed to being active participants in the decision making process.

Table 3. The School Heads' Instructional Leadership Practices

Indicators My school head…	Weighted Mean	Verbal Interpretation	Rank
1. develops a focused set of annual school-wide goals	3.39	Strongly Agree	5
2. uses needs assessment or other formal and informal methods to secure staff input or goal development	3.35	Strongly Agree	15
3. uses data on student performance when developing the school's academic goals	3.41	Strongly Agree	3
4. discusses the school's academic goals with teachers at faculty meetings	3.43	Strongly Agree	1
5. refers to the school's academic goals when making curricular decisions with teachers	3.42	Strongly Agree	2
6. ensures that the school's academic goals are reflected in highly visible displays in the school (e.g. posters or bulletin boards emphasizing academic progress)	3.36	Strongly Agree	11.5
7. points out specific strengths in teacher's instructional practices in post-observation feedback (e.g. in conferences or written evaluations	3.40	Strongly Agree	4
8. points out specific weaknesses in teacher instructional practices in post-observation feedback (e.g. in conferences or written evaluation)	3.36	Strongly Agree	11.5
9. points out specific strengths in teacher's instructional practices in post-observation feedback (e.g. in conferences or written evaluations	3.36	Strongly Agree	11.5
10. draws upon the results of school-wide testing when making curricular decisions	3.35	Strongly Agree	15
11. monitors the classroom curriculum to see that it covers the school's curricular objectives	3.37	Strongly Agree	8.5

12. participates actively in the review of curricular materials	3.38	Strongly Agree	6.5
13. meets individually with teachers to discuss student progress	3.33	Strongly Agree	19
14. discusses academic performance results with the faculty to identify curricular strengths and weaknesses	3.31	Strongly Agree	21.5
15. uses tests and other performance measure to assess progress toward school goals	3.37	Strongly Agree	8.5
16. limits interruptions of instructional time by public address announcements	3.28	Strongly Agree	26.5
17. ensures that students are not called to the office during instructional time	3.34	Strongly Agree	17.5
18. limits the intrusion of extra- and co-curricular activities on instructional time	3.29	Strongly Agree	24
19. takes time to talk informally with students and teachers during recess and breaks	3.22	Agree	19
20.visits classrooms to discuss school issues with teachers and students	3.29	Strongly Agree	24
21. covers classes for teachers until a late or substitute teacher arrives	3.13	Agree	30
22. reinforces superior performance by teachers in staff meetings, newsletters, and/or memos	3.31	Strongly Agree	21.5
23. rewards special efforts by teachers with opportunities for professional recognition	3.32	Strongly Agree	20
24. creates professional growth opportunities for teachers as a reward for special contributions to the school	3.35	Strongly Agree	15
25. ensures that in-service activities attended by staff are consistent with the school's goals	3.38	Strongly Agree	6.5
26. actively supports the use in the classroom of skills acquired during in-service training	3.36	Strongly Agree	11.5
27. sets aside time at faculty meetings for teachers to share ideas or information from in-service activities	3.34	Strongly Agree	17.5
28. recognizes students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter	3.29	Strongly Agree	24
29. Uses assemblies to honor students for academic accomplishments or for behavior or citizenship	3.26	Agree	28
30. Contacts parents to communicate improved or exemplary student performance or contribution	3.28	Strongly Agree	26.5
Average	**3.33**	**Strongly Agree**	

Legend:(Strongly Agree -4, Agree -3, Disagree -2, Strongly Disagree–1)

From the data shown in table 3, the school heads' instructional leadership practices, as seen in the table, indicator 4"The school head discusses the school's academic goals with teachers at faculty meetings" got a weighted mean of 3.43 ,verbally interpreted as strongly agree and was ranked 1, indicator 5 "The school head refers to the school's academic goals when making curricular decisions with teachers" with an obtained weighted mean of 3.42 was verbally interpreted as strongly agree and was also ranked 2, indicator 3 "The school head uses data on student performance when developing the school's academic goals " had a weighted mean of 3.41,verbally interpreted as strongly agree was ranked 3, indicator 7 "The school head points out specific strengths in teacher's instructional practices in post-observation feedback (e.g. in conferences or written evaluations", with an obtained weighted mean of 3.40 was verbally interpreted as strongly agree and was ranked 4, indicator 1 "The school head

develops a focused set of annual school-wide goals" with an obtained weighted mean of 3.39 was verbally interpreted as strongly agree and was ranked 5, indicator 12 "The school head participates actively in the review of curricular materials with an obtained mean of 3.38 was verbally interpreted as strongly agree was ranked 6, indicator 25 "The school head ensures that in-service activities attended by staff are consistent with the school's goals" with an obtained mean of 3.38 was verbally interpreted as strongly agree was also ranked 6 respectively.

On the other hand, indicator 13 "The school head covers classes for teachers until a late or substitute teacher arrives" with an obtained weighted mean of 3.13 was verbally interpreted as agree was ranked 30, indicator 29 "The school head uses assemblies to honor students for academic accomplishments or for behavior or citizenship" with an obtained mean of 3.26 was verbally interpreted as agree was ranked 28, indicator 16 "The school head limits interruptions of instructional time by public address announcements" with an obtained mean of 3.28 was verbally interpreted as strongly agree was ranked 26, indicator 30 "The school head contacts parents to communicate improved or exemplary student performance or contribution" with an obtained mean of 3.28 was verbally interpreted as strongly agree was also ranked 26, indicator 28 "The school head recognizes students who do superior work with formal rewards such as an honor roll or mention in the principal's newsletter" with an obtained mean of 3.29 was verbally interpreted as strongly agree was ranked 24.

To sum up, an average weighted mean of 3.33 revealed that the respondents confirmed the school heads' instructional leadership practices. The results imply that the school heads discuss the school's academic goals with teachers at faculty meetings. They also refer to the school's academic goals when making curricular decisions with teachers.

The findings support the study of Morse (2021) as it emphasizes that principals participate in the instructional process through their discussions with teachers about instructional issues, their observations of classroom instruction, and their interactions with teachers when examining student data. Spencer (2018) found out that given all the steps in the supervision cycle, the post-observation conference is the one step that must be handled effectively for teacher growth to occur. Since teacher growth ultimately is the goal of supervision, it seemed appropriate to investigate the post-observation conference and factors related to its success.

Brolund (2017) found out that despite evidence that practicing instructional leadership in schools has a positive effect on student achievement, many principals perceive roadblocks to becoming effective instructional leaders. Principals have reported that they have little time to focus on instructional tasks, they are uncomfortable visiting teachers' classrooms, and they do not have the knowledge or capacity to guide teachers' practice.

Lynch (2017) pointed out that in instructional leadership, the principal's role is deeply involved with setting the school's direction. The "mission" dimension focuses on the principal's role in cooperating with staff, ensuring the school continuously runs on clear, measurable, and time-based goals that result is the academic progress of students. Principals are responsible for communicating goals, which should be widely known and supported throughout the school.

Table 4. Relationship between the School Heads' Level of Servant Leadership Skill and Level of Decision-Making Skill

	Pearson r	p-value	interpretation
School Heads' Level of Servant Leadership Skill and Level of Decision-Making Skill	0.912** High correlation	0.000	Significant
**Significant @ 0.01			

As observed from the data in the table there was a significant relationship between the school heads' level of servant leadership skill and their level of decision-making skill. The Pearson r value of 0.912 indicates a high correlation with a probability value of 0.000 which was less than the 0.01 significance level. This means that the higher the level of servant leadership skill, the higher is their level of decision-making skill.

The findings support the study of Gomez (2021) which emphasizes that successful servant leaders have a genuine desire to serve employees in a democratic way. They're also effective, charismatic decision-makers and clear when they set expectations.

Harper (2020) further adds that a servant leader is not only sensitive but sensible and is grounded and has a reason for making certain decisions. It doesn't always have to be a popular decision, but it is the responsibility of the leader to make the practical, reasonable, and realistic decision that will require others to rise to certain expectations for the benefit of everyone.

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Davis (2018) reiterates the practical application in the workplace for shaping thoughtful decisions. Servant-leadership offers a distinct perspective and set of values for leaders that acknowledge the worth of others with a focus on employee growth. Making decisions can be conducted using a multitude of approaches such as heuristic and rational decision-making.

Table 5. Relationship between the School Heads' Level of Servant Leadership Skill and Instructional Leadership Practices

	Pearson r	p-value	Interpretation
School Heads' Level of Servant Leadership Skill and Instructional Leadership Practices	0.881** High correlation	0.000	Significant
**Significant @ 0.01			

As disclosed in table 5, there was a significant relationship between the school heads' level of servant leadership skill and their instructional leadership practices. The Pearson r value of 0.881 indicates a high correlation with a probability value of 0.000 which was less than the 0.01 significance level. This means that the higher the level of servant leadership skill, the higher is their level of instructional leadership practices.

The findings support the study of McCann & Sparks (2018) which emphasizes that if education applies the principles, values, and practices of servant leadership to teaching, this will dramatically impact learning and the learning experiences of students.

Sahawneh & Benuto (2018) found out that servant leadership has the potential to improve student satisfaction with online learning. Bowman (2017) servant leaders as teachers must have an understanding of teaching styles and preferences and how they impact student learning. Crippen (2017) adds that servant-leadership contributes to the scholarship of teaching and learning excellence.

Table 6. Relationship between the School Heads' Level of Decision-Making Skill and Instructional Leadership Practices

	Pearson r	p-value	Interpretation
School Heads' Level of Decision-Making Skill and Instructional Leadership Practices	0.945** High correlation	0.000	Significant
**Significant @ 0.01			

Table 6 unveils that there was a significant relationship between the school heads' level of decision making skill and their instructional leadership practices. The Pearson r value of 0.945 indicates a high correlation with a probability value of 0.000 which was less than the 0.01 significance level. This means that the higher the level of decision making skill, the better are their instructional leadership practices.

The findings support the study of Ingersoll, et.al (2018) which emphasizes that successful school leadership is to make the core activities of teaching and learning the primary focus of those making the decisions and managing schools. Instructional leadership has been the equivalent of the Holy Grail in the management and administration of elementary and secondary schools. In this view, effective schools almost invariably emphasize key elements of instructional leadership, such as developing a shared purpose and vision among faculty and administrators in schools; providing objective, consistent, and useful assessment of the quality of teachers; and teaching using evidence and data to make decisions about the instructional program.

According to Schneider & Mack (2022), under school-based decision-making, schools are encouraged to make decisions regarding the curriculum and supporting instructional strategies. Torlak, et.al (2021) further suggests that the participative decision-making affected moral, knowledge and attitude that contributed to leadership performance.

CONCLUSION

The school heads promote kindness, fairness and honesty in their schools. They capitalize on finding better ways of serving others and making them successful. The school heads ensure that teachers have the skills needed to implement the decision—they have

been given the training and support to be successful. They also understand the difference between operational and professional decisions. The school heads also ensure that teachers have "bought into" the decision—they were included in the process, and they understand the incentives for them and for their students. The school heads discuss the academic goals with teachers at faculty meetings. They also refer to the school's academic goals when making curricular decisions with teachers that they earned the highest mean grade.

Moreover, the higher the level of servant leadership skill of school heads, the higher is their level of decision-making skill. The higher the level of servant leadership skill of school heads, the more they confirm their instructional leadership practices. The higher the level of decision making skill of school heads, the more they confirm their instructional leadership practices.

FUTURE DIRECTIONS

The investigation, however, has some limitations particularly on the sample size which was used in the study since it was only limited to the public elementary teachers College of the City Schools Division of Cabuyao during the Academic Year 2021-2021.To have a better generalization of the study, it is recommended to future researchers to conduct similar study considering a larger number of respondents. For more comprehensive picture of the interplay of the variables, it is also important to include other variables such as transformational leadership, dedication and loyalty to the profession as school leaders. On a practical note, the outcomes of the study conducted yield significant implications to school heads' leadership as a whole.

Congruently, an understanding of the relationship among the level of servant leadership, level of decision making and instructional leadership practices helps the training section in the division design professional development program to create positive changes and further improvement of administration in City Schools Division of Cabuyao. This is with the end view of increasing mindfulness and perceptions on how potential school heads can become active partakers in exemplifying sound servant leadership, decision making and instructional leadership practices.

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