

## **Instructional Leadership, Information and Communications Technology Competencies and Performance of Basic Education Teachers**

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**Abstract :** This study aimed to develop a causal model on the performance of the basic education teachers in the Division of Malaybalay City for the school year 2018-2019. This study used the responses of 300 randomly selected basic education teachers of Malaybalay City, Bukidnon. They responded to the three sets of questionnaires patterned from the National Education Association (2018) on instructional leadership of teachers, the questionnaire of Caluza et al., (2017) for information and communications technology competencies and the questionnaire on the teachers' performance using the Individual Performance Commitment and Review Form (IPCRF) adopted by the Department of Education (DepEd). Descriptive statistics such as mean for the description, correlation for a relationship, regression for the extent influence, and path analysis for the model that best fits teachers' performance were used. Result showed that basic education teachers have a very satisfactory level of performance. Also, the teachers highly practice instructional leadership practices in terms of coaching and mentoring, facilitating collaborative relationships, and community awareness and engagement. On the other hand, they are proficient users of ICT in terms of technology operations and concepts and basic users in terms of their pedagogical indicators. Furthermore, instructional leadership, coaching and mentoring, facilitating collaborative relationships and community awareness and engagement and information and communications technology competencies; technology operations and concept and pedagogy were significantly correlated toward teachers' performance. Coaching and mentoring, community awareness and engagement, and technology operations and concept were the best predictors of teachers' performance. The model that best fit teachers' performance is anchored on coaching and mentoring of the teachers, embedded with facilitating collaborative relationships, community awareness, and engagement, technology operations, and concepts, and pedagogy.

**Keywords :** information and communications technology, instructional leadership, coaching and mentoring, collaborative relationship

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