

Instructional Leadership Skills and Adept Progress of Teachers: Basis for Teachers' Development Enhancement Program

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ABSTRACT

Education remains a fundamental driver of national development and global competitiveness, underscoring the necessity for high-quality instruction that fosters twenty-first-century competencies. While systematic instructional supervision and sustained professional development support are essential for enhancing teacher competence, these processes are heavily dependent on effective instructional leadership. This quantitative study employed a descriptive-correlational research design to examine the relationship between the instructional leadership skills of school heads and the level of adept progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province. Data were gathered from 24 school heads using complete enumeration and 139

classroom teachers selected through stratified random sampling with Slovin's formula. Adapted five-point Likert scale questionnaires evaluated instructional leadership across seven domains—instructional resource provider, visible presence, professional development, maximizing instructional time, monitoring student progress, feedback, and curriculum implementer—alongside teacher progress across consultation, coaching, community of practice, lesson planning, mentoring, reflective supervision, and technical assistance. Descriptive and inferential statistical tools, including weighted means and Pearson's product-moment correlation coefficient (r), were utilized to analyze the data and test the null hypothesis at a 0.05 level of significance. The findings aim to bridge localized literature gaps regarding instructional supervision in geographically isolated, resource-constrained rural contexts. Ultimately, the results serve as an empirical foundation for proposing a context-tailored Instructional Leadership Enhancement Program (ILEP) designed to optimize administrative support systems, elevate teaching efficacy, and improve overall educational outcomes within the district.

Keywords: *Instructional leadership, Adept progress, Teacher professional development, School heads, Baleno District, Descriptive-correlational study, Instructional supervision*

INTRODUCTION

Education continues to serve as a central mechanism for national development, social mobility, and global competitiveness. International frameworks advanced by the United Nations through the Sustainable Development Goals (SDG 4) and the United Nations Educational, Scientific, and Cultural Organization emphasize the need to ensure inclusive and quality education that equips learners with essential twenty-first-century competencies such as critical thinking, collaboration, and problem-solving

(United Nations, 2015; UNESCO, 2017). In response, educational institutions are expected to create learning environments that foster these competencies. However, such transformation depends not only on infrastructure but significantly on the competence of teachers, who remain the most influential school-based factor affecting student achievement (Hattie, 2009; Darling-Hammond, 2017). As argued by Maisyaroh et al. (2018), improving student outcomes requires deliberate efforts to enhance teacher competence through systematic instructional supervision and professional development.

Teacher professional development support is therefore recognized as a critical lever for improving instructional quality. It encompasses sustained and structured opportunities that enable teachers to refine pedagogical knowledge, strengthen instructional practices, and adapt to evolving learner needs (Desimone & Garet, 2015). Contemporary approaches emphasize collaborative and school-embedded models such as mentoring, coaching, lesson planning, communities of practice, and technical assistance (Avalos, 2011; Darling-Hammond et al., 2017). Empirical evidence indicates that continuous, job-embedded professional development has a stronger impact on teaching effectiveness compared to isolated training programs (Wei et al., 2009). Similarly, mentoring and peer collaboration have been shown to significantly improve teachers' instructional practices and professional confidence (Abetang et al., 2020; Keiler et al., 2023). These findings reinforce the shift from traditional, one-shot training toward sustained, context-driven professional learning systems within schools.

The success of these professional development efforts is closely tied to instructional leadership. Instructional leadership is a model of school leadership that prioritizes teaching and learning as the core of school operations, where school heads actively guide, supervise, and support instructional processes (Gumus et al., 2018; Hallinger et al., 2020). It includes key practices such as classroom observation, feedback provision, curriculum management, and the protection of instructional time (Robinson et al., 2008). School leaders, therefore, function not merely as administrators but as instructional leaders who shape teaching practices and learning environments. Research confirms that effective instructional leadership fosters a culture of collaboration, enhances teacher motivation, and improves instructional quality (Naz & Rashid, 2021; Bellibaş et al., 2021).

Moreover, instructional leadership plays a pivotal role in strengthening teacher development systems. Studies indicate that school heads who actively engage in mentoring, coaching, and supervision significantly influence teachers' professional growth and classroom effectiveness (Gading, 2024; Liu & Hallinger, 2018). Leadership practices such as fostering collaboration and supporting professional learning communities contribute to improved teacher efficacy and instructional performance (Patrick, 2022). As noted by Haughey et al. (2020), school leaders serve as key drivers of educational performance, linking institutional goals to classroom practices through strategic instructional guidance. These findings highlight that teacher development is not an isolated process but one that is largely shaped by leadership practices and school-level support systems.

The concept of continuous teacher improvement, sometimes described as “adept progress,” underscores the importance of ongoing development in pedagogical knowledge, instructional skills, and professional competence (Iqbal & Ali, 2024). However, teachers often face barriers that hinder such progress, including limited access to professional development, insufficient mentoring, and weak instructional support systems (Rahimi & Oh, 2024; Cayabas Jr. & Sumeg-ang, 2023). Without structured and sustained support, teachers may struggle to meet the demands of diverse learners and evolving curricula. International practices demonstrate that strong leadership and systemic support significantly enhance teacher development. Finland, for instance, emphasizes rigorous preparation and continuous mentorship (Niemi & Lavonen, 2020), while Singapore institutionalizes career-long professional learning systems (Tan & Low, 2023). These models illustrate the importance of leadership-driven and well-supported professional development frameworks.

In the Philippine context, reforms by the Department of Education have emphasized both instructional leadership and teacher professional development. Policies such as the Learning Action Cell

(DepEd Order No. 35, s. 2016) promote collaborative, school-based professional learning, while the Philippine Professional Standards for Teachers (PPST) define expectations for teacher competence and growth. Additionally, Republic Act No. 9155 underscores the accountability of school heads in ensuring quality education through effective leadership and instructional supervision. These frameworks position school heads as key facilitators of teacher development through mentoring, coaching, and technical assistance. However, implementation remains inconsistent due to contextual challenges such as limited resources, varying leadership capacities, and disparities across schools (Cayabas Jr. & Sumeg-ang, 2023).

Such challenges are particularly evident in provincial and rural settings such as Masbate, where schools often face geographic isolation, resource constraints, and limited access to professional development opportunities. These conditions may affect the consistency and effectiveness of instructional leadership practices and teacher support mechanisms. As a result, questions arise regarding the extent to which teachers receive adequate professional development support and how effectively school heads perform their roles as instructional leaders in these contexts.

Despite extensive research on instructional leadership and teacher effectiveness, there remains a scarcity of localized studies that explicitly examine the relationship between instructional leadership skills and specific teacher development support mechanisms such as coaching, mentoring, and collaborative learning practices. Many existing studies focus on general leadership outcomes or student performance, overlooking how leadership directly influences structured teacher development processes. This gap highlights the need for context-specific research that can provide empirical evidence to guide leadership interventions and strengthen teacher support systems.

In view of these considerations, this study aims to determine the relationship between the instructional leadership skills of school heads and the level of teacher professional development support in public elementary schools in Baleno District, Division of Masbate Province. By examining key dimensions of instructional leadership alongside specific development practices, the study seeks to provide a basis for designing an instructional leadership enhancement program that improves teacher support systems and educational outcomes.

Statement of the Problem

This study aimed to examine the relationship between instructional leadership skills of school heads and the level of adept progress of teachers across public elementary schools in Baleno District, Division of Masbate Province.

Specifically, it sought to answer the following questions:

1. What is the level of instructional leadership skills of school heads in public elementary schools in terms of:
 - 1.1. instructional resource providers;
 - 1.2. maintaining visible presence;
 - 1.3. professional development;
 - 1.4. maximizing instructional time;
 - 1.5. monitoring student progress;
 - 1.6. feedback on teaching learning; and,
 - 1.7. curriculum implementer?
2. What is the level of adept progress of teachers in public elementary schools in terms of:
 - 2.1. consultation;
 - 2.2. coaching;
 - 2.3. community practice;
 - 2.4. lesson planning;
 - 2.5. mentoring;
 - 2.6. reflective supervision; and,
 - 2.7. technical assistance?

3. Is there a significant relationship between the level of instructional leadership skills of school heads and adept progress of teachers?
4. What teachers' development enhancement program can be proposed based on the findings of the study?

Locale of the Study

This study was conducted in the Baleno District, Division of Masbate Province, which is situated in the municipality of Baleno, a fourth-class coastal municipality in the Province of Masbate, Bicol Region. According to the Philippine Statistics Authority (2020), Baleno has a predominantly rural population whose primary sources of livelihood are agriculture and fishing, conditions that commonly influence the availability of educational resources and access to professional support systems in public schools.

The Baleno District is composed of twenty-four (24) public elementary schools, each headed by a school head, resulting in a total of twenty-four (24) school heads serving as instructional leaders within the district. The teacher population consists of two hundred sixteen (216) classroom teachers distributed across these schools. It is important to note that this total excludes master teachers, as the study focuses specifically on teachers who are directly engaged in classroom instruction and who regularly receive instructional supervision and professional development support.

Given its composition and context, Baleno District provides a relevant setting for examining the relationship between the instructional leadership skills of school heads and the adept progress of teachers. The structure of the district, with one school head per school and a defined group of classroom teachers, allows for a focused analysis of leadership practices and their influence on teacher development within a typical rural public school system.

Figure 1 shows the map of the Municipality of Baleno.

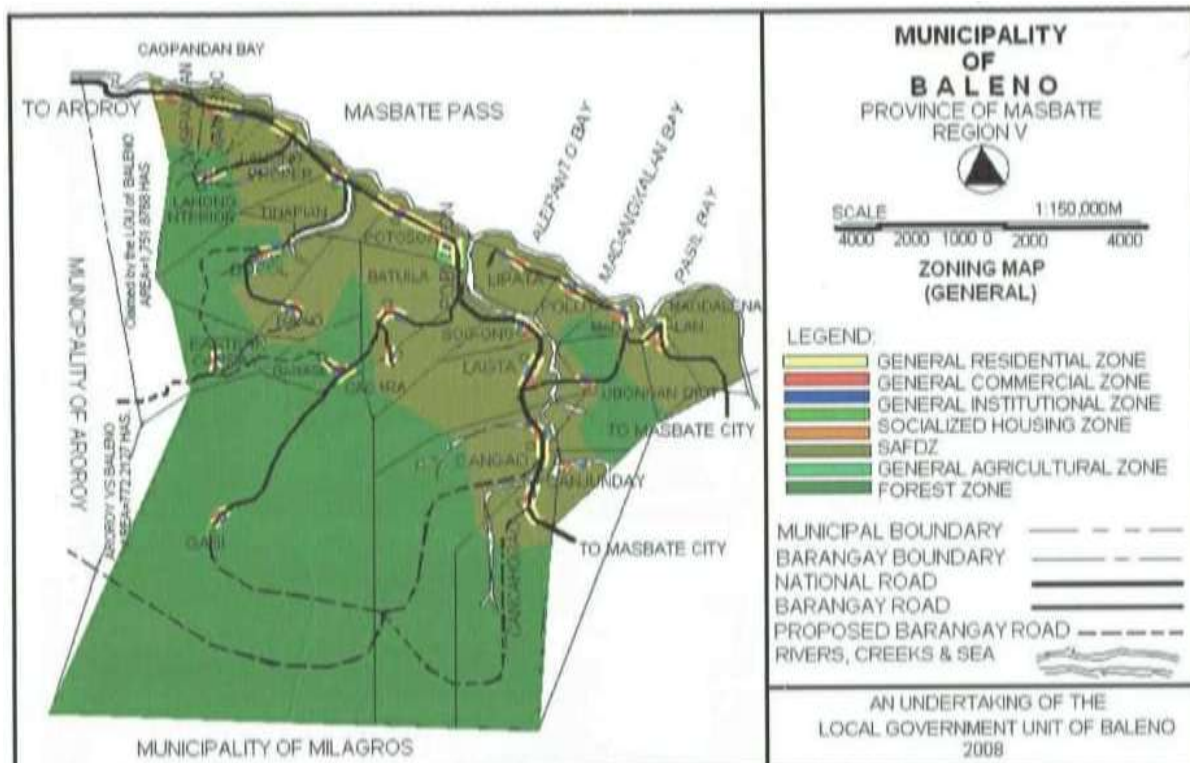


Figure 1. Map of the Municipality of Baleno

LITERATURE REVIEW

Related Literature

Foreign

Instructional leadership is a hot topic for today's education discussion. Research has shown that increasing student achievement is relevant to direct monitoring of teaching and learning conditions. Researchers such as Groenewald et al. (2023) and researchers on global leadership paradigms support the traditional view that school leaders should focus on establishing clear academic goals, supervising teaching practices, and promoting teacher professional development to achieve school success. The agreement demonstrates the importance of the concept in reconciling administrative and instructional procedures with the institution's purposes. However, other scholars offer a more nuanced perspective, questioning the generality of these top-down tactics. In particular, where traditional frameworks stress the principal as the primary driver of change, recent studies (e.g., Groenewald et al., 2023; Hamidah et al., 2020) highlight a move towards distributed or teacher-led leadership, suggesting that instructional improvement is more sustainably sustained when ownership is shared rather than solely located in administrative positions. However, the literature indicates that the focus has shifted, and the key to successful transformation of schools in the 21st century is the alignment of leadership action with pedagogical empowerment and teacher satisfaction, whether the focus is on the principal or distributed leadership (Groenewald et al., 2023), and the requirement for adaptable management strategies (Oliver & Reschly, 2021).

The important role of school heads as instructional leaders is widely established in the worldwide literature as a primary factor of educational quality and school success. Research has found that principals who move beyond administrative management and engage in pedagogical leadership, such as defining the academic goals of the school, monitoring the implementation of the curriculum, and providing specific feedback to teachers, are central to improving the quality of teaching and student learning outcomes (Ahn & Bowers, 2024; Ma & Marion, 2021). This study is supported by cross-cultural studies like international research, which shows that instructional leadership is an important predictor of teacher efficacy and student achievement, as principals who establish a supportive environment with sufficient resources help teachers to improve their instructional practices and successfully manage the complex demands of teaching (Leithwood et al., 2020; Ma & Marion, 2021). Finally, these researchers emphasize the importance of the school leader's role in developing collective teacher efficacy and maintaining a focus on student development to achieve sustainable gains in school performance.

Most data suggest a positive association between instructional leadership and school performance, but other academics urge a more nuanced understanding of this relationship, cautioning against the notion that success is driven primarily by individual leaders' actions. Most studies agree that leadership is a crucial driver; however, counterarguments hold that the direct influence of a school head on student performance is usually mediated by structural, cultural, and organizational characteristics (Leithwood et al., 2020). These alternative frames de-emphasize the notion of the principal as the sole agent of change and promote decentralized or shared leadership models, believing that the power of leadership is best harnessed when the school context permits teachers to use their own professional judgment and collaborative potential (Ahn & Bowers, 2024; Leithwood et al., 2020). So, leadership is key, but the most effective approaches combine authoritative leadership with empowering information throughout the school to help them move forward together.

The instructional leadership capabilities of school heads encompass a broad range of skills beyond traditional management, including emotional intelligence, strategic vision, and the capacity to build collaborative learning environments. The authors cite current systematic reviews indicating that school leaders need a range of tools to succeed in the 2020s. Core competences, including digital literacy, crisis resilience, and culturally sensitive pedagogy, are realized as essential additions to the conventional instructional supervision (Grant & Miller, 2025; O'Connor et al., 2024). These scholars agree that the

complexity of the modern education system requires a holistic approach in which school heads act as dynamic facilitators, aligning professional development to the ever-changing instructional demands to improve teacher performance and organizational adaptability.

There is general agreement on the necessity of these broader skill sets, but some scholars argue the opposite, citing structural constraints that often inhibit the use of these ideal skills in day-to-day practice. Holistic competency frameworks encourage the development of various soft skills, but evidence shows that their effective use may be affected by high administrative burdens and competing systemic needs, which can reduce time for effective classroom engagement (Smith & Thompson, 2025). These critical voices argue that rather than merely advocating for more competencies, systemic policy change is necessary to reimagine the principalship, arguing that individual skill mastery is insufficient if the school environment is not also reconfigured to prioritize instructional support over bureaucratic management (Grant & Miller, 2025; Smith & Thompson, 2025). This mismatch indicates a fundamental tension between the theoretical ideal of the comprehensive instructional leader and the reality of leadership under systems of limited school governance.

School heads play a significant role in providing teachers with the proper tools and support to foster successful learning, as they are the primary producers of instructional resources. Recent international studies (e.g., Naguit, 2024) and current research on supervisory approaches have shown that principals' attention to their role as resource facilitators directly affects classroom teaching quality and teacher satisfaction. This active engagement in selecting relevant instructional materials, organizing resources, and sharing information during teaching is seen to create a learning environment that fosters teachers' development and students' competency (Dabell, 2023; Naguit, 2024). This agreement demonstrates how we can tell whether a principal is an effective leader by how well they can clear the obstacles to effective operation and provide the nuts-and-bolts support that makes for effective curriculum implementation.

Good instructional leadership always emphasizes the visible presence of school heads and the availability of resources. The so-called "art of presence" is about "being", not just "being there", fostering confidence and a single institutional purpose (Dabell, 2023; Longley, 2025). Leaders are present in classrooms and hallways and, as a result, have first-hand knowledge of instructional issues and may also serve as role models for how they behave as professionals for both staff and students (Dabell, 2023; Longley, 2025). This stance is generally found in the contemporary literature, while some critical opinions argue that visibility is not enough without true, meaningful interaction. The true value of presence is thus the leader's capacity to exploit these moments of openness to promote genuine educational cooperation rather than engage in administrative activities (Dabell, 2023). The supply of resources and the purposeful presence are considered related and necessary ways for school administrators to influence the educational environment and lead the collective accomplishment of the school.

The literature from across the globe is in broad agreement that school heads' supervision of teachers' professional development is a basic need for outstanding education. Experts, however, disagree on the best ways to do this. For example, Dilling et al. (2024), Garone et al. (2022), and Moran et al. (2023) illustrate that persistent, context-specific, and cooperative professional development programs are necessary to attain pedagogical reform and the integration of digital teaching. "School leaders who help connect professional learning to classroom needs and foster peer-led mentoring see dramatic increases in teacher engagement and use of new instructional skills," these authors write. However, recent research has shown that workshops or formal training alone are unlikely to lead to significant change, since they may be disconnected from the instructional difficulties that faculty face in their day-to-day practice (Butler, 2022; Taylor, 2020). Critical perspectives suggest that the most successful professional development involves transforming school leadership from traditional top-down models of administration to the development of school-wide learning cultures that allow teachers to engage in ongoing, practice-based reflection and collaborative inquiry (Cochran-Smith & Lytle, 1999).

A worldwide study conducted from 2020 to 2026 found that teachers' professional development responsibilities include maximizing instructional time, assessing students' achievement, providing feedback, implementing the curriculum, and promoting continuous progress. As Darling-Hammond et al. (2023) write, collaborative and ongoing professional learning communities, such as those offered by the Learning Policy Institute and the OECD (OECD, 2020; OECD, 2025), allow instructors to develop peer observation, action research, and digital pedagogies outside of the workshop. A.-P. Healy, A. Correia & N. Stoudt (2026) Teacher-led programs increase classroom success for diverse learners in the US and Europe.

In Israel, Europe, and North America, hybrid settings are being implemented, and according to the OECD (2021) and Shaked (2025), teachers use flexible scheduling, strategic pacing of classes, maximizing precious instructional time, monitoring progress, protecting core teaching blocks from administrative interruptions, and making adjustments based on data to increase student engagement. It is widely agreed that the instructors are performing monitoring in a formative way and providing inspirational feedback (Department of Education, 2025; Gan, Z., and Yuan, R., 2025). Worldwide, at all levels of education, elementary through secondary, improved student performance and higher levels of self-regulation are associated with the usage of digital technology. These technologies also enable real-time monitoring of student progress and delivery of personalized feedback. The single most important aspect in learning and growth is the instructor.

Professional development teams, educators, and innovators attempt to bridge the gap between policy and classroom practice through flexible pedagogies and cross-cultural collaboration. Voices from across the world: the learning program designers, IntechOpen Global volume of teacher education (García, J.-M., & Smith, L., 2026). However, contrary to optimistic views, the power of instructional time depends on the teacher's qualifications, not the quantity of time alone. Less-qualified teachers lead to small benefits despite efforts- starkly contrasting the prevailing narrative emphasizing the need for expertise over performing a role in PISA-related analyses from Europe and elsewhere. (Blau, I., Shamir, L., & Caspi, A., 2021).

Most studies (Darling-Hammond et al., 2023; OECD, 2025; Shaked, 2025) praise the integrated roles of teachers for development, time stewardship, feedback loops, and curricular enactment as the drivers of holistic success. Qualifiers like Blau et al. (2021) advocate for qualifying boosting to avoid inefficiencies, offering a nuanced roadmap for global teacher empowerment.

Teacher professional development via collaborative and reflective practice. Organized support for competence. Vehicles for competence development consultation, coaching, communities of practice, and lesson planning. Pinnegar and Dulude (2023) and Segal (2024) have suggested that collaborative reflection through non-competitive dialogue, critical friendships, and shared narratives among teacher educators and practitioners can be transformative in increasing self-awareness, surfacing assumptions, and rippling improvements across preservice, in-service, and higher education levels in the US and globally. The concept is further developed by the authors responsible for the CRP program at Villanova College (Shaked, 2025), who show how structured pods foster reflective competencies through Marzano-aligned self-assessments, peer observations, and evidence-based trialing, leading to greater collective efficacy and improved student outcomes in Australian schools.

Consultation and coaching are well-supported mechanisms for enhancing teaching (Cutrer-Parraga & Miller, 2023; Reinke et al., 2024). School-based coaching's cycles of observation, approach modeling, and resistance-probing reflection generalize teaching practices and increase classroom management in US elementary schools (Reinke et al., 2024). In a similar vein, Wang and Fan (2025) draw attention to the Chinese setting of communities of practice (CoPs) and lesson planning, where the joint design and iterative improvement of lessons enable the development of multi-skill training, consistent with performance incentives for comprehensive development. In essence, these ideas offer relational, cyclical supports that are seen as necessary to the development of teaching adeptness outside of isolation.

Akbari et al. (2023) and Brandenburg et al. (2023) jointly suggest techniques for teacher development via CoPs and lesson planning. The latter demonstrates how international lesson planning builds professional communities through collaborative inquiry, ethical relationality, and linguistic analysis of reflections to deepen and broaden engagement, imagination, and alignment for sustainable innovation in European and North American teacher education—further stated as traveling pedagogies resonating worldwide for boosting higher-order skills in digital transitions (OECD-aligned frameworks upgrades 2020–2025).

However, he sees the excitement of communal contemplation and cautions about its use in PD programs that lack one-on-one mentorship, suggesting its benefits would be limited compared to procedures based on Schön's own work. He also warns of the hazards of over-reliance on group dynamics without the responsibility of one-on-one mentoring, thereby contrasting the dominant collaborative optimism in the literature, and urges hybrid techniques if progress is to be accomplished in a truly competent way.

Research worldwide has shown that good leadership offers teachers focused mentoring for professional growth, reflective supervision for self-assessment, and technical assistance for instructional problems. Mentoring relationships may be utilized for transactional leadership to engage teachers, promote collaboration and innovation, and to facilitate professional development over time (Sun, 2020; Kang, 2021). This finding is consistent with the work of He et al. (2024) and Abdullah et al. (2020), who have advocated for integrating instructional leadership with reflective supervision approaches, such as GROW, that shift from evaluative to collaborative exchanges to foster self-reflection and empowerment. They collaborate to improve teacher effectiveness via systematic support and feedback, not less effective means that emphasize transactional transactions over relationship development.

The consensus above centers on proactive leadership mechanisms. Mori (2024) and the International Study of Teacher Leadership team (Webber et al., 2020) demonstrate how mentoring networks can build leadership capacity through professional growth communities that provide technical assistance for classroom innovation. These results are similar to those of Oktarin et al. (2021), who found that distributed leadership promotes reflective practice in peer mentoring and problem-solving of instructional issues, thereby enhancing instructors' abilities. Holistic growth may be encouraged by focusing on relational trust and evidence-based coaching, including advise and practice, rather than hierarchical ideas.

Sun (2020) and Zabala (2021) found that transactional or laissez-faire leadership styles do not provide opportunities for reflection and technical assistance, leading to little progress in self-evaluation and unsolved instructional challenges. These beliefs imply that the mentee may choose to leave an unproductive mentoring relationship, unlike transformational and instructional proponents, but suggest a hybrid approach in which reflective supervision might help mitigate these concerns. Looking comparably we may observe how leadership impacts teacher development in different regions of the globe.

An international study has also shown that instructional leadership is centered on professional development and instructional monitoring to improve teachers' progress. Similarly, Hallinger and Wang (2020) and Li et al. (2023) showed that administrators oversee curriculum alignment through systematic professional development and provide targeted feedback to improve teachers' professional development. This kind of leadership in the US fosters teacher communities that collaborate and continually enhance their development and performance (Voelkel, 2022). These unchanging findings indicate that leaders are engaged in strengthening teachers' talents beyond their administrative duties.

The leadership skills of school leaders significantly influence instructors' performance in inspiring collaboration and motivation. Effective instructional leadership in schools in Europe and North America may boost teacher morale, collaboration, and performance (Pounder, 2023; Sebastian et al., 2022). Teachers' collaboration skills increased daily instructional effectiveness and student outcomes (Meyer et al., 2022). The well-trained administrator is seen as essential to the shared objective and to supporting teacher success.

Karadağ (2021) and other bibliometric studies (Ekinci & Yalçın, 2024) demonstrate outstanding leadership practices. However, the relationship to teacher performance is typically weak and depends on

contextual factors rather than solely on leaders' actions. By contrast, small determination coefficients (e.g., 0.188) imply that instructional leadership is helpful but not enough on its own without teacher intrinsic motivation, not strong causal assertions. However, they do imply that pairing leadership with teacher autonomy offers the greatest hope for instructional effectiveness.

Recent research across many parts of the globe has highlighted the need to enhance school leaders' capacity to support teacher development, providing a strong foundation for Instructional Leadership Enhancement Programs (ILEPs). In the US and European contexts, skills-based programs, including professional learning communities (PLCs), mentorship, and data-driven decision-making, have been shown to increase teacher teaching and student achievement (Hallinger, 2021; Ekinci & Yalçin, 2025). "Great programs where principals spend more time teaching to accelerate teacher development. Selective recruitment, cohort-based training, and peer networks (Wallace Foundation, 2020 update; Voelkel et al., 2022). ILEPs are usually built on criteria that emphasize pragmatic, evidence-based treatment above general education.

However, critics of Karadağ (2022) contend that, even with district buy-in and cultural fit, prolonged attempts to build skills may not be worth it if there is very little growth in teachers' performance. This alternative view associates the ILEPs with ongoing mentoring and accountability to challenge positive program assumptions and prevent shallow skill development. As programs seek individual and organizational facilitators, the synthesis culminates with the endorsement of the proposition that a high-leverage strategy to teacher development is to enhance school head competence.

Local

The school head, in many recent Philippine studies by well-known authors, is seen as the main instructional leader in increasing the quality of teaching and school performance. Fresnido and Uy (2026) found that school heads' management of the instructional program, a clear vision for learning, data-driven decision-making, and structured mentoring increase teacher motivation and professional growth, thereby improving classroom practices and, in turn, influencing student learning outcomes. Mendoza (2023) said that the teaching performance of Gingoog City is enhanced by the usual supervision and assistance provided by school heads to teachers. It supports the idea that the more successful schools were associated with keeping classroom-focused leadership. The authors define the school administrator as an active instructional leader who, through his/her presence in the teaching-learning process, promotes teacher competency and school accomplishment.

Contemporary authors in the Philippines also highlight the factors that restrict or affect instructional leadership and school success. Fresnido and Uy (2026) further noted that school heads, although well respected by instructors for their supervision and mentorship, are frequently hamstrung by heavy administrative burdens, a lack of leadership training, and resource constraints in delivering effective instructional leadership. As Mendoza (2023) explains, "Instructional leadership does improve teacher performance, though structural factors such as class size, teacher turnover, and professional development opportunities moderate its full effect," which indicates that instructional leadership cannot fully compensate for deficient support systems. All three writers agree that school heads are key instructional leaders who enhance teaching and learning, but they also believe that their effectiveness depends on orchestrating policies, resources, and shared leadership within each school's local context.

Recent Philippine research with identifiable authors has identified school heads as essential providers of instructional resources and found that their abilities significantly influence teacher effectiveness and classroom practice. In the Castillejos District, elementary teachers regarded school heads as "Resource Providers" and "Instructional Resources," highly effective because they provided teaching materials, guided the implementation of learner-centered strategies, and organized professional development activities that improved their self-efficacy in classroom management and instruction. Sta. Fresnido and Uy (2026) found that the attentive program management, resource coordination, mentorship,

and learning communities of Magdalena improved teacher motivation and professional growth (Fresnido & Uy, 2026). These experts think the instructional materials that school administrators often offer help with teaching and school success.

Current authors in the Philippines also stress the school head's prominent role in fostering a conducive learning environment, alongside adequate supplies and instruction. Teachers called their school heads "Visible Leaders" because they were frequently present during classroom visits, meetings, and school-based events, demonstrating their dedication to learning and strengthening teachers' accountability for effective teaching (Battad, 2024). Similarly, Fresnido and Uy (2026) showed that school leaders who were physically present and socially available to their teachers, including classroom walkthroughs, informal conversations, and shared decision-making, were able to build trust, motivate risk-taking, and enhance teacher collegiality. Both studies demonstrate that visible presence energizes teachers and grounds leadership in classroom practice, not only symbolically.

Recent Filipino academics also dispute whether presence and resources necessarily improve performance. Heavy administrative loads, limited training opportunities, and unequal funding are among the structural constraints that may diminish school heads' instructional leadership despite their good visibility and resource allocation (Battad, 2024; Fresnido & Uy, 2026). However, rather than the more positive perspectives that view visible leadership as a basic engine of development, the authors suggest that school heads' provision of instructional resources is contingent on the alignment of policies, resources, and shared leadership across the school system. Battad (2024) and Fresnido and Uy (2026) state that school heads should be visible and resourceful, but the best leadership is grounded in enabling conditions.

Teachers in Philippine schools have many important roles, like joining professional development, managing time well to improve classroom efficiency, assessing students' progress, giving constructive feedback to make teaching practices and learning outcomes better, and implementing the curriculum, primarily to ensure all. Recent empirical studies by identifiable authors, especially those rooted in the local Philippine context, reveal a variety of agreements and disagreements about these roles, with some researchers commending structured professional development and others pointing out systemic barriers that impede teachers' capacity to fulfill these duties.

Rivera et al. (2025) and Sapong et al. (2025) support embedding school-based strategies to increase instructional quality and personal competency, situating teachers as active agents in their own professional development and progress. Rivera et al. (2025) present a comprehensive discussion of revitalizing the Philippine education system by broadening access to In-Service Training (INSET) and Teacher Professional Development (TPD) through innovative school-based learning communities and mentorship programs responsive to teachers' needs. These interventions allow teachers to better use teaching time, provide targeted feedback, and deliver courses more efficiently. In a phenomenological study at Jose C. Catolico Sr. Elementary School, Sapong et al. (2025) underscore the significance of the teachers' reflective practices, collaborative networking, and peer-led reflections as important factors in promoting sustained development, allowing teachers to better track student growth, adapt curriculum delivery more fluidly, and to strengthen the notion of teachers' inherent.

This position was supported by more realistic research by Zain et al. (2025) and Nolasco (2023). These are the primary barriers that stop instructors from attaining such high goals. These include how to present the curriculum, make the most of teaching time and feedback, and avoid unnecessary administrative duties. The MATATAG Curriculum instructors (Zain et al., 2025) noted that the lack of training before implementation hampered the teachers' ability to present the curriculum, provide timely and relevant feedback on teaching and learning, and sustain instructional time. It raises problems regarding professional growth that is not evidence-based. Rivera et al. (2025) and Sapong et al. (2022) also found that teachers in the Tinambac District experience time management issues due to non-teaching obligations, a high number of classes, and bureaucratic requirements, which do not provide young people with the innovative challenges of planning (Nolasco et al., 2023).

Ibasco et al. (2023) and Santos et al. (2024) differ in their views on the role of schools in evaluating student success and providing feedback. South Butuan teachers found modular learning challenging but received timely feedback through activity records, home visits, and social media (Ibasco et al., 2023). The instructors of Isulan National High School monitored attendance and collected performance data using homemade digital monitoring equipment (Santos et al., 2024). The Philippine education project 2020–2026 includes student growth measurement, feedback loops as per Rivera et al. (2025), and workload analysis. teacher training systems (Rivera, 2025; Sapong et al., 2025). A comprehensive policy change that links these demands to ground realities for better teacher development (Zain, Nolasco, Ibasco, and Santos, 2024).

Collaboration and reflection, systematic help on the development of teaching competence, teacher capacity building, consultation, coaching, communities of practice, and lesson study may increase the effectiveness of Filipino school teachers. They are difficult to execute, yet the local report emphasizes their importance.

Mentoring, Learning Action Cells (LACs), and school-based professional learning communities (PLCs) increase the teaching and reflection practices (Rivera et al., 2025; Prudente, 2024). Rivera et al. (2025) claim that PLCs and data-driven mentorship may support teachers in developing 21st-century abilities, such as instructional augmentation and shared learning. Prudente et al. (2024) examined 22 PD programs (2013-2023, including recent DepEd LACs under Order No. 35, s. 2016) and highlighted the importance of collaborative reflection in LACs.

Lesson study (LS) and communities of practice (CoP) foster collaborative planning, coaching, and online changes (Pagbilao et al., 2023; Aquino & Bautista, 2023). Pagbilao et al. (2023) noted that the support triangle (DepEd, LGU, institutions) of Saguday District helped LS/CoP, lesson contextualization, pandemic resilience, and stakeholder participation in instructional development. It seems LS affects Quirino's lesson preparation, teaching, and atmosphere (Aquino & Bautista, 2023)—a great tool for working together and helping youngsters succeed in PD.

Gutierrez (2021) shows how scaffolded reflective PD in scientific teams creates shared leadership, effectiveness, and agency via research-embedded consultation. While LS thrives with robust support (Pagbilao et al., 2023), Aquino and Bautista (2023) note initial hesitations due to time constraints and traditionalism, and Prudente et al. (2024) imply uneven PD access pre-2020s, contrasting idealized CoP/LS with scalability hurdles and a lack of administrative buy-in.

Studies show that LS/CoP can facilitate skillful progression through mindful reflection (Rivera et al., 2025; Prudente et al., 2024; Gutierrez, 2021), but it is important to address logistical obstacles to unlock the full instructional improvement potential of consultation/coaching in Philippine contexts.

In the Philippines, teacher development includes mentorship for professional advice, reflective supervision for self-evaluation and progress, technical assistance for Instructional problems, and leadership and teacher development.

School leadership facilitates teachers' professional development via mentoring, coaching, and reflective monitoring (Rivera et al., 2025; Rigor et al., 2024; Pagara et al., 2026). As Rivera et al. (2025) describe, principal mentoring and data-driven reflection in PLCs constitute ongoing professional coaching and self-reflection. Despite time constraints, the Agusan del Sur GROW paradigm evolved into a collaborative discourse, in which leaders became agents of evidence-based mentoring and empowerment (Pagara et al., 2026). The phenomenological phases of clinical supervision, as described by Rigor et al. (2024), are processes that facilitate personal growth through relational feedback from pre-observation preparation to post-observation goal formulation.

Technical assistance and structured mentorship promote these perspectives, and direct support for school leaders improves teaching effectiveness. Albores et al. (2025) reported that technical assistance from administrators to teachers in the preparation of their courses and pedagogy, and reflective monitoring for skill development, predict teacher effectiveness. Mentoring/coaching, said Guro et al. (2024), is both

personal and professional, and encourages reflective practices and skills development to improve student outcomes.

Leadership propels growth ($r=0.90$; Panabo City, 2024) with implementation gaps such as workload and resistance needing adaptive strategies (Pagara et al., 2026). Small regression effect of instructional leadership versus greater HRM/SLMO domains, needing balanced competencies per PPSSH (Albores et al., 2025).

Philippine research linked instructional leadership to teacher development, school heads' abilities to performance, and leadership to instructional cooperation, with variable direct effects. Positive relationships are driven mostly by school heads (Fresnido and Uy, 2026; Dalida, 2025; Villareal et al., 2024).

Protest of Sta. Uy and Fresnido (2026) reveal that the vision, establishing, monitoring, and mentoring practices of principals in public secondary schools (PPSSH) of Magdalena improve teacher motivation and development and promote teamwork despite administrative obstacles. As stated by Dalida (2025), established objectives, monitoring, and assistance improve the quality of teaching and yield better results in Batac City, but their impact is limited by unequal implementation. In Antique, the notion of personalized PD is supported by "very high" significant correlations (r) among leadership, collaboration, and performance, which are influenced by demographics (Villareal et al., 2024).

Batac statistics demonstrate the contextual constraints of uniform growth (Dalida, 2025). Demographic problems in Antique (Villareal et al., 2024) temper over-optimism and highlight the need for capacity building and lower costs for long-term success.

Philippine studies have focused on the relationship between school leadership and the improvement of teacher competency. However, some public elementary school districts still lack context-specific curricula, especially in rural and underserved areas such as the Baleno District in Masbate. Results may vary according to geographical isolation, resource limitations, and unique administrative restrictions. It is important to note the studies by Gadingan (2024) and Dalida (2025), which found significant relationships between instructional leadership qualities and teacher development in Kapalong-Langilan (Davao del Norte) and Batac City (Ilocos Norte), respectively.

Gadingan (2024) found high levels of leadership practices and teacher adeptness, with significant positive relationships ($p<0.05$), attributing gains to principal mentoring, feedback, and professional learning cultures. Dalida (2025) finds that school heads' vision-setting and supervision significantly influence motivation and performance in secondary contexts. However, both studies focus on the northern and Mindanao divisions, implicitly highlighting the lack of parallel inquiries in Bicol Region locales like Baleno, where no equivalent district-specific empirical data exists to validate or adapt these findings to local realities, such as modular learning districts.

This paucity calls for tailored investigations of the links between leadership abilities and teacher professional growth in Baleno's public primary schools, given broader studies that reveal contextual inequalities that limit universal applicability. Villareal et al. (2024) in Antique Province find "very high" leadership-performance links moderated by demographics and workload, recommending tailored PD. Albores et al. (2025), in their technical assistance analysis, find that administrative supervision has lower predictive power than human resource management, suggesting that leadership's impact varies by skill domain and district maturity. Baleno-centric research must fill the gap between optimistic correlations in northern studies (Gadingan, 2024; Dalida, 2025) and calls for localized nuance (Villareal et al., 2024; Albores et al., 2025) to inform DepEd policies for equitable teacher growth across diverse Philippine contexts.

Instructional Leadership Enhancement Program (ILEP) is a significant output that can enhance school heads' mentoring, reflective supervision, and technical assistance skills, thereby improving teacher development outcomes in public schools where localized gaps persist. School-based PD programs such as PLCs, LACs, and specific training aligned to the PPSSH domains of Developing Self and Others and

Focusing on Teaching and Learning would afford school leaders data-driven mentoring and supervision skills that would improve teacher competency, instructional quality, and collaboration (Rivera et al., 2025; Prudente et al., 2024; Gadingan, 2024). Rivera et al. (2025) propose mentorship-embedded INSET for reflective development and optimal resource allocation. Prudente et al. (2024) propose 22 well-researched, continuous, and job-embedded learning programs to address the skill gaps. Gadingan (2024) presents empirical data on the considerable (r) relationship between strong instructional leadership in the Kapalong-Langilan primary schools and exceptional teacher performance.

However, research shows implementation difficulties and highlights the need for ILEPs to be developed in an adaptive, context-specific manner rather than as generic training, challenging the consensus on competency-focused improvement. Dalida (2025) and Villareal et al. (2024) concur with the PD imperative but point out that the influence of leadership skills on teacher outcomes is contingent on workload, demographics, and regional variances—e.g., Batac's secondary gains mitigated by inconsistency (Dalida, 2025) and Antique's "very high" correlations tempered by administrative overload (Villareal, 2024), advocating for integrated technical assistance and the reduction of non-teaching tasks to avert superficial adoption. On the other hand, Albores et al. (2025) have highlighted the importance of human resource management (HRM) over instructional supervision in predicting performance. To address these problems, they propose hybrid programs that combine self-assessment tools with stakeholder involvement, which align with the idealistic designs proposed by Rivera et al. for efficacious, outcome-oriented interventions to sustain teacher development in underperforming settings in the Philippines.

Related Studies

Foreign

Recent worldwide research has shown that instructional leadership is a factor in school achievement. Leithwood et al. (2020) reported a study of 1,779 primary school teachers in Texas that showed the influence of school leadership on student learning to be indirect and working via teacher capability, school environment, and instructional methods in the "four paths model". Day and Sammons (2020), in a recent study, synthesized findings from studies worldwide and highlighted the indirect effects of pedagogical/instructional leadership on student outcomes beyond academic achievement, such as engagement and behavior, through the formation of teacher collaboration and a culture of learning. Instructional leadership was more effective than other strategies, yet both studies stressed the need for collaborative leadership to succeed in varied scenarios.

The overseas study validated the role of heads of schools as instructional leaders to improve teaching. Le Fevre (2021) reviewed the international literature and concluded that principals' instructional leadership is the biggest predictor of student progress and is connected with increased teacher effectiveness and decreased teacher isolation via data utilization and cooperation. This finding, it suggests the necessity for school leaders to create settings of consistent high expectations, but there are differences in the way this is achieved.

In the international literature, school success has been closely associated with leadership positions in teaching and learning. Instruction Partners (2025) discovered that principals who moved from below-average to above-average effectiveness focused on instructional coaching and productive cultures and gained three months of math and reading learning. With this context, it confirmed the route model of Leithwood et al. (2020) and extended the frameworks of Hallinger (2022) that related visionary leadership and professional assistance to teacher performance and school results. Effective instructional leadership was crucial for school success. However, equity-oriented applications in low-income settings need further context-specific research.

Recent international research on instructional leadership qualities of school leaders that promote teaching, Leithwood et al. (2020) surveyed more than 1,700 Texas educators and found robust connections between principals' use of data-driven decision making, coaching, and teacher performance. Hallinger and

Wang (2021) performed a meta-analysis of Asian talents and concluded that they had high supervision and curricular congruence but lacked adaptive skills under pressure. Results revealed that talents indirectly influenced achievement but underscored the importance of contextual circumstances and pointed to the need for targeted professional development to improve the strategic use of resources.

Bush and Ng (2022) used mixed-methods data to correlate UK principals' digital tool and PD supply to enhanced pedagogy and equality in diverse schools that matched Fullan and Quinn's (2023) Canadian paradigm, where heads fostered collaborative resource networks to increase longitudinal student participation. Both underscored the importance of provisioning for capacity building and the need for scalable approaches in under-resourced institutions, given resource limitations.

International literature showed that school heads must be visible to model instructional leadership. Shaked (2025) found that Israeli principals' walkthroughs improved teacher morale and faithfulness by increasing classroom visibility. Grissom et al. (2024) found that 180 schools' observational data showed that US principals' active presence corresponded with 0.15 SD math increases. Visibility promoted responsibility and trust, but post-pandemic virtual/hybrid application gaps required equity-focused research.

Darling-Hammond et al. (2022) combined US and worldwide PD programs and found that leaders who valued collaborative inquiry and coaching improved teacher practice and student results by 0.20 SD. The Australian Institute for Teaching and School Leadership (2024) found that principals who included feedback in PD cycles boosted teacher effectiveness and retention in high-needs schools. These identified leadership as PD's indirect conduit but underlined implementation issues in resource-limited contexts, suggesting systemic support for scaling.

A Danish randomized experiment (2023) indicated principals who added structured 1-hour weekly extensions to instruction had maintained achievement gains that outperformed unstructured time. In addition, HMM assessments (2021) of US districts found that leaders employing tech for flipped models and routines saved 15-20% of classroom time and increased engagement. Intentionality's advantages were shared, but main and secondary settings differed, underlining the necessity for adaptive procedures during disruptions.

Student progress monitoring and comments by principals were associated with improvement in world literature. In the US, data dashboards allowed principals to focus interventions, improving dismal performance by 12% (Lochmiller 2020). According to studies in Frontiers (2025), timely, customized feedback from leaders boosts motivation and achievement, but generic praise inhibits uptake. The synthesis showed the usefulness of the monitoring-feedback cycles; the integration of AI and equality for different learners has to be further refined.

Recently, school administrators coordinated the integrity and coherence of foreign studies in the curriculum. Scott and Gage (2020) remark that monitoring by principals led to fewer and smaller suspensions and greater competence via consistent enforcement. The GEM Report (2023) elaborated on this, stating that the use of models improves PD results in 50 countries. The orchestration function of both confirmed brains. Separating resource-rich versus poor situations. Pointing up policy coherence issues that future research can remedy.

International studies of teacher development and professional growth have pointed to continual, collaborative paths to competent development. Darling-Hammond et al. (2022) showed strong evidence that coaching, in addition to workshops and 50+ hours of PD with active learning and follow-up, boosted student gains by 0.21 SD. Gümüs and Bellibaş (2023) analyzed TALIS data from over 20 countries and found that job-embedded PD (mentoring, networks) improved teacher self-efficacy, whereas seminars did not. In Timperley et al. (2024) inquiry cycles, teacher-led professional development improved adaptive expertise and student outcomes in diverse New Zealand classrooms. These indicated PD's skill transfer advantage over traditional and new formats, but also gaps in low-resource contexts and hybrid scalability that need adaptive, equity-driven frameworks.

An international study shows that teacher professional development is based on collaboration and reflection. According to Fook and Sidhu (2023), critical friendships facilitated self-study and adaptive teaching in isolation. Li (2025) used Schön and Dewey in pre-service reflection and showed that collaborative sessions promoted critical thinking and identity development. Both agreed on the importance of these behaviors for future growth but recognized the injustices in the digital realm and proposed hybrid ways to provide greater access.

Study abroad with a focus on developing teaching skills. Pearson, 2026) Framework for coaching, reflection, and global learner-centered competencies. Coaching had little impact on practice (0.21 SD; Kraft et al., 2024). Data-aligned cycles beat generic PD. The issue is not scalability, but the prospect of equal competence increases at the convergence of customization, which means policy integration.

Internationally, teachers' competency increased with advising and coaching. Reddy et al. (2025) examined 25 studies published between 2020 and 2025 and concluded that consultation fosters trust and digital collaboration improves resilience. Vosaic (2025) predicted rapid feedback cycles and outcomes in video/AI coaching cycles by 2026. These agreed-upon job-embedded forms were more successful, but required contextually adaptive guidance to alleviate inclusive digital equity inequities.

International studies instructors have highlighted CoPs as a kind of learning. Virtual CoPs provide busy educators a venue to share expertise and excitement (Rock, 2020). In 2023, a holistic assessment of EFL settings showed the need for on-site, online, and blended CoPs to address reciprocal learning and interaction problems. Hybrid Development Methodologies CoPs are collaborative structures, effectiveness of modalities varies.

Mendoza et al. (2022) linked socialization-externalization and knowledge growth to CLP techniques based on SECI. Ceballos, Manning, and Helmke (2025) discovered that inquiry-based and non-friendship mentoring improved new teachers' practices and student progress, although use of the technology was inconsistent, and iterative planning-mentoring was useful.

Adams and Wells (2021) indicated that the use of journals and peer reviews improved student awareness and flexibility. Good mentoring/coaching for tech-instruction TA improves task management ($M=3.83$) (Andres and Valerio, 2020). Structured reflection-TA identified disparities in access and the need for equitable autonomy.

Recent international data are connecting leadership to teacher development. Transformational leadership is good for professional achievement (Day & Gu, 2020). Manning and Bouffard (2020) found that mentoring after training improved skill and commitment. The studies on leadership-teacher interactions revealed causal impediments but were in support of relational leadership.

International research finds a significant influence of instructional leadership on teacher professional development. The instructional leadership of the principal has a direct effect on teacher self-efficacy and professional growth in schools in Indonesia, as per the study of Elfira, Rasdiana, and Fitrawi (2024). The contribution of self-efficacy to the influence of the leader's performance is 25.8%. "Work environment support" and "teacher-student engagement promotion" were the best predictors of teacher self-efficacy in Chinese primary and secondary schools (Zhang et al., 2025). Studies have shown that clear goals for instruction, helpful feedback, and encouraging professional development all contribute to instructional competency and teacher confidence.

Research overseas suggests that the qualities of school leaders have a range of implications for teacher performance. In the 21st century, the influence of teacher performance management was significant ($r = 0.50$) from instructional leadership, open communication, and collaborative culture (Gading, 2024). A longitudinal research of 120,394 teachers in 1,919 schools found that principal instructional leadership was more strongly related to school performance than was teacher cooperation, but that collaboration lessened this. A little positive link between the leadership characteristics of the school heads and teachers' job engagement confirms that effective leadership inspires instructors to use new ways in their classrooms.

Instructional leadership enhances instructional progress and cooperation in educational environments. Taylor and Green (2023) found that instructional leaders guided and supported cooperation to build teaching abilities. In a study by Williams & Clark (2024), instructional leadership of master teachers predicted teacher growth, accounting for 40.9% of the variance in professional advancement. Dispersed leadership directly impacted collaboration but indirectly affected teaching quality, indicating a need for specific instructional attention (Jackson & White, 2022). Some studies have explored the effect of instructional leadership on teacher development in the specific cultural and resource-scarce context of Philippine public schools. Most are in East Asia or the West.

A recent global research has shown how instructional and transformational leadership may enhance teacher effectiveness and professional development. (Zhang, Siaw, & Jiang, 2025) found that instructional leadership was positively and significantly correlated ($r = 0.75-0.84$) with teacher self-efficacy in Chinese primary and secondary schools. Santos, Reyes, and Cruz (2023) found that inspiring motivation, customized attention, and intellectual stimulation of school heads strongly influenced the Continuing Professional Development of Philippine basic education instructors. Teachers who had high levels of leadership were more eager to continue growing. Elfira, Rasdiana, and Fitrawi (2024) revealed that principal instructional leadership positively influenced teacher self-efficacy and professional development in Indonesian schools, with teacher self-efficacy mediating 25.8% of the leadership's. The research found that leadership qualities boosted teacher development in both cultures, despite various methods of measuring.

The relationship between leadership traits and the development of teacher competence is, however, not universally accepted by the majority of people. Instructional leadership has proved to have a worldwide influence, as evidenced by Karadag (2020), Esteve-Mon, Llopis-Nebot, and Adell-Segura (2020). Most of the research, however, was on teacher performance or on their professional growth and not on "adept progress," which is considerable improvement and mastery of teaching skills. search was on teacher performance or their professional growth, not "adept progress," which is considerable improvement and mastery of teaching skills. Most of the research was descriptive or conducted in Western and East Asian settings, and there was little empirical evidence of how technical, human, and conceptual leadership competencies directly predicted teacher adept progress in a range of international settings, especially in resource-constrained educational systems. Transformational leadership is related to institutional adaptability (Al-Ghanabousi & Idris, 2020; Gümüs, Bellibas, & Dokmeci, 2022). However, there are few studies exploring the translation of leadership attributes into quantifiable development in teacher competency. The present analysis is based on these gaps in the literature on leadership and teacher development.

A research study indicated that leadership development programs boosted the ability of school heads and teachers. Professor Barrie Bennett's Instructional Leadership Program (ILP) via Education and Training Boards Ireland improved teaching and learning in primary and post-primary schools by placing emphasis on ongoing professional development for school leaders and teachers with graduate degrees. IMDR (2025) conducted a systematic review of 30 qualitative and mixed-method studies published between 2020 and 2024 to identify nine core leadership competencies critical for efficacy: instructional leadership, emotional intelligence, strategic and change leadership, digital and virtual leadership, culturally responsive leadership, professional development, organizational management, visionary leadership, and crisis resilience. Rahman and Aziz (2024) analyzed 1,041 publications and reduced them to 29 relevant studies and validated that effective school head leadership traits, especially strategic vision, communication skills, and collaborative culture, considerably boosted teacher CPD. Results showed that competency-based leadership training programs helped to develop professional learning communities and improved teacher outcomes.

What was lacking, however, were comprehensive upgrading programs for the various educational situations. Data showed that EFL instructors have not been given formal training in leadership, notably. However, the Ministry of Education of Indonesia has incorporated the Leadership Project seminars in the

Pendidikan Profesi Guru (PPG) program to enhance the leadership qualities of pre-service teachers. According to their research, Gumuş, Bellibaş, and Dokmeci (2023) observed that leadership training enhanced instructional practices; nonetheless, only a few programs included coaching and mentoring in the daily routine of teacher development, which requires more practical and contextualized training. Williams and Thompson (2024) found that in integrated schools, the abilities of educational leaders were of good use to the professional development of teachers. However, most of the programs focused on theoretical knowledge and not adaptable leadership skills for varied followership approaches. Such limitations justified an Instructional Leadership Enhancement Program that developed school heads' leadership skills using evidence-based, practice-oriented training to support teacher development across diverse educational contexts.

Local

Philippine research finds instructional leadership promotes teaching and learning. Garcia and Cruz (2020) found that school heads who were actively involved in instructional leadership, such as setting a clear academic vision, monitoring classrooms, and supporting teacher development, had better teaching quality and student learning, like Sta.'s 2026 mixed-method study. Magdalena (2026) at a public secondary school scored well in "Managing the Instructional Program" (M=4.25) and "Setting a Clear Vision for Learning" (M=4.21), which were connected to teacher motivation and reflective classroom practices. These local studies concur that proactive school leaders directly and indirectly improve education.

A group of local researchers advocates that school heads be instructional leaders in enhancing learning. Visible, communicative, and resource-rich school leaders helped primary teachers in the Castillejos District, Zambales, to have a greater sense of self-efficacy in classroom management, student engagement, and instructional methods (Palgui, 2023). This research on instructional leadership abilities and teacher self-efficacy showed that there was a strong association between school heads' instructional leadership practices and primary teachers' self-efficacy. This concept implies that confident school leaders with pedagogical engagement may help to build teachers' confidence in their teaching. Transactional management is less effective than instructional supervision, mentoring, and professional assistance (Palgui, 2023; Reyes, 2024).

Local data link leadership with school success, showing strengths and problems in the Philippines. Ulit (2025) found that strong instructional leadership, such as a clear vision, active supervision, and instructor development, enhanced teaching effectiveness and student performance, but resource constraints and policy implementation gaps diminished the advantage. Local studies have shown that instructional leadership improves teaching quality, teacher motivation, and student outcomes (Garcia & Cruz, 2020; Sta. Magdalena, 2026; Palgui, 2023; Reyes, 2024; Ulit, 2025). However, the leadership practices are not operationalized, policy-supported, and sustained in different Philippine school contexts, thereby offering room for improvement.

Educational leaders boosted teaching and learning by providing resources. Dela Cruz (2023) said that the teachers' performance and self-efficacy rose due to the resource allocation and clear expectations of the school authorities. Rivera et al. (2026) observed that successful school heads monitored teaching and offered targeted resources to support learning objectives. For several assessments, school performance increased when resources were not just allocated as materials but also as instructional guidance.

School leaders become more visible, building trust and teaching responsibility. Hill (2025) found that regular classroom attendance was more stressful but also permitted more monitoring and responding. Santos and Garcia (2024) found that the physical presence of school administrators, such as monitoring and enhancing teacher confidence, enhanced instructional climates. The synthesis showed favorable benefits of visible presence on leadership credibility, as well as on the classroom atmosphere.

School management encouraged teacher professional development. Instructional leaders mentor and learn, increasing teacher satisfaction and skill (Ocampo, 2024). Mendoza (2024) discovered that successful school leaders engaged in development and monitoring progress, but were not competent in

decision-making. School administrators were considered capacity builders, and they provided suggestions to support the instructors.

Administrators as implementers of the curriculum. In ideal environments, school leaders are responsible for managing, supervising, and evaluating the development of the curriculum (Santos & Garcia, 2024). School administrators are change agents, monitoring instructional practice and performance (Torres, 2024). Results validated its usage in curriculum delivery. More study is required on the gaps in local implementation.

Teachers' professional development was strengthened via school-based activities and leadership. Ocampo (2024) observed that in the domain of teaching and learning, professional development for teachers and school administration boosted instructional approaches, work satisfaction, and progress. Teachers learn to better adapt to changing classroom needs by participating in continuous, collaborative learning groups concentrating on embedding professional activities, rather than lectures. They agreed that instructors become better as they go on. However, they did address issues in long-term implementation, citing the need for more integrated techniques to be effective across a variety of contexts.

Professional development for teachers in the Philippines included cooperation and reflection. In the school-based environment, Cruz and Santos (2023) discovered that the reflective cycles of the school-based setting encouraged participation in the classroom via peer interaction and criticism towards the course that were valuable for instructors' training. "Public school teachers could self-assess and manage problems through organized reflection and MATATAG," said Ramos (2024). They said that contextualization needs deliberation and is difficult to do, and asked for its expansion with government backing for sustainable success.

Consulting and coaching improved teaching in the Philippines. Mendoza et al. (2024) found that principal-led coaching in a Division of City Schools serving high-need communities improved teaching and increased teacher self-confidence. In this sense, Garcia and Torres (2025) pointed out that the consultation mechanisms of the MATATAG provide customized feedback, not differentiated teacher training. However, districtwide, options were resource-constrained. Personalized help did the trick.

The communities of practice (CoPs) are a platform for professional development of Filipino teachers to exchange best practices and technical aid on modular learning and to stimulate collaborative planning (DepEd Dasma, 2020). Sapnu et al. (2023) found positive effects of iterative lesson learning development and peer mentoring in Philippine elementary schools. They were rooted in professional networks, institutionalized research, and sustainability.

Professional development and self-evaluation were handled in Philippine schools via mentoring and reflective supervision. Saplan et al. (2026) teamed beginner instructors with veteran leaders to advise and guide them on PPST. The coaching and mentoring included goal-focused sessions and introspective feedback. Further, Ramos (2026) contends that the processes of mentoring are poorly documented and need to be managed systematically to improve teacher development and literacy. Mentoring was considered a successful style of leadership and reflection, yet the formalization versus informality of the research meant standardized methods of self-assessment and continual development.

Pre and post-observation technical assistance programs to improve teacher abilities in different student environments were established by Manuel et al. (2026), with a focus on lesson delivery, classroom management, and inclusive practices. School leaders' supervision strategies (e.g., technical help) have been associated with increased teacher performance in PPST (Ocampo & Lucasan, 2022). Development support is technical help. However, the two studies show the inadequacies of the training and documentation that need particular steps to address the relationship between leadership and teacher development.

The example of the Philippines enhanced the instructional leadership on teacher development and the duty of school leaders (Pham et al., 2023). Dela Cruz (2023) noted a beneficial association between the instructional leadership practices of school heads, such as resource supply and supervision, and the performance of instructors, stating that the higher the leadership rating, the better the instructional

effectiveness of teachers. “The principals’ modeling, feedback, and collaborative facilitation,” Sapnu et al. (2023) said, “improved the professional development and continuous learning of the instructors at PAU Excellencia Global Academy.” Development has a direct impact on leadership. Supervision strategies for expert collaboration are useful internationally. Integrated methods may enhance teaching abilities.

Teachers performed better when asked to teach and to work together. Instructional leaders enhanced instruction by including teachers in decision-making and professional development (Rivera et al., 2026). For example, in certain cases, such as mentoring and monitoring school leaders, the results were better teamwork and self-efficacy (Santos & Garcia, 2024). Leadership has been shown to improve performance. The findings also show the size of equity gaps in public schools and the need to address contextual enablers.

However, the rise has not been accompanied by research on instructional leadership and teacher development in the Philippines outside a few places in Calabarzon. For instance, Dimatera (2024) examined the instructional leadership of heads of public elementary schools in Quezon Province and identified effective techniques in fostering the culture that improved the pedagogical performance of instructors. However, the research was confined to the division and did not include regional comparisons. Descriptive-correlational methods were employed by Maymay and Baguio (2025) in describing that there is a positive correlation between the leadership characteristics of school heads and the competent development of their instructors, with 148 respondents from Davao del Norte. The study offered district-level insights but failed to account for administrative support and local regulations, and was not representative of underrepresented places at the local level.

In the divisions of Baleno District, there is no consistent leadership by school heads on teacher performance. According to Villanueva et al. (2026), the usage of instructional leadership practices in Talakag I District is strong, and this resulted in learning settings, community engagement, and indirect teacher cooperation. Similarly, Maymay and Baguio (2025) studied the influence of transformational strategies on performance but recognized contradictory considerations, such as resources over leadership. The studies found an association between leadership and development, but their district-focused structures were not appropriate for Baleno, since the rural dynamics and DepEd policies are different.

Further studies on leadership skills and the growth of teacher competency in Philippine public elementary schools are needed. Mentoring had indirect effects in the PAU schools, whereas Sapnu et al. (2023) were in private or non-elementary settings. Unlike the earlier CALABARZON regional projects (2018 works), the MATATAG modifications did not question whether there were adequate progress criteria. The synthesis highlights a critical gap in localized empirical data about the capacity of school heads to foster teacher collaboration and instructional improvements in the Baleno District. This context supports the present investigation to address this gap and to drive context-tailored treatments.

Recent Philippine studies have validated the improvement of instructional leadership efforts by school heads. DepEd (2024) supplied school leaders with innovative leadership and management training to enable planning for school operations and teacher assistance. Banag et al. (2025) evaluated school heads’ leadership experiences in Quezon City and advised adaptive programs to overcome resource constraints via professional development for greater cooperation and progress. These initiatives from national forums to phenomenological insights agreed on training’s ability to increase talents but varied in delivery, indicating personalized modules may optimize program design for various settings.

Enhancement programs to develop the leadership capacities of school heads for the development of teachers. The mentoring and reflection practices of teachers are anchored on the instructional leadership of the school heads, particularly in the area of curriculum and professional development skills (Clario, 2026). Reyes (2025) reviewed 30 research publications that linked emotional intelligence and strategic leadership and identified targeted treatments to improve crisis resilience. The study centered on the relevance of skills for teacher outcomes. Evidence-based modifications may be made, since there were discrepancies in implementation.

The Instructional Leadership Enhancement Program bridged the gaps as per the requirements of the Baleno District. The vast knowledge gained from the DepEd trainings was not fully used in terms of how it may be used in the rural regions. For example, particular complaints on Bali for SSLG leadership events exposed increasing efforts but did not include systematic competency-building for proficient teacher progression. The synthesis offers a special way to enhance the abilities of school leaders, and consequently improve teacher development and local teaching.

Synthesis of the State-of-the-Art

The prevailing literature on instructional leadership highlights a fundamental shift from hierarchical, top-down management toward distributed and shared leadership paradigms. Theoretical frameworks and global studies by Groenewald et al. (2023) and Hamidah et al. (2020) suggest that school success in the 21st century is no longer solely the responsibility of the principal but is sustained through "pedagogical empowerment" and teacher-led initiatives. While traditional views emphasized the principal as the primary driver of academic goals, recent empirical evidence from Ahn and Bowers (2024) and Ma and Marion (2021) demonstrated that effective leaders are those who move beyond bureaucratic tasks to engage directly in curriculum monitoring and providing specific pedagogical feedback. In the Philippines, this trend is echoed in the studies of Fresnido and Uy (2026) and Mendoza (2023), who found that school heads who maintain a visible, classroom-focused presence significantly increase teacher motivation and student learning outcomes.

Empirical studies further identify the school head's role as a "resource facilitator" and "visible mentor" as critical to instructional quality. Literature by Dabell (2023) and Longley (2025) introduces the "art of presence," arguing that a leader's physical and social availability builds institutional trust and a unified sense of purpose. This theoretical stance is supported by the findings of Naguit (2024) and Battad (2024), whose research in local Philippine districts reveals that teachers perceive school heads as highly effective when they act as primary providers of instructional materials and active participants in school-based events. However, a critical counter-narrative from Smith and Thompson (2025) and Grant and Miller (2025) warns that "systemic policy constraints" and heavy administrative burdens often create a mismatch between ideal leadership theory and the bureaucratic reality of school management.

Collaborative professional development serves as the primary engine for reform, transitioning from isolated workshops toward Professional Learning Communities (PLCs) and Lesson Planning (OECD, 2025; Darling-Hammond et al., 2023). In the Philippines, Rivera et al. (2025) and Prudente (2024) demonstrate that Learning Action Cells (LACs) empower teachers as active agents in curriculum delivery and time management. This evolution is further marked by reflective supervision models, such as GROW (Pagara et al., 2026) and clinical supervision (Rigor et al., 2024), which prioritize relational, evidence-based coaching over traditional transactional oversight.

Finally, recent research underscores the importance of contextual variables and teacher intrinsic motivation in determining the success of leadership interventions. While studies like those by Hallinger (2021) and Ekinçi and Yalçın (2025) praise Instructional Leadership Enhancement Programs (ILEPs) for boosting student achievement, critics like Karadağ (2022) argue that these programs offer limited value if not paired with teacher autonomy and intrinsic drive. This is supported by the nuanced findings of Blau et al. (2021), who suggest that increasing instructional time or resources yields minimal results if teacher qualifications are not concurrently addressed. Ultimately, the synthesis of recent literature and studies suggests that the most effective instructional leadership models are those that align authoritative guidance with shared ownership, bridging the gap between high-level policy and classroom reality through relational trust and technical support (Zain et al., 2025; Albores et al., 2025).

Gaps to be Bridged by the Study

Significant works have been conducted to the understanding of how school leaders affect student outcomes and teaching practices through the current research on instructional leadership and teacher

development. But numerous gaps are evident especially when studied in the light of public elementary schools in specific regions like the Baleno District, Division of Masbate Province.

Most of the previous research has focused on instructional leadership in general. In many cases, general leadership behaviors have been the focus of attention without disaggregation of specific aspects such as provision of instructional resources, maintenance of a visible presence, promotion of professional development, optimization of instructional time, monitoring of student progress, provision of feedback on teaching-learning processes, and the role of curriculum implementers. There is a lack of localized information that systematically analyzes the extent of these specific instructional leadership skills among school principals in public elementary schools.

Teacher development is a well-researched area, but the concept of “adept progress” has not been explored by ethical research. The existing research often focuses on overall professional development or performance results rather than specific features such as consultation, guidance, community of practice, lesson planning, mentorship, reflective supervision, and technical help. Furthermore, these components are often analyzed in isolation, rather than in a holistic framework that embraces the holistic growth of educators in their professional practice.

Another notable gap is the dearth of research that studies the direct relationship between the instructional leadership skills of school administrators and the effective development of teachers. Leadership is often presumed to influence teacher development, although there is not enough empirical evidence to determine if there is a meaningful relationship between these two variables in the context of public primary schools in rural or district-level settings.

Moreover, whereas many articles offer ways to improve leadership, there are few instructional leadership improvement programs based on scientific data related to context. There is a need for a systematic and evidence-based program that is tailored to the individual needs of school heads and teachers based on measurable leadership abilities and teacher development indicators.

Thus, this study intends to address these gaps by (a) identifying the instructional leadership skills of school heads in the said dimensions; (b) establishing the level of proficient progress of teachers in terms of key professional development practices; (c) exploring the significant relationship between instructional leadership skills and teachers’ proficient progress; and (d) proposing an instructional leadership enhancement program based on the findings. This study seeks to provide a more holistic, contextualized, and evidence-based understanding that may be used to improve policy and practice in enhancing instructional leadership and teacher development in public primary schools.

Theoretical Framework

This study is anchored on three theories: Transformational Leadership Theory, Social Learning Theory, and Systems Theory.

Transformational Leadership Theory. Transformational Leadership is a leadership style in which leaders motivate followers to go beyond their own self-interest and work towards higher goals and shared values, causing good transformation for followers and the organization (Bass and Riggio, 2006). Instead of simply rewarding actions (transactional leadership), transformational leaders aim to influence how people think, feel, and perceive their work.

Based on Bass’s model, Transformational Leadership Theory has four components, called the “Four I’s” (Bass & Riggio, 2006). In intellectual stimulation, leaders question the status quo and they also foster creativity. They encourage their followers to try new ways and to find fresh learning chances. On the other hand, individualized consideration is where leaders coach, mentor and support individuals. They keep open lines of contact, encouraging their followers to offer ideas openly and be acknowledged for their unique contributions. Leaders exemplifying inspirational motivation communicate their vision so that followers can understand and share their enthusiasm and motivation to achieve the vision. Lastly,

transformational leaders show idealized influence where they become role models, inspiring trust and respect among followers who copy them and absorb their values.

The theory provides school heads with the opportunity to evaluate and improve their instructional leadership skills such as providing resources, being visible, encouraging professional development, maximizing instructional time, tracking students' progress, providing feedback on teaching-learning process, and implementing the curriculum effectively. It allows them to see what leadership approaches are supporting teacher engagement and where they need to improve. Knowing these aspects can help school heads to implement more responsive and empowering leadership styles to improve teachers' competency and commitment. Therefore, the use of Transformational Leadership Theory may improve the practice of instructional leadership and result in better teaching and learning results in public primary schools.

Social Learning Theory. Social learning theory was founded by Albert Bandura and states that people learn new behaviors, attitudes and emotional reactions by seeing other people, rather than through direct experience. As well as looking at rewards and punishments, it also looks at internal mental processes such as attention, memory and motivation (McLeod, 2025; Cherry, 2025). Bandura shown that people can adopt behaviors just by watching models (parents, instructors, peers, media figures) and witnessing the results of their activities.

Bandura identified four major processes that are involved in observational learning such as attention, retention, reproduction, and motivation (Cleveland Clinic, 2026). In attention, the observer must pay attention to the model and the behavior. This is more likely if the model is appealing, high rank, or similar to the observer. Retention, on the other hand, is where the behavior must be recalled, frequently in the form of mental images or linguistic codes preserved in memory. In reproduction, the learner must have the ability to reproduce the behavior. This ability is based on physical and cognitive capacities. Looking at motivation, the learner needs a motivation to imitate the behavior, frequently based on expected rewards or penalties (including vicarious reinforcement – witnessing others rewarded or punished).

Systems Theory. Systems theory is an interdisciplinary field that investigates “systems” as integrated wholes of interrelated and interdependent pieces (Ontañón, 2025). The main point is that the whole contains features that cannot be comprehended by looking at the individual pieces in isolation. In systems theory a system can be anything, a family, a school, an ecology, a community. Each system consists of an environment, a boundary and relationships and interactions between the components (Gibson, 2026).

There are several core principles of systems theory. These are holism, interdependence, feedback, and openness (Sedona Sky Academy, 2024). Holism implies that the overall system is “greater than the sum of its parts,” since the interactions among components provide novel traits. Interdependence is a change in one area of the system influences other parts and the complete system. A system has feedback loops (positive and negative) that either stabilize or destabilize the system. Lastly, Openness is integrated by most systems, meaning that they communicate information, energy or resources with their environment.



Figure 2. *Theoretical Paradigm*

Conceptual Framework

This study is anchored in the systems approach, which views the research variables as interconnected components operating within an input–process–output.

The input of the study consists of the key variables derived from the research questions. These include the level of instructional leadership skills of school heads in terms of instructional resource provider, maintaining visible presence, professional development, maximizing instructional time, monitoring student progress, feedback on teaching-learning, and curriculum implementation. It also includes the level of adept progress of teachers in terms of consultation, coaching, community of practice, lesson planning, mentoring, reflective supervision, and technical assistance.

The process involves the systematic collection of data through the distribution of survey questionnaires to teacher-respondents in public elementary schools in the Baleno District, Division of Masbate Province. This is followed by the presentation, statistical analysis, and interpretation of data to determine the levels of instructional leadership skills and teachers' adept progress, as well as the significant relationship between the two variables.

The output of the study includes the assessed levels of instructional leadership skills of school heads and the adept progress of teachers, the identified relationship between these variables, and the development of a proposed instructional leadership enhancement program based on the findings. This program aims to strengthen leadership practices and improve teacher professional growth and instructional effectiveness.

This framework highlights that effective instructional leadership, when systematically analyzed, leads to improved teacher development and targeted intervention programs, thereby contributing to overall school improvement.

Figure 3 shows the Conceptual Paradigm of the study.

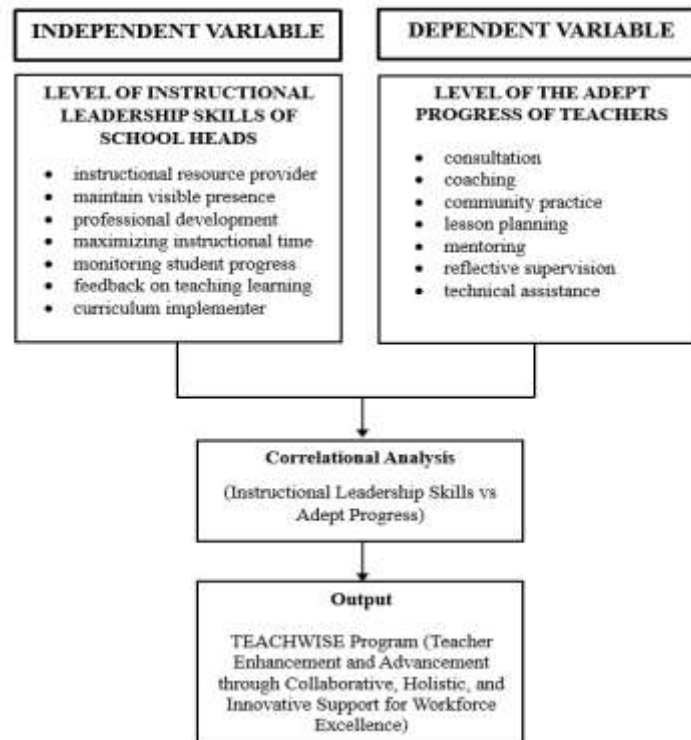


Figure 3. *Conceptual Paradigm*

METHODS

Research Design

To determine the relationship between the instructional leadership skills of school heads and the adept progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province, a descriptive-correlational research design was employed in this study.

According to Creswell (1994), the quantitative method of research is the collection and analysis of numerical data to answer scientific research questions. It is used to summarize, average, find patterns, make predictions, and test causal associations, as well as generalize results to wider populations. In addition, the quantitative method of research is a method that tests objective theories by examining the relationship among variables (Creswell, 2003), it “explains phenomena by collecting numerical data that are analyzed using mathematically based methods” (Aliaga and Gunderson, 2002). Further, Babbie (2010) mentioned that quantitative methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data obtained through polls, questionnaires, and surveys or by modifying pre-existing statistical data using computing tools. Its main focus is to gather numerical data and generalize it across groups of individuals or to describe a specific phenomenon.

A descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables (McBurney & White, 2009). In correlational research, two variables, such as the height and weight of individuals, are studied to establish their relationship. Further, according to Sousa et al. (2007), this design describes the variables and relationships occurring naturally between and among them. In addition, descriptive statistics were used since more information can be drawn from a sample of the target population. On the other hand, the study was looking for the relationship between the instructional leadership skills of school heads and the adept

progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province. Therefore, the use of descriptive-correlational research design was deemed appropriate in this study.

Sampling Technique

Since the present study involved two types of respondents, school heads and selected teachers, there were two different sampling techniques used in this study. For all school heads, complete enumeration sampling was used, while for selected teachers, a probability type of sampling called the sampling technique was used.

Complete enumeration sampling is a method used in surveys and data analysis to examine all possible elements in a finite set. It involves the selection, acquisition, and quantification of a part of the population, with the aim of providing a representative sample based on specific criteria (Ganapati et. al., 2010). This approach is particularly useful when dealing with small sample sizes, as it allows for an exact test to be conducted by considering the complete distribution of the test statistic (Danius, Takis, Michaelides, 1997).

A probability sampling specifies to the researcher that each segment of a known population will be represented in the sample. Probability samples lend themselves to rigorous analysis to determine the likelihood and possibility of bias and error (Mertens, D. M., 2005). Stratified sampling is a probability sampling method that is implemented in sample surveys. The target population's elements are divided into distinct groups or strata, where within each stratum, the elements are similar to each other with respect to select characteristics of importance to the survey (Parsons, V. L., 2017).

The researcher used Slovin's formula with a 5% margin of error. As explained by Ellen (2022), Slovin's formula provides a valid sample size from a given population, and it is applied when the characteristics of the population are unknown. To determine the sample size, the formula below was used.

$$n = \frac{N}{1 + Ne^2}$$

where:

n = sample size

N = population

e = desired margin of error

Teacher-respondents were selected through simple random sampling to ensure that the whole sample size is properly represented by the sample. After computing the sample size, proportional allocation was used such that the number of respondents is proportionate to the sample size. The formula below was used to find out the number of respondents per section in each school:

$$n_1 = \frac{N_1}{N_2} \times n_2$$

where:

n_1 = sample size per section per school

N_1 = total population per school

n_2 = total sample size

N_2 = total population

Respondents of the Study

The main respondents of this study were composed of all school heads and selected teachers across public elementary schools in the Baleno District, Division of Masbate Province.

Schools	Number of School Heads	Actual Number of School Head-Respondents
Baleno Central School	1	1
Baao Elementary School	1	1
Banase Elementary School	1	1
Batuila Integrated School	1	1
Cagara Elementary School	1	1
Cagpandan Elementary School	1	1
Cancahorao Elementary School	1	1
Canjonday Elementary School	1	1
Caridad R. Aparejado Elementary School	1	1
Catalino M. Esquilona Elementary School	1	1
Docol Elementary School	1	1
Eastern Capsay Integrated School	1	1
Gabi Elementary School	1	1
Gangao Elementary School	1	1
Lahong Elementary School	1	1
Lipata Elementary School	1	1
Madancalan Elementary School	1	1
Magdalena Elementary School	1	1
Manoboc Elementary School	1	1
Polot Elementary School	1	1
Potoson Elementary School	1	1
Sog-ong Elementary School	1	1
Tinapian Integrated School	1	1
Ubongan Diot Elementary School	1	1
Total	24	24

There was a total of twenty-four (24) school heads as the targeted respondents of this study.

Schools	Number of Teachers (Non-MTs)	%	Computed Sample	Number of Respondents
Baleno Central School	27	12.50	17.38	17
Baao Elementary School	6	2.78	3.86	4
Banase Elementary School	5	2.31	3.22	3
Batuila Integrated School	8	3.70	5.15	5
Cagara Elementary School	9	4.17	5.79	6
Cagpandan Elementary School	9	4.17	5.79	6
Cancahorao Elementary School	9	4.17	5.79	6
Canjonday Elementary School	7	3.24	4.50	4
Caridad R. Aparejado Elementary School	11	5.09	7.08	7
Catalino M. Esquilona Elementary School	11	5.09	7.08	7
Docol Elementary School	7	3.24	4.50	4
Eastern Capsay Integrated School	8	3.70	5.15	5
Gabi Elementary School	6	2.78	3.86	4
Gangao Elementary School	14	6.48	9.01	9
Lahong Elementary School	10	4.63	6.44	6
Lipata Elementary School	7	3.24	4.50	5
Madancalan Elementary School	8	3.70	5.15	5
Magdalena Elementary School	12	5.56	7.72	8
Manoboc Elementary School	8	3.70	5.15	5

Polot Elementary School	4	1.85	2.57	3
Potoson Elementary School	7	3.24	4.50	5
Sog-ong Elementary School	8	3.70	5.15	5
Tinapian Integrated School	8	3.70	5.15	5
Ubongan Diot Elementary School	7	3.24	4.50	5
Total	216	100	139	139

On the other hand, a computed sample of one hundred thirty-nine (139) from the total population of two hundred sixteen (216) teacher-respondents was obtained after using Slovin's formula. Overall, there was a total of one hundred sixty-three (163) respondents, composed of twenty-four (24) school heads and one hundred thirty-nine (139) selected teacher-respondents who participated in this study. Hence, a 100% response rate.

Research Instrument

There were two adapted survey questionnaires used in this study to gather the necessary data in determining the relationship between the instructional leadership skills of school heads and the adept progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province. The first one is the Instructional Leadership Skills of School Heads from Akram et al. (2016), and the Level of Adept Progress of Teachers from Maymay M.J.V. & Baguio, J.B. (2025).

The first part of the survey tool is the Instructional Leadership Skills of School Heads checklist, which comprises seven (7) domains, namely: Instructional Resource Provider, Maintain Visible Presence, Professional Development, Maximizing Instructional Time, Monitoring Student Progress, Feedback on Teaching Learning, and Curriculum Implementer. Each domain contains different indicators assessed and rated by school head-respondents using a 5-point Likert scale, as follows: 5 – Always; 4 – Often; 3 – Sometimes; 2 – Rarely; and 1 – Never. To interpret the results, the following numerical range and interpretations was used: 4.50 – 5.00 “The principal consistently and regularly demonstrates the instructional practice or behavior in all or nearly all situations”; 3.50 – 4.49 “The principal frequently demonstrates the instructional practice or behavior with a reasonable level of consistency”; 2.50 – 3.49 “The principal demonstrates the instructional practice or behavior on some occasions but not consistently across situations”; 1.50 – 2.49 “The principal demonstrates the instructional practice or behavior only on very few occasions and in an inconsistent manner”; and 1.00 – 1.49 “The principal does not demonstrate the instructional practice or behavior at any time.” The second part is the Level of Adept Progress of Teachers checklist, which is made up of seven (7) domains, such as Consultation, Coaching, Community Practice, Lesson Planning, Mentoring, Reflective Supervision, and Technical Assistance. Each of these domains is composed of eight (8) different statements assessed and rated by teacher-respondents using a 5-point Likert scaling system reflected as follows: 5 – Highly Evident; 4 – Evident; 3 – Moderately Evident; 2 – Slightly Evident; and 1 – Not Evident. In interpreting the results, the following numerical range and interpretations will be used: 4.50 – 5.00 “The instructional practice or behavior is consistently, clearly, and extensively demonstrated at all times with a very high level of effectiveness”; 3.50 – 4.49 “The instructional practice or behavior is frequently demonstrated with a high level of consistency and effectiveness”; 2.50 – 3.49 “The instructional practice or behavior is sometimes demonstrated but with moderate consistency and effectiveness”; 1.50 – 2.49 “The instructional practice or behavior is occasionally demonstrated but is inconsistent and limited in effectiveness”; and 1.00 – 1.49 “The instructional practice or behavior is not demonstrated or is absent in practice.”

Although the survey questionnaires were adapted from the studies by Akram et al. (2016) and Maymay M.J.V. & Baguio, J.B. (2025), respectively, they underwent a reliability analysis using Cronbach's α to assess internal consistency and ensure their appropriateness for the respondents of the current study. Cronbach's α is “one of the most important and pervasive statistics in research involving test construction and use” (Cortina, 1993, p. 98) to the extent that its use in research with multiple-item measurements is

considered routine (Schmitt, 1996, p. 350). The common notion of there being a threshold of acceptability for alpha values, if only as a rule of thumb (Plummer & Tanis Ozcelik, 2015), was not always seen as implying that lower values of alpha should be taken as indicating an unsatisfactory instrument. Griethuijsen et al. (2014) reported a cross-national study looking at student interests in science where “several of the values calculated for Cronbach’s alpha are below the acceptable values of 0.7 or 0.6” (p.588).

There were 10 non-targeted respondents in the study who were subjected to pilot testing of the survey questionnaire. After computation, the reliability coefficient was 0.825, indicating that the survey questionnaire exhibited an exceptionally high level of internal consistency.

Data Gathering Procedure

Following a comprehensive review of existing literature and studies on instructional leadership skills among school heads and the continuous improvement of teachers across various domains, the present proposal was developed. The initial draft was submitted to the thesis adviser for evaluation. The revised version then served as the basis for the final proposal, which was presented to the panel members of the Graduate School of Osmeña Colleges during the thesis outline defense. Subsequently, all suggestions and recommendations from the panel were incorporated into the research proposal. In the next phase, all required communication letters, signed by the researcher, the thesis adviser, and the Dean of the Graduate School, were prepared. These letters were submitted to the Office of the School Division Superintendent of Masbate Province, with the recommendation for approval of the Senior Education Program Specialist (SEPS) for Planning and Research. Upon approval, a brief orientation for the targeted respondents was conducted via an online platform. After the orientation, a Google Form was distributed to the respondents, who were allotted sufficient time to review, analyze, and rate all indicators and statements included in the instrument. The collected data were analyzed and interpreted using both descriptive and inferential statistical methods.

Statistical Measure

For a clearer interpretation of the data gathered, the following statistical tools were used in this study:

Frequency Count. This is typically used to analyze categorical data that can be sorted into distinct categories. This tool was used to describe the number of occurrences of the responses of the respondents, along with the level of instructional leadership skills of school heads and the level of adept progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province.

Weighted Mean. According to Bluman (2009), the weighted mean is used when values are not of equal importance. This procedure was used to measure the extent to which the respondents assessed the given research variables, which include the extent to which the level of instructional leadership skills of school heads and the level of adept progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province.

The formula for computing this is as follows:

$$\bar{X} = \frac{w_1X_1 + w_2X_2 + \dots + w_nX_n}{w_1 + w_2 + \dots + w_n} = \frac{\sum wX}{\sum w}$$

where:

$w_1, w_2, \dots, w_n$ = weights

$X_1, X_2, \dots, X_n$ = values

N = Total number of frequencies

Pearson's product-moment correlation coefficient, or Pearson's r . It is a statistical measure that quantifies the strength and direction of a linear relationship between two variables. It is the same measure as the point-biserial correlation; a measure of the relationship between a dichotomous (yes or no, male or female) and an interval/ ratio variable (Cramer, 1998). This statistical tool was used to determine the relationship between the instructional leadership skills of school heads and the adept progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province.

The formula for computing this is as follows:

$$r = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \sum(y_i - \bar{y})^2}}$$

where:

r = correlation coefficient
 x_i = values of the x-variable in a sample
 $\bar{x}$ = mean of the values of the x-variable
 y_i = values of the y-variable in a sample
 $\bar{y}$ = mean of the values of the y-variable

Ethical Considerations

In adherence to CHED Memorandum Order No. 15, s. 2019, on the ethical guidelines in research, participants were fully informed of the nature, objectives, and scope of the study. They were assured of the confidentiality and anonymity of any data they would provide and were made aware of their right to voluntarily withdraw their participation at any stage of the interview process without incurring any penalties or repercussions.

RESULTS AND DISCUSSION

1. Level of Instructional Leadership Skills of School Heads

Instructional leadership is an important factor in the success of teaching and learning processes in public primary schools. Instructional leadership by school heads is anticipated to involve guiding teachers, supervising curriculum implementation, monitoring learners' performance and promoting a good learning environment to enhance educational goals. Their leadership qualities affect not just the professional development and motivation of teachers, but also the overall quality of instruction provided in schools. Strong instructional leadership is important in addressing educational problems, enhancing school performance and ensuring learner success in public elementary education. Thus, knowing the level of instructional leadership abilities of school heads can help in understanding how they are doing their obligations in directing instruction, supporting teachers, and promoting continuous school development.

1.1 Instructional Resource Provider

School heads play the function of instructional resource provider by providing teachers with the essential instructional materials, learning resources, professional supervision, and academic support needed to enhance the teaching and learning process. Instructional leaders – school heads are required to ensure that teachers have sufficient access to curriculum guides, teaching methodologies, assessment tools, technological resources, and professional development opportunities to enhance classroom instruction and learner achievement. In public elementary schools, the ability of school heads to act as instructional resource providers is crucial in helping teachers solve classroom problems, improve instruction, and achieve educational goals. Table 1.1 shows the perceptions of respondents on the level of instructional leadership skills of school heads as instructional resource providers.

Table 1.1. *Level of Instructional Leadership Skills of School Heads as Instructional Resource Providers*

Indicators	$\bar{x}_w$	Interpretation
1. Encourage teachers to use instructional materials freely.	4.79	Always
2. Organize and deliver the instructional materials to teachers.	4.38	Often
3. Students have sufficient access to the instructional materials.	4.42	Often
4. Teachers have sufficient access to instructional material.	4.67	Always
5. Recommend resources in areas in which teachers need.	4.38	Often
6. Guide teachers in using instructional resources.	4.38	Often
7. Take feedback on availability of the instructional resources.	4.58	Always
Composite	4.51	Always

Legend: 1:00 – 1:49 Never; 1:50 – 2:49 Rarely; 2:50 – 3:49 Sometimes; 3:50 – 4:49 Often; 4:50 – 5:00 Always

As shown in Table 1.1, it was revealed that the level of instructional leadership skills of school heads as instructional resource providers obtained a weighted mean of 4.51, interpreted as always. This shows that the school heads always play their role of providing teachers with the relevant instructional materials, resources, and academic support required to improve the teaching and learning processes. This corroborates the idea of Wang et al. (2021) and Toledo (2025), who stated that school heads are expected to provide instructional materials and academic support to teachers to improve teaching and learning. The finding also implies that school heads frequently help teachers supply learning resources, instruct them on the usage of teaching materials, and assist in classroom instruction. This practice is a manifestation of excellent instructional leadership in that school heads are actively involved in improving the quality of instruction and creating a more effective learning environment in schools.

Based on school heads' perception, it was indicated that the indicator, *Encourage teachers to use instructional materials freely*, obtained the highest weighted mean of 4.79, interpreted as always. This means that school heads are always in support of the unrestricted use of instructional resources by teachers in the enhancement of the teaching-learning process. The results indicate that school heads acknowledge the need for teachers to choose and manipulate instructional tools to improve lesson delivery, learners' engagement, and academic performance.

This finding matches the notion that school heads generally support the free use of instructional resources by teachers, as they understand that proper access to books, visual aids, digital tools, and other learning resources improves the teaching-learning process and helps teachers to implement more effective instructional strategies (Abio, 2026). This support is in accordance with instructional leadership, which is about creating the conditions that lead to better teaching quality and learner achievement. Moreover, the high weighted mean indicates a favorable school climate that enables teachers to optimize existing learning resources and take new approaches relevant to the requirements of their learners.

In contrast, the indicators, *Organize and deliver the instructional materials to teachers*, *Recommend resources in areas in which teachers need*, and *Guide teachers in using instructional resources* obtained similar lowest weighted mean of 4.38, interpreted as often. This indicates that although these instructional resource providers are regularly performed by school heads, they are implemented less frequently compared to the other indicators under the domain. The findings suggest that while teachers still

receive assistance in accessing and utilizing instructional materials and resources, there may be limitations in the consistency or extent of support provided.

Consistent implementation of instructional materials often requires ongoing coaching, collaborative planning time, monitoring, and school-level alignment, not just one-time assistance (Rivet Education, 2025). When support is insufficiently sustained, teachers may struggle to use materials as intended and to adapt them effectively to learner needs (Rivet Education, 2025). Possible reasons may include time constraints, competing administrative responsibilities, insufficient resources, or limited opportunities for close instructional supervision (García & Weiss, 2019; OECD, 2020).

DepEd Order No. 2, s. 2024, is issued to exempt public school teachers from administrative work to better focus their attention on instructional obligations. However, in practice, the policy can also increase the burden of the school heads and other non-teaching personnel as they are often tasked to absorb, monitor, and reallocate duties previously performed by teachers, which can impact their regular duties and administrative effectiveness (Reyes & Cruz, 2023; Santos, 2022). This shift in duty may put more pressure on school leaders, particularly when staffing is limited, and the volume of coordination work is still significant (Tan, 2021; Villanueva & Ocampo, 2020). Nevertheless, the “often” interpretation reflects that school heads continue to recognize the importance of supporting teachers through the provision, recommendation, and proper utilization of instructional resources to enhance the teaching-learning process.

This highlighted that educational institutions and policymakers may need to develop systems of instructional monitoring, resource distribution, and teacher mentoring so that support goes beyond the availability of materials to their application in classroom instruction. Furthermore, lessening the excessive administrative burden and ensuring sufficient school resources may allow school heads to focus more on instructional leadership tasks, which may result in ongoing teacher development and enhanced learner outcomes.

1.2 Maintain Visible Presence

Maintaining a visible presence means school heads actively supervise, monitor, and participate in everyday school operations to engage with teachers, students, and school activities. As instructional leaders, school heads must raise visibility to promote, guide, and implement educational goals and procedures. School leaders can improve communication, develop positive connections, monitor teaching practices, and promote accountability and collaboration by being visible. Public elementary school heads' visible involvement motivates teachers, improves instruction, and organizes the learning environment. Table 1.2 shows respondents' opinions of school heads' instructional leadership qualities in maintaining a visible presence.

Table 1.2. Level of Instructional Leadership Skills of School Heads as to Maintaining Visible Presence

Indicators	$\bar{x}_w$	Interpretation
1. Visit classes regularly to observe teaching and learning.	4.29	Often
2. Physically available for instructional issues.	4.50	Always
3. Personally attend co-curricular activities of the school.	4.63	Always
4. Conduct meetings to discuss instructional matters.	4.63	Always
5. Discuss with teachers the matters related to the instruction.	4.63	Always
6. Visibly present in school for teachers and students.	4.63	Always

Composite	4.55	Always
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Legend: 1.00 – 1.49 Never; 1.50 – 2.49 Rarely; 2.50 – 3.49 Sometimes; 3.50 – 4.49 Often; 4.50 – 5.00 Always

As can be seen from Table 1.2, it was revealed that the level of instructional leadership skills of school heads as to maintainings visible presence obtained a weighted mean of 4.55, interpreted as always. This implies that school heads display constant active visibility in the school environment by making regular visits to classrooms, taking part in school events, monitoring the teaching and learning processes, and engaging frequently with teachers and learners. Their visible presence helps build trust, supports instructional supervision, and allows them to respond quickly to classroom needs and school concerns (Brown et al., 2021; Garcia & Lee, 2024). In this way, school leadership becomes more responsive, collaborative, and focused on improving learning outcomes (Taylor et al., 2025). The high weighted mean indicates that school head participants regard themselves as highly committed and approachable leaders who are actively involved in the daily operations and instructional activities of the school. Such a visible presence encourages better communication, more intensive monitoring, and a supportive learning environment that can have a good impact on teacher effectiveness and school effectiveness.

It is apparent from this table that the similar indicators obtained the highest weighted mean of 4.63, interpreted as always. These indicators are the *personally attend co-curricular activities of the school*, *conduct meetings to discuss instructional matters*, *discuss with teachers the matters related to the instruction*, and *visibly present in school for teachers and students*. This finding suggests that school heads are continuously showing active involvement and significant visibility in the day-to-day academic and school activities. They are active in co-curricular programs and conversations about instruction, which signifies their deep dedication to helping teachers and learners meet their educational objectives.

Furthermore, the regular presence of school heads in the school environment indicates that they practice accessible and hands-on leadership. School leaders who often talk to teachers about instructional issues generate possibilities for cooperation, mentorship, and shared decision-making, which can result in better teaching and healthier professional relationships. Their visible presence also produces a supportive and inspiring environment in which teachers and pupils feel led and monitored.

Based on the literature, active visibility is a core component of instructional leadership. School heads who consistently conduct classroom observations and provide timely, evidence-based feedback help improve teaching practices and student outcomes (Kalon, 2026). Ulit (2025) found that effective instructional leadership is characterized by clear academic goals, consistent monitoring, and responsive professional support, which directly affect teacher performance and learner engagement. Furthermore, the results show that school heads place high importance on instructional oversight and active engagement as key components of good school leadership.

In contrast, the indicator, *Visit classes regularly to observe teaching and learning*, obtained the lowest weighted mean of 4.29, interpreted as often based on the school heads' responses. This suggests that classroom visitation and observation procedures are occurring regularly but are less consistently executed than the other instructional leadership techniques measured in the study. This finding may indicate that school heads experience problems such as administrative load, time limitation, different school tasks or less chance to do classroom observation frequently.

This finding coincides with previous studies on the instructional leadership of school heads in public schools, where it was indicated that although observation is practiced, it is often constrained by workload, paperwork requirements, and other managerial responsibilities that impact the time available for regular classroom monitoring (Abio, 2026). Contextual constraints such as large student populations, multiple reporting requirements, and a lack of support staff have also been shown to influence principals' classroom observation practices, further reducing the consistency of classroom visits (Principals' Classroom Observation Practices, 2024; Aquino et al., 2024).

The significantly lower weighted score shows the need to further develop instructional supervision procedures. Classroom visitation is crucial in monitoring instructional delivery, identifying teachers' needs, and increasing teaching effectiveness. Frequent and quality classroom observations may allow school heads to deliver more timely feedback, increase teachers' professional growth, and ensure better teaching and learning outcomes.

Furthermore, the findings imply that school heads need continuous training in instructional supervision to effectively conduct classroom observations and provide constructive feedback to teachers. The results also suggest that collaborative supervision practices may help foster a more supportive teaching and learning environment within schools. In addition, the study highlights the importance of allocating sufficient time and resources for classroom visitation as part of effective school management. Lastly, the findings imply that strengthened instructional supervision procedures may encourage accountability, instructional improvement, and greater commitment among teachers toward achieving quality education.

1.3 Professional Development

Professional development refers to the initiatives and support provided by school heads to enhance teachers' knowledge, skills, and competencies in delivering quality instruction. As instructional leaders, school heads are expected to encourage continuous learning through seminars, trainings, coaching, and mentoring activities. Effective professional development helps teachers improve their instructional practices and adapt to the changing demands of education. Table 1.3 presents the perceptions of respondents regarding the level of instructional leadership skills of school heads in terms of professional development.

Table 1.3. *Level of Instructional Leadership Skills of School Heads as to Professional Development*

Indicators	$\bar{x}_w$	Interpretation
1. Available for teachers' professional development.	4.67	Always
2. Plan faculty meetings for professional development.	4.58	Always
3. Arrange teachers' meetings to help them grow professionally.	4.54	Always
4. Develop follow up plans for assessing professional development.	4.46	Often
5. Encourage teachers to take steps to solve instructional issues.	4.58	Always
6. Encourage teachers to improve their classroom practices.	4.58	Always
7. Plan professional development opportunities according to needs.	4.71	Always
Composite	4.59	Always

Legend: 1:00 – 1:49 Never; 1.50 – 2.49 Rarely; 2.50 – 3.49 Sometimes; 3.50 – 4.49 Often; 4.50 – 5.00 Always

As indicated in Table 1.3, it was revealed that the level of instructional leadership skills of school heads as to professional development obtained a weighted mean of 4.59, interpreted as always. This shows that school heads are constantly manifesting good practices of instructional leadership in facilitating and supporting teachers' professional growth. This result means that the school heads are regularly involved in launching and facilitating activities such as training, seminars, mentorship, coaching, and other learning opportunities that are designed to improve teachers' knowledge, skills, and instructional abilities.

It can be gleaned from the table above that the indicator, *Plan professional development opportunities according to needs*, obtained the highest weighted mean of 4.71, interpreted as Always. This shows that school heads always give priority to planning and provision of professional development programs that are responsive to the identified requirements of teachers. This again demonstrates that school

heads are aware of the need for continuing professional development to enhance teachers' instructional competencies, classroom practices, and performance. The result also shows that school leaders regularly review the strengths and areas for improvement of the instructors to design relevant training, seminars, workshops, and learning opportunities.

This aligns with the DepEd's mandate; the school head is expected to lead the organization of professional learning activities, ensure that teacher development needs are identified through needs assessment, and support continuing professional development aligned with school improvement goals (Department of Education, 2016). This means that professional development is not treated as a one-time activity but as a planned and responsive intervention designed to improve teaching quality and learner outcomes.

This practice demonstrates a high level of commitment to instructional leadership and teacher development, which can translate into greater teaching efficacy and better learner outcomes. School leaders who continuously invest in the development of their teachers contribute to the development of teachers' confidence in their instructional abilities, improve classroom practices, and create settings that enable more successful learning experiences for students (Hallinger, 2022; UNESCO, 2023). Instructional leadership is therefore not just administrative oversight, but the creation of a culture of collaboration, reflection, and continuous improvement that can result in higher teaching efficacy and better learner outcomes (Hallinger, 2022).

On the other hand, the indicator, *develop follow up plans for assessing professional development*, obtained the lowest weighted mean of 4.46, interpreted as often. This suggests that school heads often prepare follow-up plans to evaluate the performance of professional development activities, albeit to a lesser extent than other indicators. Findings reveal that school heads are aware of the significance of close supervision and evaluation of the influence of trainings and seminars on the performance of teachers (Delos Santos et al., 2020; Mendoza, 2022), but there may be some difficulties in putting in place systematic follow-up processes. Inconsistency in evaluation processes can be influenced by factors such as time constraints, large administrative burdens and lack of monitoring instruments (Abad & Cruz, 2018; Garcia, 2023; Ocampo et al., 2024). Several studies likewise underscore that while school-based professional development is generally well-organized at the planning stage, the assessment of its long-term behavioral and performance outcomes remains underdeveloped (Tolentino, 2017; Villanueva, 2025). Without clear indicators and streamlined tools, school heads often resort to informal or ad-hoc feedback mechanisms, which may compromise the reliability and validity of evaluation results (Robles, 2016; Lim, 2026).

However, the finding indicates that school heads still strive to ensure that professional development events are beneficial to the growth and instructional progress of teachers. Strengthening follow-up assessment strategies may further increase the effectiveness of professional development programs and guarantee that teachers are able to implement what they have learned in terms of knowledge and skills in actual classroom practice.

1.4 Maximizing Instructional Time

Maximizing instructional time refers to the ability of school heads to ensure that teaching and learning activities are conducted efficiently with minimal disruptions and unnecessary delays. School heads play an important role in managing schedules, monitoring attendance, and promoting effective classroom practices that optimize learning time. Proper utilization of instructional time contributes to improved learner performance and academic achievement. Table 1.4 presents the perceptions of respondents regarding the level of instructional leadership skills of school heads in terms of maximizing instructional time.

Table 1.4. *Level of Instructional Leadership Skills of School Heads as to Maximizing Instructional Time*

Indicators	$\bar{x}_w$	Interpretation
1. Ensure that all students are present in the class during class time.	4.88	Always
2. Protect classroom instructional time from outside interruptions.	4.79	Always
3. Encourage all teachers to come to class well-prepared and in time.	4.83	Always
4. Use class time of teachers for regular meetings.	3.54	Often
5. Make sure that students are not allowing to office during class.	4.21	Often
6. Solve issues related to discipline to maximize instructional time.	4.54	Always
Composite	4.47	Always

Legend: 1:00 – 1:49 Never; 1.50 – 2.49 Rarely; 2.50 – 3.49 Sometimes; 3.50 – 4.49 Often; 4.50 – 5.00 Always

Table 1.4 shows that the level of instructional leadership skills of school heads as to maximizing instructional time obtained a weighted mean of 4.47, interpreted as always. This means that school heads are always putting in place procedures and techniques that result in effective and efficient utilization of instructional time in schools. The finding implies that school heads pay great attention to minimizing disturbances, monitoring class schedules, managing school activities appropriately, and ensuring that teachers and learners are focused on the teaching and learning tasks. It also indicates that the school heads regard the protection of instructional time as an important aspect in increasing the quality of instruction and the academic success of the students.

It can be seen from the table that the indicator, *Ensure that all students are present in the class during class time*, obtained the highest weighted mean of 4.88, interpreted as Always. This implies that the school heads always pay attention to student attendance and class engagement as part of effective school management and instructional supervision. The result implies that school heads actively use procedures and monitoring strategies that ensure learners attend classes regularly and engage during instructional time (Robinson, 2018; Hallinger & Lu, 2019). This provides more evidence of the emphasis on increasing learning opportunities and avoiding absenteeism, lateness, and class interruptions.

The presence of students in the classroom leads to greater academic achievement, more active classroom participation, and improved teaching-learning processes, as students are provided with continuous access to instruction and classroom activities. This is supported by the findings in the study of Bekkering and Ward (2020) where they revealed that attendance and in-class participation are reliable indicators of student achievement, with active participation enhancing both subjective (self-reported) and objective (exam-based) outcomes. Students who are physically present have unlimited access to direct instruction, immediate feedback, and interactive learning activities, all of which result in higher engagement and increased learning gains.

In contrast, it was found that the indicator, *Use class time of teachers for regular meetings*, obtained the lowest weighted mean of 3.54, interpreted as often. The result may suggest that school heads are aware of the need to limit interruptions to classroom instruction and are trying to conserve teaching and learning time. It also means the importance of the need for uninterrupted teaching time to allow efficient lesson delivery and student involvement (Mendigorin, 2026; Leek et al., 2026). The finding may also indicate the unavoidable necessity of meetings due to administrative concerns, pressing school issues, or coordination efforts.

The comparatively lower rating in this aspect highlights the need for school heads to strategize in scheduling meetings and explore alternative time arrangements that do not disrupt teachers' classroom

responsibilities, as the use of class time for meetings could impact the quality of instruction and student learning. This further suggests the importance of balancing administrative coordination with the protection of instructional time to ensure effective teaching and learning processes. By adopting efficient scheduling practices, school heads may help reduce unnecessary interruptions and support teachers in focusing more on their instructional responsibilities.

1.5 Monitoring Student Progress

Monitoring student progress refers to the process by which school heads track learners' academic performance and development to ensure that educational goals are being achieved. This includes reviewing assessment results, evaluating learner outcomes, and supporting interventions for struggling students. Through regular monitoring, school heads can identify areas that require improvement and promote strategies that enhance student achievement. Table 1.5 presents the perceptions of respondents regarding the level of instructional leadership skills of school heads in terms of monitoring student progress.

Table 1.5. *Level of Instructional Leadership Skills of School Heads as to Monitoring Student Progress*

Indicators	$\bar{x}_w$	Interpretation
1. Meet teachers individually to discuss student progress issues.	4.25	Often
2. Discuss students' results with teachers for curricular strengths.	4.50	Always
3. Review students' work when evaluating classroom instruction.	4.29	Often
4. Ask the teachers to send the students' progress reports to parents.	4.54	Always
Composite	4.40	Often

Legend: 1:00 – 1:49 *Never*; 1.50 – 2.49 *Rarely*; 2.50 – 3.49 *Sometimes*; 3.50 – 4.49 *Often*; 4.50 – 5.00 *Always*

It can be noted from the table above that the level of instructional leadership skills of school heads as to monitoring student progress obtained a weighted mean of 4.40, interpreted as Often. This indicates that school heads constantly track learners' academic performance, accomplishment levels, and students' learning progress to guarantee instructional goals are being attained. The finding further suggests that school heads are conscious of the value of using student performance data as the basis for changing instructional methods and assisting instructors in improving learner achievement.

From Table 1.5 above, we can see that the indicator, *Ask the teachers to send the students' progress reports to parents*, obtained the highest weighted mean of 4.54, interpreted as always. This finding indicates that school heads consistently ensure that teachers communicate students' academic progress to parents, highlighting the importance of maintaining strong home-school collaboration. It further suggests that monitoring student performance and keeping parents informed are prioritized practices in schools, as regular communication with parents can help strengthen support for students' learning and development.

This supports the previous research, which shows that when school leaders actively promote structured parent-teacher communication, such as progress reports, parent-teacher conferences, and digital updates, parents feel more involved and are more likely to reinforce learning at home (Mendoza et al., 2019; Gonzales & Bautista, 2023). These practices reinforce the role of school heads not only as instructional leaders but also as facilitators of family-school partnerships that support student motivation, behavior, and achievement (Briones & Pascual, 2017; Ramos & Cruz, 2024).

The routine requirement for teachers to submit students' progress reports enables schools to boost parental involvement, foster shared responsibility for student learning, and provide timely intervention for

learners who might need more academic or behavioral support (Cochins, 2023). It can also lead to better student performance, motivation, and discipline as parents become more knowledgeable and involved in monitoring their children's educational progress. The findings also underscore the need to maintain communication systems and tactics that can support healthy family-school partnerships, which are crucial for fostering a nurturing learning environment and encouraging holistic student development.

On the contrary, it was revealed that the indicator, *Meet teachers individually to discuss student progress issues*, obtained the lowest weighted mean of 4.25, interpreted as often. This shows that although school heads still routinely engage in one-on-one conversations with teachers about student development, the frequency of this practice is relatively low compared to other instructional leadership activities captured in the study.

The finding may suggest that individual conferences with teachers are not completely utilized as a constant monitoring technique, especially when compared to more routinized group meetings, data-driven reviews, and large-scale professional development activities (Sharkey, 2025; Mandinach & Gummer, 2016). Instead, school heads may be relying more on group meetings or other types of communication in dealing with student-related concerns. Therefore, strengthening regular individualized discussions could further enhance targeted support for teachers, align classroom practice with school-wide learning goals, and improve the monitoring of learner progress over time.

1.6 Feedback on Teaching Learning

Feedback on teaching and learning refers to the guidance, evaluation, and constructive suggestions provided by school heads to improve teachers' instructional practices and learners' educational experiences. Effective feedback helps teachers recognize their strengths and areas for improvement while encouraging continuous instructional enhancement. School heads who provide timely and meaningful feedback contribute to the development of effective teaching and improved student outcomes. Table 1.6 presents the perceptions of respondents regarding the level of instructional leadership skills of school heads in terms of feedback on teaching learning.

Table 1.6. *Level of Instructional Leadership Skills of School Heads as to Feedback on Teaching Learning*

Indicators	$\bar{x}_w$	Interpretation
1. Provide public praise to those teachers who perform well.	4.58	Always
2. Reinforce the teachers in staff meetings/newsletters/ memos.	4.42	Often
3. Praise outstanding students on their achievement publicly.	4.67	Always
4. Communicate students' performance in parent teacher meetings.	4.79	Always
5. Provide verbal and written feedback to my teachers.	4.42	Often
Composite	4.58	Always

Legend: 1:00 – 1:49 Never; 1.50 – 2.49 Rarely; 2.50 – 3.49 Sometimes; 3.50 – 4.49 Often; 4.50 – 5.00 Always

It can be gleaned from the table that the level of instructional leadership skills of school heads as to feedback on teaching learning obtained a weighted mean of 4.58, interpreted as Always. This implies that feedback practices are strongly embedded in their leadership behavior and are likely a routine part of their supervision of teachers. In practical terms, this means school heads are actively involved in: observing classroom instruction, providing timely and constructive feedback to teachers, and supporting improvement in teaching strategies and student learning outcomes.

Looking at the indicators, it can be observed that the indicator, *Communicate students' performance in parent teacher meetings*, obtained the highest weighted mean of 4.79, interpreted as always. This means

parents are constantly and consistently updated on their children's academic performance through parent-teacher meetings. The very high weighted mean shows that this activity is deeply established in their routine and is common and regular among the respondents.

In addition, it reflects that school heads prioritize open communication and collaboration with parents, especially in sharing learners' progress, strengths, and areas needing improvement (Miedel & Reynolds, 2018; Workman, 2020). Such ongoing dialogue helps align home and school expectations, enabling more consistent academic and behavioral support for students (Comer, 2017; Jeynes, 2019). It also implies a strong school-home partnership, where parents are regularly informed and involved in supporting their children's education (Henderson & Mapp, 2016; Delgado Gaitan, 2019). This partnership is associated with higher levels of parental engagement, better student attitudes toward learning, and improved academic outcomes, especially when communication is timely, specific, and strengths-based (Deslandes & Bertrand, 2017; Hoover-Damme et al., 2021).

This finding shows that there is good, frequent, and effective communication between the school and parents. It enhances the transparency of monitoring students' academic development. This implies that schools should emphasize the building of school-home cooperation, which is vital to assist learners' academic and behavioral development.

The indicators, *Reinforce the teachers in staff meetings/newsletters/ memos* and *Provide verbal and written feedback to my teachers*, obtained the similar lowest weight mean of 4.42, interpreted as Often. This implies that, despite the common occurrence of these supervisory practices, they are not among the most frequently implemented strategies in comparison to the other indicators in the study. This indicates that school leaders consistently reinforce teachers through formal communication channels and feedback mechanisms. However, these mechanisms are not optimized or implemented at the highest possible frequency.

This may suggest that: feedback systems are present; however, they may not be entirely systematic or continuous (Alvarez & Gonzales, 2018; Reyes et al., 2023); reinforcement is implemented through newsletters, memoranda, and meetings; however, it may not be prioritized as a consistent or intensive approach (De Guzman, 2020); and there may be competing administrative demands that restrict the frequency or depth of feedback and reinforcement activities (Fernandez, 2021; Villanueva & Lim, 2025). Hence, the result highlights the need to strengthen and standardize feedback and reinforcement mechanisms to enhance instructional supervision and teacher support.

1.7 Curriculum Implementer

Curriculum implementer refers to the role of school heads in ensuring the proper execution and supervision of the prescribed curriculum in schools. School heads are responsible for guiding teachers in curriculum delivery, monitoring instructional alignment, and ensuring that learning competencies are achieved effectively. Their leadership helps maintain consistency in instructional practices and supports the attainment of educational standards. Table 1.7 presents the perceptions of respondents regarding the level of instructional leadership skills of school heads in terms of curriculum implementers.

Table 1.7. *Level of Instructional Leadership Skills of School Heads as to Curriculum Implementers*

Indicators	$\bar{x}_w$	Interpretation
Ensure that teachers teach the required curriculum.	4.75	Always
Encourage a lesson plan for making curriculum effective.	4.71	Always
Encourage my teachers to engage their students in activities.	4.75	Always

Meet teachers to get reports about curriculum implementation.	4.63	Always
Students' marks provide info about curriculum implementation.	4.58	Always
Composite	4.68	Always

Legend: 1:00 – 1:49 *Never*; 1.50 – 2.49 *Rarely*; 2.50 – 3.49 *Sometimes*; 3.50 – 4.49 *Often*; 4.50 – 5.00 *Always*

It can be observed from the table that the level of instructional leadership skills of school heads as to curriculum implementers obtained a weighted mean of 4.68, interpreted as Always. This implies that they are highly engaged in ensuring that the curriculum is properly executed in their schools, including overseeing lesson delivery, aligning instructional practices with curriculum standards, and supporting teachers in implementing learning competencies. The result reflects that curriculum implementation is a strong and consistently practiced aspect of instructional leadership among school heads.

It can be noted that the indicators, *Ensure that teachers teach the required curriculum* and *Encourage my teachers to engage their students in activities*, obtained similar highest weighted mean of 4.75, interpreted as always. This indicates that school heads regularly ensure that teachers deliver the required curriculum and actively encourage them to involve students in meaningful learning activities.

This suggests a highly consistent practice of instructional supervision, where emphasis is placed not only on compliance with the prescribed curriculum but also on the promotion of interactive and student-centered learning (Reyes & Tan, 2020; Lee & Morgan, 2022). The results reflect a strong commitment among school heads to maintain teaching quality and foster active student participation in classroom activities (Garcia et al., 2021). This further implies the need to sustain and institutionalize such leadership practices through continuous capacity-building programs for school heads to ensure that high-quality instructional supervision is maintained over time.

On the other hand, it can be gleaned that the indicator, *Students' marks provide info about curriculum implementation*, obtained the lowest weighted mean of 4.58, interpreted as Always. This means that although school heads consistently use students' marks as a source of information in evaluating curriculum implementation, this practice is slightly less emphasized compared to the other indicators in the table. The result suggests that while student achievement data is regularly considered, it may not be the primary or most dominant basis used by school heads when assessing how well the curriculum is being implemented.

This implies that school heads may rely more heavily on other forms of monitoring (such as classroom observation, teacher feedback, or instructional supervision) rather than solely depending on students' academic performance. Classroom observation and lesson plan review are commonly used by school heads to evaluate teaching quality and support teacher development (Belo, 2025). However, the "always" interpretation still reflects a strong and consistent practice, indicating that student marks remain an important but relatively less prioritized source of curriculum information. Hence, this finding underscores the need to maintain a balanced approach in instructional leadership, where both direct supervision and learner performance data are integrated to ensure a more comprehensive evaluation of curriculum effectiveness.

Moreover, the findings imply that relying on multiple sources of instructional data may provide school heads with a more accurate and holistic understanding of teaching effectiveness and curriculum implementation. The study also suggests that integrating student performance data with instructional supervision practices can help schools make informed decisions for continuous improvement in teaching strategies and learner achievement.

2. Level of the Adept Progress of Teachers

The adept progress of teachers is an indication of the constant growth of their professional knowledge, teaching abilities, and instructional techniques in public elementary schools. It illustrates the extent to which teachers improve their skills through professional learning experiences, instructional support, collaboration, and reflective practices that result in effective teaching and learner achievement. Teacher professional development is important for excellent education delivery, adaptation to educational changes, and addressing varied learners' needs. In the context of public elementary schools, the ongoing growth of teachers is of great importance in improving the quality of instruction and fostering the overall improvement of the school. Therefore, the evaluation of the level of adept advancement of teachers offers important insights into their professional development and preparedness to provide effective and meaningful instruction.

2.1 Consultation

Consultation refers to the process of seeking professional advice, guidance, and assistance from experts in addressing instructional problems and improving teaching practices. It serves as an important component of instructional supervision because it allows teachers to discuss challenges encountered in the classroom and receive appropriate recommendations for improvement. Through consultation, teachers are provided opportunities to clarify concerns, exchange ideas, and gain professional support that can enhance the quality of instruction and learner achievement. Moreover, effective consultation promotes collaboration and professional growth among teachers by encouraging reflective teaching practices and continuous learning. Table 2.1 shows the level of adept progress of teachers as to consultation.

Table 2.1. Level of the Adept Progress of Teachers as to Consultation

Indicators	$\bar{x}_w$	Interpretation
1. Engages in professional dialogue with the school head to clarify instructional goals and expectations.	4.47	Evident
2. Integrates feedback from consultations into lesson planning and classroom practices.	4.38	Evident
3. Demonstrates improved decision-making based on collaborative discussions.	4.45	Evident
4. Seeks consultation to address diverse learner needs and instructional challenges.	4.40	Evident
5. Applies agreed-upon strategies from consultation sessions effectively.	4.43	Evident
6. Shows increased confidence in instructional delivery after consultations.	4.39	Evident
7. Participates actively in problem-solving discussions related to teaching.	4.34	Evident
8. Demonstrates alignment of teaching practices with school goals after consultation.	4.47	Evident
Composite	4.42	Evident

Legend: 1:00 – 1:49 Not Evident; 1.50 – 2.49 Slightly Evident; 2.50 – 3.49 Moderately Evident; 3.50 – 4.49 Evident; 4.50 – 5.00 Highly Evident

As can be perceived in Table 2.1, it can be seen that the level of adept progress of teachers as to consultation obtained a weighted mean of 4.42, interpreted as Evident. This indicates that teachers consistently demonstrate competencies related to consultation in their professional practice. It implies that school heads, mentors, or instructional leaders regularly engage teachers in discussions, guidance, and collaborative problem-solving to enhance teaching effectiveness and professional growth. The result further

suggests that consultation practices are highly evident in schools, contributing positively to teachers' continuous improvement, confidence, and ability to address instructional concerns effectively.

The indicators, *Engages in professional dialogue with the school head to clarify instructional goals and expectations*, and *Demonstrates alignment of teaching practices with school goals after consultation*, obtained similar highest weighted mean of 4.47 interpreted as evident. This indicates that teachers are continuously communicating and collaborating with school heads to have a better understanding of instructional objectives, expectations and school priorities. The finding also demonstrates how teachers are capable of integrating classroom practices, strategies and instructional decisions with the vision and goals of the school through consultations and professional conversations.

This indicates that teachers are not working in isolation but are continuously engaging with school heads in meaningful professional dialogue to deepen their understanding of instructional objectives, expectations, and school priorities (Malolos, 2024). Through these ongoing consultations, teachers are able to clarify what is expected of them, reflect on their instructional practices, and make informed decisions that are more responsive to the direction of the school. The finding also shows that teachers can integrate classroom strategies and instructional choices with the broader vision of the institution, suggesting a strong connection between leadership guidance and classroom implementation. This kind of collaboration supports a more coherent school culture, where teacher actions are aligned with shared goals and where professional conversations contribute to improved teaching quality and organizational effectiveness. Therefore, this implies that the practice of consultation is helpful in the professional development of teachers and the practices of teaching stay sensitive to the educational standards and aims of the school.

In contrast, the indicator, *Participates actively in problem-solving discussions related to teaching*, obtained the lowest weighted mean of 4.34 interpreted as evident. Teachers are mostly engaged in collaborative discussions linked to teaching concerns. This is because collaboration gives them a space to share strategies, reflect on learner needs, and address day-to-day classroom challenges together (Wijarwadi et al., 2025). These discussions may happen in grade-level meetings, learning action cells, mentoring sessions, or informal peer exchanges, and they often center on improving teaching practices and student outcomes.

However, the level of engagement is lower than the other indicators in the domain. The finding suggests that teachers continue to share ideas, pinpoint problems of practice and offer possible solutions, but there may be barriers that prevent greater participation such as time, workload, lack of confidence to express opinions or limited opportunities for dialogue. Even yet, the assessment suggests that problem-solving talks are a visible and exercised element of teachers' professional engagement inside the school.

2.2 Coaching

Coaching is a continuous process that supports teachers in improving their instructional practices, classroom strategies, and professional competencies through guidance, observation, constructive feedback, and collaborative learning. Through effective instructional leadership, school heads provide regular coaching opportunities that help teachers strengthen their teaching performance, address instructional challenges, and promote professional growth. Coaching also encourages reflective practice, allowing teachers to evaluate their teaching methods and identify areas for improvement. Furthermore, it fosters collaboration and professional dialogue among educators, which contributes to the sharing of effective instructional strategies and classroom experiences. Table 2.2 presents the respondents' perceptions on the level of adept progress of teachers in relation to coaching.

Table 2.2. *Level of the Adept Progress of Teachers as to Coaching*

Indicators	$\bar{x}_w$	Interpretation
1. Implements teaching strategies modeled during coaching sessions.	4.41	Evident
2. Demonstrates improved instructional delivery after coaching feedback.	4.41	Evident
3. Applies differentiated instruction techniques learned through coaching.	4.45	Evident
4. Shows openness to constructive feedback and suggestions.	4.40	Evident
5. Improves classroom engagement strategies based on coaching inputs.	4.39	Evident
6. Uses coaching insights to enhance learner participation and outcomes.	4.42	Evident
7. Demonstrates continuous refinement of teaching practices through coaching cycles.	4.32	Evident
8. Reflects growth in teaching competence as a result of coaching support.	4.39	Evident
Composite	4.40	Evident

Legend: 1:00 – 1:49 Not Evident; 1.50 – 2.49 Slightly Evident; 2.50 – 3.49 Moderately Evident; 3.50 – 4.49 Evident; 4.50 – 5.00 Highly Evident

As can be noted in Table 2.2, it can be seen that the level of adept progress of teachers as to coaching obtained a weighted mean of 4.40, interpreted as evident. This indicates that coaching practices are consistently observed among teachers in public elementary schools. The result suggests that teachers actively engage in coaching activities that enhance their professional growth, instructional competence, and classroom performance. UNESCO (2025) describes teaching as a collaborative profession where educators share concerns, solve problems, and support growth. It further implies that coaching serves as an effective support mechanism in helping teachers improve teaching strategies, address classroom challenges, and strengthen collaboration with colleagues and school leaders. OECD (2020) noted that teacher collaboration helps colleagues share knowledge and improve instruction. The evident level also reflects that coaching contributes positively to teachers' continuous improvement and professional development within the school setting.

The indicator, *Applies differentiated instruction techniques learned through coaching*, obtained the highest weighted mean of 4.45 interpreted as evident. This means that teachers are constantly applying what they have learned throughout the coaching sessions in terms of differentiated instruction tactics and approaches to their actual classroom practices. As teachers implement differentiated strategies such as flexible grouping, assignments, varied questioning, and choice-based tasks, they become more adept at adjusting content, process, product, and the learning environment to match students' diversity (Tomlinson, 2017; Westburn & Bostwick, 2024). The finding shows that coaching has been beneficial in strengthening teachers' capacity to respond to the needs, interests, readiness levels and learning styles of varied learners. Coaching helps instructors translate the knowledge and skills gained through professional support into relevant, context-specific teaching practices that promote inclusive and learner-centered education (Santoro, 2020; Chappuis et al., 2022).

This sustained application of coaching-derived practices indicates that professional development is most powerful when it is ongoing and focused on instructional routines (Kraft et al., 2018; Porter et al., 2021). Hence, continuous coaching and follow-up support may inspire teachers to fine-tune their differentiated practices, boost learner engagement, and improve academic performance among students of all abilities and learning styles. The schools should provide time, resources, and administrative support to

coaching programs in order to promote long-term growth of teacher instructional abilities and consistent application of learner-centered teaching approaches.

2.3 Community Practice

Community practice is the collective effort of teachers and school leaders to share knowledge, experiences, and best practices to improve the teaching and learning processes. This practice promotes professional collaboration, team effort, and ongoing learning among educators in the school community. This collaborative approach also helps build a culture of mutual support, shared accountability, and continuous improvement within the school community. Table 2.3 shows the perceptions of the respondents on the community practice of instructional leadership techniques of school heads.

Table 2.3. *Level of the Adept Progress of Teachers as to Community Practice*

Indicators	$\bar{x}_w$	Interpretation
1. Demonstrates mastery of subject matter in classroom instruction.	4.37	Evident
2. Utilizes varied and effective teaching strategies consistently.	4.38	Evident
3. Manages classroom environment conducive to learning.	4.47	Evident
4. Engages learners actively in meaningful learning activities.	4.41	Evident
5. Integrates assessment effectively into daily instruction.	4.45	Evident
6. Adapts teaching methods based on learner performance and needs.	4.38	Evident
7. Demonstrates consistency in delivering high-quality instruction.	4.28	Evident
8. Exhibits innovation in teaching practices to improve learning outcomes.	4.35	Evident
Composite	4.39	Evident

Legend: 1:00 – 1:49 Not Evident; 1.50 – 2.49 Slightly Evident; 2.50 – 3.49 Moderately Evident; 3.50 – 4.49 Evident; 4.50 – 5.00 Highly Evident

As can be gleaned in Table 2.3, it can be seen that the level of adept progress of teachers as to community practice obtained a weighted mean of 4.39, interpreted as Evident. This indicates that teachers generally demonstrate active participation and engagement in professional community practices within the school setting. This pattern reflects a collaborative professional culture in which teachers work with colleagues, exchange instructional strategies, join professional discussions, and contribute to shared learning activities that strengthen teaching practice and improve student learning outcomes (Wijarwadi et al., 2025). Furthermore, the finding reflects that community practice is consistently manifested among teachers, allowing them to strengthen professional relationships, improve teaching competencies, and foster a culture of cooperation and continuous professional growth in public elementary schools.

The indicator, *Manages classroom environment conducive to learning*, obtained the highest weighted mean of 4.47, interpreted as Evident. This indicates that teachers consistently demonstrate the ability to create and maintain a positive, organized, and supportive classroom atmosphere that promotes effective learning. It suggests that they are capable of establishing classroom routines, maintaining discipline, encouraging learner participation, and fostering respect and cooperation among students. The result further implies that classroom management is one of the strong competencies of teachers, enabling learners to feel safe, motivated, and engaged during the teaching-learning process. In practice, this kind of

environment helps students feel secure, stay engaged, and perform better academically and socially (Emmer & Sabornie, 2015).

Hence, the finding implies that schools should continue strengthening teachers' classroom management competencies through sustained professional development programs, mentoring, and collaborative learning activities. Since an effective classroom environment greatly contributes to learners' academic achievement, engagement, and positive behavior, maintaining this strength among teachers can further enhance the overall quality of instruction and student outcomes.

The indicator, *Demonstrates consistency in delivering high-quality instruction*, obtained the lowest weighted mean of 4.28, interpreted as Evident. This shows that teachers are typically capable of providing great instruction in their classes, yet sustaining high teaching standards can be inconsistent at times. The findings imply that, while effective instructional approaches are everywhere, some factors, such as workload, classroom obstacles, limited resources, or changing learner demands, may have an impact on the continuous delivery of high-quality education. Nonetheless, the interpretation of apparent indicates that teachers continue to demonstrate skill and commitment in creating meaningful learning experiences for pupils. Research shows that supportive professional development and positive school environments strengthen instructional quality, but turnover, stress, and uneven access to resources can reduce continuous delivery of high-quality instruction (Darling-Hammond et al., 2017; Kyriacou & Sutherland, 2018; OECD, 2019).

Schools and educational leaders may strengthen instructional delivery by providing accessible professional development programs, adequate instructional resources, manageable workloads, and supportive learning environments that promote teacher well-being and motivation. Furthermore, the result highlights the importance of monitoring and mentoring mechanisms that can assist teachers in improving instructional practices and addressing classroom difficulties effectively. Strengthening these support structures may contribute to greater consistency in delivering quality instruction, which can ultimately enhance student

2.4 Lesson Planning

Lesson planning is the process of preparing a detailed guide that outlines what teachers will teach, how they will teach it, and how learning will be assessed within a specific period. It includes the learning objectives, instructional activities, teaching strategies, materials to be used, and evaluation methods to ensure that lessons are organized, meaningful, and aligned with curriculum standards. Table 2.4 displays the respondents' perspective on the instructional leadership practice of the school heads on lesson planning.

Table 2.4. *Level of the Adept Progress of Teachers as to Lesson Planning*

Indicators	$\bar{x}_w$	Interpretation
1. Develops well-structured and standards-aligned lesson plans.	4.35	Evident
2. Aligns learning objectives, activities, and assessments effectively.	4.38	Evident
3. Incorporates appropriate instructional materials and resources.	4.39	Evident
4. Differentiates lesson plans to address diverse learners.	4.35	Evident
5. Demonstrates clear and organized lesson delivery.	4.37	Evident
6. Uses time efficiently during lesson implementation.	4.30	Evident
7. Integrates higher-order thinking skills in lessons.	4.38	Evident
8. Reflects and revises lesson plans based on learner outcomes.	4.32	Evident
Composite	4.36	Evident

Legend: 1:00 – 1:49 Not Evident; 1.50 – 2.49 Slightly Evident; 2.50 – 3.49 Moderately Evident; 3.50 – 4.49 Evident; 4.50 – 5.00 Highly Evident

Based on Table 2.4, it can be observed that the level of adept progress of teachers as to lesson planning obtained a weighted mean of 4.36, interpreted as Evident. This suggests that teachers generally participate actively and competently in lesson planning methods in their schools. It implies that teachers can collaborate to organize, observe, analyze, and enhance classroom instruction through shared professional development experiences. In this approach, teachers work together to design a lesson, observe how students respond, analyze the evidence, and revise instruction based on shared reflection. This makes learning more practical because teachers are not only receiving ideas but also testing and improving them in real classroom settings (Gutierrez, 2016; Katz & Dack, 2019).

The result further implies that lesson planning is being utilized as an effective strategy for enhancing teaching practices, strengthening collegial collaboration, and promoting reflective teaching among educators. This kind of collaboration helps teachers refine their instructional strategies while also developing a stronger professional community (Dudley, 2021; Munthe & Rogne, 2023). However, because the outcome is not interpreted as “highly evident,” there may still be areas for improvement, such as allocating more time for collaborative planning, strengthening peer feedback mechanisms, and increasing administrative support to maximize the effectiveness of lesson planning activities.

The indicator, *Incorporates appropriate instructional materials and resources*, obtained the highest weighted mean (4.39), interpreted as evident. This indicates that teachers are generally effective in selecting and utilizing suitable instructional materials and resources to support the teaching-learning process. The finding suggests that teachers recognize the importance of using varied and relevant materials, such as visual aids, technology, manipulatives, and contextualized learning resources, to enhance learners’ understanding and engagement.

This finding matches the previous studies that showed that most teachers are able to discriminate between more and less effective materials, especially when they are provided with clear standards, guidance, and professional development (Mbi-Ngwira & Kibet, 2020; Grissmer et al., 2018). Teachers tend to favor materials that are aligned with the curriculum, contextually relevant, and flexible enough to allow for adaptation to different learner needs (OECD, 2019; UNESCO, 2021). This selection competence suggests that teachers recognize their role not merely as deliverers of content but as curricular decision-makers who must match resources to learners’ levels, interests, and cultural backgrounds. This further implies that the availability and proper utilization of instructional materials contribute positively to the quality of teaching and students’ learning experiences.

In contrast, the indicator, *Uses time efficiently during lesson implementation*, obtained the lowest weighted mean of 4.30, interpreted as Evident. This suggests that teachers are generally capable of properly managing instructional time in the classroom; however, as compared to the other signs, time efficiency is practiced with significantly less consistency. The use of instructional materials is important because it helps make lessons more concrete, supports differentiated learning, and improves learner participation and comprehension (UNESCO, 2023). In practice, teachers who thoughtfully choose materials aligned with lesson goals can create more meaningful and interactive learning experiences.

The study reveals that teachers may still face difficulties in maximizing class time due to variables such as classroom management problems, varying learner needs, interruptions, administrative obligations, or the need to accommodate multiple learning activities. Nonetheless, the results show that teachers continue to make efficient use of instructional time, which contributes favorably to the teaching-learning process. The findings imply that schools and educational leaders should develop support tools for teachers to better manage classroom time by decreasing unwanted interruptions and administrative workload. Furthermore, professional development programs that focus on classroom management, individualized instruction, and time management practices may help teachers optimize instructional time and increase learning outcomes.

2.5 Mentoring

Mentoring is the professional assistance and direction provided by experienced school leaders or teachers to less experienced teachers to increase their teaching performance and professional growth. Mentoring provides teachers with insight and support, as well as practical help in managing their instructional responsibilities effectively. Table 2.5 Perception of the respondents on the instructional leadership techniques of school heads in terms of mentoring.

Table 2.5. *Level of the Adept Progress of Teachers as to Monitoring*

Indicators	$\bar{x}_w$	Interpretation
1. Demonstrates professional growth through guidance from mentors.	4.40	Evident
2. Applies best practices shared during mentoring sessions.	4.38	Evident
3. Shows increased confidence in teaching roles and responsibilities.	4.41	Evident
4. Engages in collaborative learning with mentors and peers.	4.35	Evident
5. Demonstrates improved classroom strategies through mentoring support.	4.37	Evident
6. Shares acquired knowledge with colleagues (peer mentoring).	4.39	Evident
7. Demonstrates initiative in seeking mentoring opportunities.	4.34	Evident
8. Reflects professional maturity as a result of mentoring experiences.	4.37	Evident
Composite	4.38	Evident

Legend: 1:00 – 1:49 Not Evident; 1.50 – 2.49 Slightly Evident; 2.50 – 3.49 Moderately Evident; 3.50 – 4.49 Evident; 4.50 – 5.00 Highly Evident

Based on Table 2.5, it can be gleaned that the level of adept progress of teachers as to mentoring obtained a weighted mean of 4.38, interpreted as Evident. This indicates that mentoring practices are commonly observed among teachers and contribute positively to their professional growth and development. The result suggests that teachers are able to receive guidance, support, and professional advice from more experienced colleagues or school leaders, which helps them improve their teaching competencies, classroom management skills, and instructional strategies.

The Indicator, *Shows increased confidence in teaching roles and responsibilities*, obtained the highest weighted mean of 4.41, interpreted as Evident. This shows that teachers are confident in managing instructional tasks such as lesson delivery, classroom management, and professional responsibilities. The finding also shows that teachers have likely gained competence through experience, training, and ongoing practice, which contributes to their confidence in the teaching profession. Such confidence is a key feature in effective teaching because it improves instructional quality, increases classroom engagement, and influences student learning outcomes.

This finding aligns with the previous research that indicates that many teachers are confident in managing key instructional tasks because they have developed competence over time through experience, structured training, and repeated practice (Martin et al., 2020). Confidence in lesson delivery, classroom management, and professional responsibilities often grows as teachers accumulate classroom hours, receive feedback, and participate in professional development programs that align theory with actual practice (Czerniawski et al., 2018; Sugiharto et al., 2019). These experiences help teachers internalize routines,

refine strategies, and feel more secure in their professional role, which in turn supports instructional effectiveness and student learning outcomes (Bahtaji, 2023; Sugat & Maligalig, 2021).

This research suggests that teachers' high degree of confidence in their instructional duties reflects the efficacy of their experience, training, and ongoing professional development in improving classroom competency. It also suggests that extended exposure to teaching practice allows teachers to better handle instructional activities, which improves their professional confidence and performance. Furthermore, the findings emphasize the necessity of ongoing capacity-building initiatives to boost teacher confidence, which favorably impacts instructional quality, learner engagement, and student results.

The indicator, *Demonstrates initiative in seeking mentoring opportunities*, obtained the lowest weighted mean of 4.34, interpreted as Evident. This means that school heads are often proactive in seeking mentorship opportunities, suggesting a positive attitude toward professional development and collaborative learning (Theoharis et al., 2020). However, because it scored the lowest among the indicators, it implies that, while mentoring involvement exists, it is not as firmly or regularly performed as other leadership behaviors. This could imply that school principals prioritize other administrative or instructional obligations, leaving less time or effort to actively pursue mentoring relationships or structured professional development opportunities. School leaders may initiate mentorship occasionally or reactively rather than embedding it as a consistent, systematic practice (Department for Education, 2021).

This gap suggests that mentoring is still viewed more as an occasional support strategy than as a core, routinized leadership function. This implies that while mentoring is evidently practiced and supports teachers' professional growth, there is still a need to strengthen and systematize school leaders' proactive engagement in mentoring opportunities to ensure its consistent and sustained impact on instructional improvement. This also implies that enhancing structured mentoring programs and allocating dedicated time for professional guidance may further strengthen teachers' instructional competence and promote a more consistent culture of collaborative professional development within schools.

2.6 Reflective Supervision

Reflective supervision is the process of supporting teachers to reflect on and assess their own teaching practices to discover their strengths, challenges, and growth opportunities. School leaders encourage reflective supervision through self-assessment, professional conversation, and continual instructional improvement. Table 2.6 shows the level of adept progress of teachers as to reflective supervision.

Table 2.6. Level of the Adept Progress of Teachers as to Reflective Supervision

Indicators	$\bar{x}_w$	Interpretation
1. Engages in self-reflection on teaching practices regularly.	4.35	Evident
2. Uses supervisory feedback to improve instructional strategies.	4.32	Evident
3. Identifies strengths and areas for improvement in teaching.	4.38	Evident
4. Adjusts teaching approaches based on reflection and feedback.	4.38	Evident
5. Demonstrates accountability for professional growth.	4.35	Evident
6. Maintains reflective journals or documentation of teaching practices.	4.27	Evident
7. Shows continuous improvement through reflective supervision cycles.	4.28	Evident
8. Uses reflection to enhance learner outcomes.	4.37	Evident
Composite	4.34	Evident

Legend: 1:00 – 1:49 Not Evident; 1.50 – 2.49 Slightly Evident; 2.50 – 3.49 Moderately Evident; 3.50 – 4.49 Evident; 4.50 – 5.00 Highly Evident

Based on Table 2.6, it can be gleaned that the level of adept progress of teachers as to reflective supervision obtained a weighted mean of 4.34, interpreted as Evident. This implies the presence of reflective methods such as self-assessment, guided reflection, and supervisory feedback, and their application in professional practice. However, although reflective supervision is already taking place, it may not yet be consistently or fully optimized across all teachers or settings. There may still be variation in the execution of reflection, frequency of supervisory support, and depth of reflective practice.

The indicators, *Identifies strengths and areas for improvement in teaching and Adjusts teaching approaches based on reflection and feedback*, both obtained the highest weighted mean of 4.38, interpreted as evident. This indicates that teachers constantly show a high level of reflective practice and instructional adaptation in their teaching responsibilities. This finding suggests that teachers are not only aware of their teaching strengths but are also critically aware of areas to improve on. This self-awareness is a critical aspect of good teaching, enabling teachers to continuously modify their pedagogical approach to better suit the requirements of their learners. It means that teachers are also engaged in reflective thinking, whether through self-assessment, peer review, or student achievement.

Teachers' constant high level of reflective practice and instructional adaptation indicates that they regularly analyze their own teaching, evaluate its effectiveness, and adjust strategies to better meet learners' needs (Parsons, 2016; Kolajo, 2025; Suphasri, 2021; York-Hughes, 2022). This ongoing reflection fosters professional growth because teachers become more aware of what works well in their classroom and where their methods may fall short (Suphasri, 2021; Edutopia, 2024).

This means that teachers are highly committed to reflective practice, which enables them to assess and improve their teaching practices constantly in relation to their strengths and weaknesses. It also indicates that this flexibility improves the responsiveness of teaching strategies, making it more attuned to the varied requirements of learners and the realities of the classroom. This ongoing cycle of reflection and modification also fosters ongoing professional growth, offering teachers opportunities to enhance their pedagogy and increase their overall effectiveness as teachers.

The indicator, *Maintains reflective journals or documentation of teaching practices*, obtained the lowest weighted mean of 4.27, interpreted as Evident. This suggests that while teachers generally engage in reflective writing or documentation of their instructional practices, this activity is not as consistently or extensively practiced compared to other indicators. Although reflective activities are valuable, evidence shows they are not always sustained as daily professional habits (Hatton & Smith, 2017).

The result implies that maintaining reflective journals is present among teachers, but it may not yet be fully embedded as a regular and sustained professional habit. Some teachers may document their reflections only occasionally or when required, rather than as a continuous part of their instructional routine. This could be influenced by factors such as time constraints, heavy teaching loads, and multiple non-teaching responsibilities, which limit opportunities for regular reflection and documentation.

Reflective practice helps teachers align instructional choices with core beliefs and improves professional learning (Ghaye & Ghaye, 2016). Reflective journals can increase the likelihood that new practices become habitual, but embedding them requires structured support (Education Endowment Foundation, 2025). This highlights a need to further strengthen a culture of reflection in schools. Encouraging structured reflection activities, providing simplified templates, or integrating journaling into existing planning and reporting requirements may help improve consistency. Strengthening this practice is important because reflective documentation supports instructional improvement, professional growth, and more intentional decision-making in teaching.

2.7 Technical Assistance

Technical assistance is the help provided to teachers by school heads to deal with instructional, curricular, and professional difficulties through training, resources, and expert advice. Helping them improves teachers' abilities, allows for the proper implementation of educational programs, and helps

overcome problems faced during the teaching and learning processes. This support also encourages continuous professional development and promotes more effective and responsive teaching practices among educators. Furthermore, effective technical assistance strengthens teachers' confidence and competence in delivering quality instruction to learners. Table 2.7 is a presentation of the level of adept progress of teachers as to technical assistance

Table 2.7. Level of the Adept Progress of Teachers as to Technical Assistance

Indicators	$\bar{x}_w$	Interpretation
1. Utilizes technical support to improve instructional delivery.	4.37	Evident
2. Applies new teaching tools and technologies effectively.	4.43	Evident
3. Demonstrates competence in using ICT in teaching.	4.39	Evident
4. Adopts recommended strategies provided through technical assistance.	4.41	Evident
5. Seeks technical assistance to address instructional challenges.	4.39	Evident
6. Integrates innovative practices introduced through technical support.	4.34	Evident
7. Demonstrates improved efficiency in instructional tasks.	4.37	Evident
8. Sustains improvements gained from technical assistance interventions.	4.32	Evident
Composite	4.38	Evident

Legend: 1:00 – 1:49 Not Evident; 1.50 – 2.49 Slightly Evident; 2.50 – 3.49 Moderately Evident; 3.50 – 4.49 Evident; 4.50 – 5.00 Highly Evident

As can be gleaned from Table 2.7, it can be gleaned that the level of adept progress of teachers as to technical assistance obtained a weighted mean of 4.38, interpreted as Evident. This suggests that technical assistance is regularly observed and experienced by teachers, contributing meaningfully to their professional growth and instructional practices. However, while the rating is favorable, it also implies that the provision and effectiveness of technical assistance may not yet be at its highest or most consistent level.

The Indicator, *Applies new teaching tools and technologies effectively*, obtained the highest weighted mean of 4.43, interpreted as Evident. This shows that teachers use current instructional materials such as digital tools, educational software, and other technology-based tactics.

This research suggests a positive preference for incorporating technology into instruction, which may boost learner engagement, increase access to learning resources, and enable more interactive and student-centered teaching styles. Teachers' use of current instructional materials such as digital tools and educational software suggests openness to innovation and a preference for technology-supported instruction, which may improve participation and learning outcomes (Kimmons & Rosenberg, 2022; Digital Promise, 2022). It also represents instructors' increased adaptation to modern educational demands. The findings imply that teachers are becoming more competent and adaptable in integrating technology into classroom instruction to support effective teaching and learning. This suggests that schools should continue investing in professional development programs, digital resources, and technical support to sustain and further enhance teachers' technological skills. Moreover, the study implies that the effective use of teaching tools and technologies may contribute to increased learner engagement, improved instructional delivery, and better academic outcomes. Hence, continuing and strengthening this practice may still necessitate ongoing training, proper infrastructure, and technical assistance to ensure that technology is useful and meaningful in increasing learning outcomes.

On the other hand, the indicator, *Sustains improvements gained from technical assistance interventions*, obtained the lowest weighted mean of 4.32, interpreted as Evident. The findings reveal that, while teachers benefit from technical assistance interventions and can demonstrate improvements in their practice, maintaining and sustaining these gains over time is not always totally consistent. This matches the

findings of Smith (2018), who revealed that teachers receiving regular coaching improved lesson design and classroom practice, but follow-up after six months showed variable retention. In addition, intensive, time-limited technical assistance yields short-term gains, yet long-term fidelity depends on institutional supports and teacher self-efficacy (Nguyen & Patel, 2019). Also, research evidence indicates positive short-term effects of professional coaching on teacher practice, yet effect sizes shrink in longer follow-ups when supports are withdrawn (Wilson et al., 2021).

From the teachers' perspective, this indicates that the support they receive, such as coaching, mentorship, or training, helps them improve their instructional techniques. Teachers often show instructional gains after coaching or technical assistance (Joyce & Showers, 2016). However, the problem is to maintain these improvements once technical assistance is no longer regularly available. It implies that without ongoing follow-up, coaching reinforcement, and institutional support, the benefits of technical help may gradually erode in classroom practice. As a result, schools must build continuous support structures to assist instructors in regularly maintaining and incorporating these gains into their everyday instruction.

3. Significant Relationship Between the Instructional Leadership Skills of School Heads and Adept Progress of Teachers

Table 3 shows the significant relationship between the instructional leadership skills of school heads and adept progress of teachers. The Pearson R correlation was used to analyze the data from 24 school heads and the mean of teachers per school. The level of significance used was 0.05 to determine if there is a relationship between the study's variable.

Table 3. *Relationship Between the Instructional Leadership Skills of School Heads and Adept Progress of Teachers*

Variable	Consultation		Coaching		Community Practice		Lesson Study		Mentoring		Reflective Supervision		Technical Assistance		Level of Adept Progress of Teachers		
	r	p	r	p	r	p	r	p	r	p	r	p	r	p	r	p	
Instructional Skills Dimension	-.10	0.63	-.21	.32	-.08	.70	-.16	.44	-.23	.27	-.21	.32	-.12	.56	-	-	
Maintain Visible Presence	-.23	.28	-.20	.35	-.13	.55	-.26	.22	-.25	.24	-.18	.39	-.15	.48	-	-	
Professional Development	.16	.46	.20	.35	.26	.22	.15	.50	.14	.52	.21	.32	.25	.25	-	-	
Maximizing Instructional Time	-.24	.26	-.24	.25	-.24	.26	-.21	.32	-.28	.18	-.33	.12	-.34	.10	-	-	
Monitoring Student Progress	-.08	.72	-.013	.56	-.12	.58	-.23	.27	-.18	.39	-.17	.43	-.10	.64	-	-	
Feedback on Teaching Learning	.17		.43	.13	.57	.14	.52	.08	.72	.13	.56	.10	.68	.14	.51	-	-
Curriculum Implementer	.25	.24	.23	.28	.21	.33	.18	.40	.20	.34	.20	.35	.15	.48	-	-	
Level of Instructional Leadership Skills of School Heads	-	-	-	-	-	-	-	-	-	-	-	-	-	-	.07	.75	

Note. $p < .05$ = Reject H_0 ; $p > .05$ = Accept H_0 .

Based on Table 3, it was revealed that there is a weak correlation between the overall level of instructional leadership skills of school heads and the level of adept progress of teachers, although the relationship was not statistically significant $r(22) = .07, p > .75$. Hence, the null hypothesis is accepted.

Specifically, the instructional skills dimension obtained weak negative correlations with consultation ($r = -.10, p = .63$), coaching ($r = -.21, p = .32$), community practice ($r = -.08, p = .70$), lesson planning ($r = -.16, p = .44$), mentoring ($r = -.23, p = .27$), reflective supervision ($r = -.21, p = .32$), and technical assistance ($r = -.12, p = .56$). Likewise, maintain visible presence also showed weak negative and non-significant relationships across all areas of adept progress.

On the other hand, professional development, feedback on teaching-learning, and curriculum implementer manifested weak positive relationships with the dimensions of adept progress; however, these relationships were likewise not significant since all p -values exceeded 0.05. Similarly, maximizing instructional time and monitoring student progress demonstrated weak negative correlations that were not statistically significant.

The study's findings imply that school heads' instructional leadership skills may not be the only element determining teachers' adept progress. Because no significant association was found between the variables, teachers' progress in areas such as consultation, coaching, community practice, lesson planning, mentorship, reflective supervision, and technical support may be influenced by factors not included in the study. These characteristics could include teachers' personal motivation, years of experience, professional commitment, working environment, organizational culture, resource availability, and support systems.

A body of research supports this view that the adept progress of a teacher is influenced by other factors. The American Federation of Teachers (2016) synthesized evidence demonstrating that teaching experience is positively associated with teacher effectiveness, meaning that cumulative experience impacts professional development over time. According to De Ocampo (2024), teachers' self-compassion, motivation, engagement, and dedication significantly influence school success, highlighting the role of internal motivational elements in professional development. According to research on Filipino public elementary teachers by McFarlane (2025), motivation, organizational commitment, and job involvement are all linked to school performance, especially when leadership and resource allocation create a supportive work environment.

The findings also imply that even If school leaders demonstrate great Instructional leadership skills, teachers' competent growth can develop separately through peer collaboration, self-directed learning, professional experiences, and external training options. This suggests that teacher development is multifaceted and cannot be attributed entirely to the leadership methods of school principals.

This corroborates with Lee and Li (2015), Kim and Lee (2020), and Yan and Yuet (2025), who found that personal traits, prior experiences, professional learning culture, resource availability, and institutional and policy contexts all have an impact on teacher growth. Research on teacher professional development as a complicated process demonstrates that cultural, social, political, and economic constraints at the system and school levels limit or facilitate what even the most effective principals can accomplish alone. Teacher development is influenced by principal leadership, school environment, and systemic variables, not just school-based leadership.

Furthermore, the non-significant relationship suggests that schools and educational institutions can increase various support mechanisms that promote teachers' professional development. To improve teacher proficiency, school administrators may explore expanding teacher empowerment programs, professional learning communities, mentorship systems, and ongoing capacity-building activities. Hence, the study highlighted the importance of adopting a holistic approach in improving teacher performance and professional progress, where both leadership practices and other internal and external factors are considered equally important in achieving educational effectiveness.

4. Proposed Instructional Leadership Enhancement Program

Program Title

TEACHWISE Program (Teacher Enhancement and Advancement through Collaborative, Holistic, and Innovative Support for Workforce Excellence)

Venue

School Learning Resource Center / Cluster School Venue

Target Participants

Elementary School Teachers, Master Teachers, and Teacher Leaders

Rationale

Teachers play a vital role in ensuring quality instruction and improving learner outcomes. The findings of the study revealed that teachers generally demonstrated a high level of adept progress, particularly in the areas of consultation, coaching, technical assistance, reflective supervision, mentoring, and collaborative learning practices. These competencies contribute significantly to effective classroom instruction and learner achievement.

However, certain areas, such as lesson planning, reflective supervision, mentoring, utilization of instructional resources, and monitoring of learner progress, obtained comparatively lower ratings, indicating the need for continuous professional development and sustained support mechanisms. These findings suggest opportunities to strengthen teachers' instructional competencies through structured professional learning activities, collaborative engagement, and evidence-based instructional practices.

The absence of significant relationships among some professional development variables further highlights the need for a systematic and integrated program that supports teacher growth through mentoring, coaching, collaborative lesson planning, reflective practice, and data-driven instruction. Such initiatives can help ensure that professional development efforts are responsive to teachers' needs and aligned with school improvement goals.

The proposed program is anchored on the provisions of Republic Act No. 9155, which promotes quality basic education through effective school management and instructional support; DepEd Order No. 42, s. 2017, which emphasizes teacher quality and professional growth; and DepEd Order No. 24, s. 2020, which supports the creation of learning-focused environments that nurture teacher development. Through collaborative professional learning opportunities, mentoring, coaching, lesson planning, reflective supervision, and instructional innovation, the program seeks to strengthen teacher competencies and improve learner outcomes.

Objectives

1. Enhance teachers' instructional competencies in planning, delivering, and assessing quality instruction.
2. Strengthen teacher adept progress through collaborative professional development activities such as mentoring, coaching, and lesson planning.
3. Improve teachers' capacity to monitor learner progress and utilize assessment data for instructional decision-making.
4. Promote reflective teaching practices, peer collaboration, and continuous professional learning.
5. Institutionalize sustainable teacher development mechanisms aligned with PPST, school improvement goals, and DepEd policies.

Expected Outputs

1. Enhanced instructional competence and classroom practices among teachers.
2. Improved teacher performance and professional growth aligned with PPST indicators.

3. Strengthened implementation of Learning Action Cell (LAC) sessions and collaborative learning activities.
4. Increased utilization of instructional resources, assessment tools, and reflective practice strategies.
5. Improved monitoring of learner progress and implementation of appropriate instructional interventions.
6. Established mentoring, coaching, and lesson planning mechanisms within schools.
7. Enhanced learner engagement and improved learning outcomes.

TEACHER DEVELOPMENT ENHANCEMENT PROGRAM ACTION PLAN

Phase	Action Plan (Objectives)	Activity	Description	Responsible Person(s)	Fund Source	Resource s Needed	Timeline
PRE-IMPLEMENTATION	Assess teachers' professional development needs related to instructional competencies, mentoring, coaching, lesson planning, and learner progress monitoring.	Needs Assessment and Program Orientation	Conduct survey, focus group discussion, and orientation on TEACHWISE Program objectives, activities, and expected outcomes.	School Head, Master Teachers, Teacher Leaders	School MOOE	Survey forms, laptop, projector, internet connection, meeting venue	Term 1
	Establish program management and support mechanisms.	Creation of TEACHWISE Core Team	Organize implementation team and assign committees for mentoring, coaching, lesson planning, monitoring, and evaluation.	School Head, Master Teachers, Teacher Leaders	School MOOE	Planning templates, organizational charts, office supplies	Term 1

	Develop implementation guidelines and schedules.	Program Planning Workshop	Prepare annual activity schedules, monitoring tools, mentoring plans, and lesson planning calendars aligned with PPST.	School Head, Master Teachers	School MOOE	Planning materials, PPST tools, venue, ICT equipment	Term 1
IMPLEMENTATION	Enhance teachers' instructional competencies in planning, delivering, and assessing quality instruction.	Instructional Competency Enhancement Seminar	Conduct training on lesson planning, differentiated instruction, classroom assessment, and instructional strategies.	Education Program Supervisor, School Head, Master Teachers	INSET Fund, School MOOE	Training modules, projector, handouts, venue	Term 1
	Strengthen teacher adept progress through coaching and mentoring.	Coaching and Mentoring Sessions	Conduct regular one-on-one and group mentoring sessions focusing on instructional improvement and professional growth.	Master Teachers, Teacher Leaders	School MOOE	Coaching guides, observation tools, mentoring logs	Term 1 to Term 3 (Monthly)
	Strengthen collaborative professional development through lesson planning.	Lesson Planning Cycles	Teachers collaboratively plan, observe, revise, and reflect on lessons to improve instructional practices.	Master Teachers, Grade-Level Leaders	School MOOE	Lesson planning templates, observation tools, instructional materials	Term 1 to Term 3 (Quarterly)

IMPLEMENTATION	Improve teachers' capacity to monitor learner progress and utilize assessment data.	Data-Driven Instruction Training	Train teachers in interpreting assessment results, tracking learner progress, and designing interventions.	School Head, Assessment Coordinator, Master Teachers	School MOOE	Assessment reports, data analysis templates, laptops	Term 1
	Promote reflective teaching practices and continuous professional learning.	Reflective Supervision and Classroom Observation	Conduct classroom observations followed by reflective conferences and feedback sessions.	School Head, Master Teachers	School MOOE	Observation forms, reflection journals, PPST tools	Term 2 to Term 3 (Bi-Monthly)
	Enhance utilization of instructional resources and innovative teaching strategies.	Instructional Resource Development Training	Develop and share contextualized learning resources and innovative instructional materials.	Teacher Leaders, ICT Coordinator	School MOOE, School-Based Funds	Computers, printers, internet access, learning resources	Term 2
	Promote collaborative learning and sharing of best practices.	Learning Action Cell (LAC) Sessions	Conduct regular LAC sessions focusing on instructional challenges, best practices, and innovation sharing.	School Head, LAC Facilitators	School MOOE	LAC guides, presentation materials, venue	Term 1 to Term 3

	Improve learner outcomes through instructional interventions .	Learner Progress Monitoring and Intervention Planning	Analyze learner performance data and implement targeted instructional interventions.	Teachers, Master Teachers	School MOOE	Learner assessment records, intervention plans	Term 2 to Term 3 (Continuous)
POST-IMPLEMENTATION	Evaluate the effectiveness of TEACHWISE Program.	Program Evaluation and Impact Assessment	Conduct surveys, interviews, classroom observation reviews, and performance analysis to measure program outcomes.	School Head, Monitoring and Evaluation Team	School MOOE	Evaluation tools, survey forms, data reports	Term 3
	Recognize teacher achievements and best practices.	Recognition and Sharing of Best Practices	Present exemplary outputs, success stories, and innovative teaching practices.	School Head, HRD Coordinator	School MOOE, Stakeholder Support	Certificates, plaques, presentation materials	Term 3
	Institutionalize sustainable teacher development mechanisms.	Development of Sustainability and Continuity Plan	Integrate mentoring, coaching, lesson planning, and LAC activities into the School Improvement Plan and Annual Implementation Plan.	School Head, School Planning Team, Teacher Leaders	School MOOE	Planning documents, SIP and AIP templates	Term 3

IMPLEMENTATION PLAN

Phase/ Project Activity	Project/ Objective	Output	Activities	Persons Responsible	Schedule	Budget per Activity	Budget Source
I. PRE-IMPLEMENTATION							
Needs Assessment and Program Orientation	Identify teacher development needs and introduce the TEACHWISE Program.	Needs Assessment Report and Orientation Attendance Sheet	1. Prepare survey tools. 2. Administer needs assessment survey. 3. Analyze results. 4. Conduct program orientation. 5. Present program objectives, timeline, and expected outputs.	School Head, Master Teachers, Teacher Leaders	Term 1	₱3,000	School MOOE
Creation of TEACHWISE Core Team	Establish implementation and monitoring teams.	Approved Core Team Structure	1. Identify members. 2. Assign roles and responsibilities. 3. Conduct planning meeting. 4. Issue designation orders.	School Head	Term 1	₱1,000	School MOOE
Program Planning Workshop	Develop detailed implementation plan.	TEACHWISE Annual Implementation Plan	1. Review needs assessment results. 2. Set targets and indicators. 3. Develop schedules. 4. Prepare monitoring tools. 5. Finalize implementation plan.	School Head, Master Teachers	Term 1, Week 3	₱500	School MOOE

II. IMPLEMENTATION							
Instructional Competency Enhancement Seminar	Enhance teachers' competencies in planning, delivery, and assessment.	Trained teachers and seminar outputs	1. Prepare training materials. 2. Conduct seminar-workshop on lesson planning. 3. Conduct workshop on differentiated instruction. 4. Conduct workshop on assessment strategies. 5. Present outputs and action plans.	EPS, School Head, Master Teachers	Term 1	₱15,000	INSET Fund/MOOE
Coaching and Mentoring Program	Strengthen teacher growth through mentoring and coaching.	Coaching and Mentoring Logs	1. Pair mentors and mentees. 2. Conduct initial coaching session. 3. Observe classroom practices. 4. Provide feedback and recommendations. 5. Conduct follow-up coaching sessions.	Master Teachers, Teacher Leaders	Monthly (Terms 1–3)	₱1,000	School MOOE

Lesson Planning Cycle 1	Improve instructional practices through collaborative lesson planning.	Lesson Planning Report	1. Identify focus lesson. 2. Jointly prepare lesson plan. 3. Conduct demonstration teaching. 4. Observe and document teaching practices. 5. Conduct post-conference and lesson revision.	Master Teachers, Grade Leaders	Term 1	₱1,000	School MOOE
Learning Action Cell (LAC) Sessions	Promote collaborative learning and sharing of best practices.	LAC Documentation and Outputs	1. Identify learning topic. 2. Conduct LAC session. 3. Share best practices. 4. Discuss challenges and solutions. 5. Document agreements and action points.	School Head, LAC Facilitators	Terms 1–3	₱9,000	School MOOE
Data-Driven Instruction Training	Improve teachers' capacity to monitor learner progress.	Assessment and Intervention Plans	1. Present learner performance data. 2. Train teachers in data interpretation. 3. Develop learner monitoring tools. 4. Create intervention plans. 5. Present outputs.	School Head, Assessment Coordinator	Term 1	₱3,000	School MOOE

Reflective Supervision Activities	Promote reflective teaching practices.	Reflection Journals and Observation Reports	1. Conduct classroom observations. 2. Complete reflection journals. 3. Set improvement targets. 4. Monitor implementation.	School Head, Master Teachers	Term 2 to Term 3 (Bi-Monthly)	₱2,000	School MOOE
Instructional Resource Development Training	Enhance use of instructional resources and innovation.	Developed Learning Resources	1. Identify instructional gaps. 2. Develop contextualized resources. 3. Peer review materials. 4. Finalize resources. 5. Upload/share resources.	ICT Coordinator, Teacher Leaders	Term 2	₱9,000	School MOOE/ Stakeholder Support
Lesson Planning Cycle 2	Sustain collaborative instructional improvements.	Revised Lesson Planning Outputs	1. Select focus lesson. 2. Conduct collaborative planning. 3. Implement demonstration lesson. 4. Observe and evaluate. 5. Revise lesson and document findings.	Master Teachers, Grade Leaders	Term 2	₱500	School MOOE
Learner Progress Monitoring and Intervention	Improve learner outcomes through targeted interventions.	Intervention Reports	1. Analyze assessment results. 2. Identify struggling learners. 3. Implement interventions.	Teachers, Master Teachers	Term 2–3 (Continuous)	₱5,000	School MOOE

			4. Monitor progress. 5. Evaluate intervention effectiveness.				
Lesson Planning Cycle 3	Institutionalize collaborative instructional improvement.	Final Lesson Planning Portfolio	1. Conduct final lesson planning cycle. 2. Observe classroom implementation. 3. Evaluate effectiveness. 4. Document best practices. 5. Compile portfolio.	Master Teachers, Teacher Leaders	Term 3	₱5,000	School MOOE

I. POST-IMPLEMENTATION							
Program Evaluation and Impact Assessment	Determine effectiveness of TEACHWISE Program.	Evaluation Report	1. Conduct post-assessment survey. 2. Gather participant feedback. 3. Analyze teacher performance data. 4. Compare baseline and endline results. 5. Prepare evaluation report.	Monitoring and Evaluation Team	Term 3	₱4,000	School MOOE

Recogniti on and Best Practices Sharing	Recognize accomplis hments and disseminat e successful practices.	Recogniti on Program and Compendi um of Best Practices	1. Identify outstanding participants. 2. Prepare certificates and awards. 3. Conduct sharing forum. 4. Present best practices. 5. Award certificates and recognitions.	School Head, HRD Coordinat or	Term 3	₱10,000	School MOOE/ Stakehol der Support
Sustainabi lity Planning	Institution alize TEACHW ISE mechanis ms.	Sustainabi lity Plan	1. Review accomplishme nts. 2. Identify sustainable practices. 3. Integrate activities into SIP and AIP. 4. Develop next-year implementatio n plan. 5. Secure stakeholder commitments.	School Head, School Planning Team	Term 3	₱3,000	School MOOE

Summary

Effective instructional leadership plays a significant role in promoting teacher growth and improving the quality of education in public elementary schools. School heads are expected to demonstrate strong instructional leadership skills by providing instructional resources, maintaining a visible presence, supporting professional development, maximizing instructional time, monitoring student progress, giving feedback on teaching-learning processes, and ensuring effective curriculum implementation. Through these leadership practices, teachers are guided and supported in enhancing their professional competencies and instructional performance. However, despite the importance of instructional leadership, some teachers may still experience difficulties in achieving continuous professional growth due to limited instructional support, inadequate mentoring, insufficient coaching opportunities, and a lack of collaborative learning practices within schools. Such concerns may affect teachers' professional confidence, instructional effectiveness, and overall adept progress in their teaching profession.

This study is significant in understanding the relationship between the instructional leadership skills of school heads and the adept progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province. Specifically, the study focuses on determining the level of instructional leadership skills of school heads in terms of instructional resource provider, maintaining visible presence, professional development, maximizing instructional time, monitoring student progress, feedback on

teaching-learning, and curriculum implementation. Likewise, it examines the level of adept progress of teachers in terms of consultation, coaching, community practice, lesson planning, mentoring, reflective supervision, and technical assistance. Furthermore, the study seeks to determine whether a significant relationship exists between the instructional leadership skills of school heads and the adept progress of teachers. The findings of the study may serve as a basis for proposing an instructional leadership enhancement program that could strengthen school leadership practices and further support teachers' professional growth and instructional development. The following is the chapter's order.

1. What is the level of instructional leadership skills of school heads in public elementary schools in terms of:
 - 1.1 instructional resource providers;
 - 1.2 maintain visible presence;
 - 1.3 professional development;
 - 1.4 maximizing instructional time;
 - 1.5 monitoring student progress;
 - 1.6 feedback on teaching learning; and,
 - 1.7 curriculum implementer?
2. What is the level of adept progress of teachers in public elementary schools in terms of:
 - 2.1 consultation;
 - 2.2 coaching;
 - 2.3 community practice;
 - 2.4 lesson planning;
 - 2.5 mentoring;
 - 2.6 reflective supervision; and,
 - 2.7 technical assistance?
3. Is there a significant relationship between the level of instructional leadership skills of school heads and adept progress of teachers?
4. What instructional leadership enhancement program can be proposed based on the findings of the study

A descriptive-correlational research design was employed in this study to determine the relationship between the instructional leadership skills of school heads and the adept progress of teachers across public elementary schools in the Baleno District, Division of Masbate Province, involving twenty-four (24) school heads and one hundred thirty-nine (139) teachers from the total population of two hundred sixteen (216) teacher-respondents, selected using complete enumeration and stratified random sampling techniques, respectively. Two adopted survey questionnaires were used to gather the data: The first one is the Instructional Leadership Skills of School Heads from Akram et al. (2016), and the Level of Adept Progress of Teachers from Maymay M.J.V. & Baguio, J.B. (2025). The gathered data were analyzed and interpreted using frequency count, weighted mean, and Pearson's product-moment correlation coefficient, or Pearson's r .

Findings

Salient findings of the problem in the study included:

1. School heads in the public elementary schools of Baleno District demonstrated a very high level of instructional leadership skills, with all seven domains receiving ratings ranging from Often to Always. Among the domains, Curriculum Implementer obtained the highest composite mean (4.68), followed by Professional Development (4.59), Feedback on Teaching and Learning (4.58), Maintaining Visible Presence (4.55), and Instructional Resource Provider (4.51), all interpreted as Always, while

Maximizing Instructional Time (4.47) and Monitoring Student Progress (4.40) were interpreted as Often.

2. The adept progress of teachers was generally evident across all dimensions, with composite mean scores ranging from 4.34 to 4.42, indicating that teachers consistently demonstrate professional growth, instructional competence, and commitment to continuous improvement. Among the seven dimensions, Consultation obtained the highest composite mean (4.42), followed by Coaching (4.40), Community Practice (4.39), Mentoring and Technical Assistance (4.38 each), Lesson Planning (4.36), and Reflective Supervision (4.34), all interpreted as Evident.
3. There was no significant relationship between the instructional leadership skills of school heads and the adept progress of teachers, as evidenced by the weak and statistically non-significant overall correlation ($r = .07$, $p > .75$). Likewise, all dimensions of instructional leadership—including instructional resource provision, maintaining visible presence, professional development, maximizing instructional time, monitoring student progress, feedback on teaching-learning, and curriculum implementation—showed either weak positive or weak negative correlations with the dimensions of teachers' adept progress, namely consultation, coaching, community practice, lesson planning, mentoring, reflective supervision, and technical assistance, with all p-values exceeding the 0.05 level of significance.

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

1. School heads demonstrated a very high level of instructional leadership skills in the public elementary schools of Baleno District, particularly in curriculum implementation, professional development, and instructional support. This indicates that they consistently perform their leadership roles in promoting effective teaching and learning, although certain areas, such as classroom monitoring and follow-up evaluation, may still be strengthened. These results indicate that school heads consistently fulfill their instructional leadership responsibilities by ensuring curriculum implementation, supporting teachers' professional growth, providing instructional resources, maintaining active engagement in school activities, and fostering effective communication with teachers, learners, and parents. However, relatively lower ratings in classroom visitation, individualized discussions on student progress, follow-up evaluation of professional development activities, and certain feedback and monitoring practices suggest areas that may benefit from further strengthening.
2. Teachers exhibited an evident level of adept progress across all dimensions, showing continuous professional growth, instructional competence, and commitment to improving their teaching practices. Their active participation in consultation, coaching, mentoring, collaboration, and reflective practices contributes positively to their effectiveness in addressing learners' needs and enhancing classroom instruction. The results suggest that teachers actively engage in professional dialogue, coaching, mentoring, collaborative learning, lesson planning, reflective practices, and technical assistance programs that enhance their instructional effectiveness and responsiveness to learner needs. Teachers particularly demonstrated strength in aligning their practices with school goals, applying differentiated instruction, managing conducive learning environments, integrating appropriate instructional resources, showing confidence in teaching responsibilities, adapting new teaching technologies, and reflecting on their instructional practices for improvement. However, relatively lower ratings were observed in areas such as active participation in problem-solving discussions, sustaining improvements gained from technical assistance, maintaining reflective journals, efficiently managing instructional time during lesson implementation, consistently delivering high-quality instruction, and proactively seeking mentoring opportunities.
3. The instructional leadership skills of school heads were not significantly related to the adept progress of teachers. This suggests that teacher development is influenced by multiple factors beyond

instructional leadership, including personal motivation, professional experience, collaboration, school culture, available resources, and other professional learning opportunities. Therefore, a holistic and supportive environment is essential for sustaining teachers' professional growth and instructional effectiveness. These results indicate that although school heads generally demonstrated high levels of instructional leadership and teachers exhibited evident levels of professional growth, the development of teachers' competencies and professional practices was not significantly associated with the leadership skills of school heads alone. The findings suggest that teachers' adept progress may be influenced more strongly by other personal, professional, organizational, and contextual factors such as motivation, teaching experience, self-directed learning, professional commitment, peer collaboration, school culture, resource availability, and external professional development opportunities. Consequently, the study highlights that teacher development is a multifaceted process that extends beyond instructional leadership, emphasizing the need for a holistic approach that combines effective leadership practices with supportive learning environments, professional learning communities, mentoring systems, and continuous capacity-building initiatives to further enhance teachers' professional growth and instructional effectiveness.

Recommendations

Based on the findings and conclusions, the following recommendations were offered:

1. School heads should continuously strengthen their instructional leadership competencies, particularly in the areas of classroom observation, monitoring of student progress, follow-up evaluation of professional development activities, and the provision of timely instructional feedback to further enhance the quality of teaching and learning in schools.
2. The Department of Education and school administrators may implement the TEACHWISE Program (Teacher Enhancement and Advancement through Collaborative, Holistic, and Innovative Support for Workforce Excellence) to further strengthen teachers' professional competencies and instructional practices. The program may focus on enhancing teachers' capacities in collaborative learning, mentoring, coaching, reflective practice, lesson planning, assessment-based instruction, and learner progress monitoring to promote continuous professional growth and improved teaching effectiveness.
3. Teachers should be encouraged to sustain and strengthen their professional growth practices by actively participating in professional learning communities, lesson planning sessions, mentoring programs, collaborative problem-solving activities, and reflective practices that support continuous improvement in instruction.
4. Schools should establish and strengthen support mechanisms for teacher development, such as structured mentoring programs, coaching initiatives, technical assistance, and capacity-building activities that address teachers' diverse professional needs and help sustain improvements in instructional practice.

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