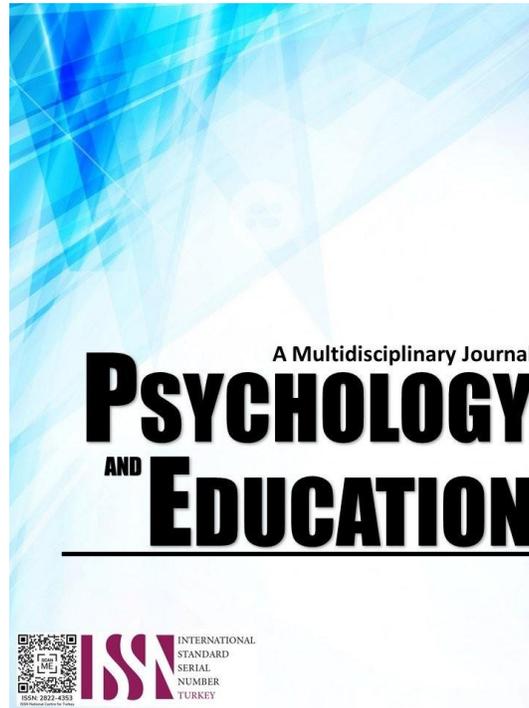


**EFFECTIVENESS OF SCHOOL HEADS' INSTRUCTIONAL  
LEADERSHIP ON TEACHERS' AND STUDENTS'  
PERFORMANCE IN TOLEDO CITY:  
BASIS FOR AN ACTION PLAN**



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## Effectiveness of School Heads' Instructional Leadership on Teachers' and Students' Performance in Toledo City: Basis for an Action Plan

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### Abstract

This descriptive-correlational study investigated the effectiveness of instructional leadership practices of school heads on teacher performance and student achievement outcomes in Toledo City Public Elementary Schools during the 1<sup>st</sup> and 2<sup>nd</sup> quarter of SY 2025-2026. The study was anchored on the Instructional Leadership Model of Hallinger and Murphy (1985), complemented by Transformational Leadership Theory and Social Cognitive Theory. Respondents included 30 teachers from selected public elementary schools, predominantly female (96.7%), mid-career (31-49 years old), and serving in medium-sized, rural schools (86.7%). Data were gathered using an adapted Principal Instructional Management Rating Scale (PIMRS), a Teacher Performance Appraisal Tool based on RPMS-PPST, and student achievement records. Descriptive statistics (mean, frequency, standard deviation) and inferential statistics (Pearson's  $r$ , multiple regression) were employed to analyze the data. The findings established the extent of instructional leadership practices, the level of teacher performance (instructional delivery, classroom management, assessment, and professional responsibilities), and the level of student achievement (academic performance and competencies achieved). Crucially, the study determined the significant relationships between instructional leadership practices and both teacher performance and student achievement outcomes. The final output is an action plan developed from the empirical evidence to enhance the school heads' capacity for effective instructional leadership, thereby optimizing teacher effectiveness and improving student learning outcomes in the Toledo City division.

**Keywords:** *public elementary schools, educational administration, action plan*

### Introduction

Leadership is crucial for determining the culture, performance, and results of schools. Specifically, instructional leadership is highly regarded as a fundamental lever for advancing both pedagogical quality and academic success (Hallinger, 2003). School heads are not only administrators but also instructional leaders who guide teachers in improving classroom practices, ensuring curriculum alignment, and creating learning environments that support student success.

In the Philippine public school system, school heads are tasked with both administrative and instructional functions. However, much of their time is often consumed by administrative and compliance-related tasks, leaving limited opportunities to engage in meaningful instructional leadership practices (Department of Education [DepEd], 2016). This raises concerns about how effectively they can support teachers in enhancing instructional delivery and, ultimately, how such leadership translates into student achievement outcomes.

According to global research (Leithwood et al., 2004), instructional leadership is ranked as the second most impactful factor in a school's performance—after direct classroom teaching—that affects student learning. Locally, research has also highlighted the link between student outcomes, school leadership, and teacher performance, but findings remain fragmented and context-specific (Garcia, 2019; Reyes, 2021). Given the large class sizes, severe resource constraints, and heavy teacher workloads typical in Philippine public elementary schools, there is an urgent need to conduct a systematic study. This research must specifically examine how the pedagogical management strategies implemented by school administrators affect teacher performance and student achievement within this challenging local context.

This study aims to determine how much a principal's instructional guidance drives instructional excellence and student achievement. The resulting evidence will be crucial for guiding policymakers and educators in creating leadership frameworks and capacity-building programs that maximize instructional outcomes.

### Research Questions

This study determined the impact of instructional leadership practices of school heads on teacher performance and student achievement outcomes in public schools during the SY 2025-2026 as a basis for an action plan. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 educational background;
  - 1.4 current position;
  - 1.5 length of service;
  - 1.6 size of school; and

- 1.7 type of school (rural or urban)?
2. What is the extent of instructional leadership practices of school heads in terms of:
  - 2.1 defining the school mission;
  - 2.2 managing the instructional program; and
  - 2.3 promoting a positive school learning climate?
3. What is the level of teacher performance in terms of:
  - 3.1 instructional delivery;
  - 3.2 classroom management;
  - 3.3 assessment practices;
  - 3.4 professional responsibilities?
4. What is the level of student achievement outcomes in terms of:
  - 4.1 academic performance (e.g., test scores, grades); and
  - 4.2 learning competencies achieved?
5. Is there a significant relationship between instructional leadership practices of school heads and teacher performance?
6. Is there a significant relationship between instructional leadership practices of school heads and student achievement outcomes?
7. Based on the findings of the study, what action plan can be developed?

## Methodology

### Research Design

To examine the impact of instructional leadership practices of school heads on teacher performance and student achievement outcomes, the researcher employed a mixed-methods research design. This approach allowed for a comprehensive investigation of the variables identified in the study for the School Year 2025–2026.

The quantitative phase utilized a descriptive-correlational research design to address the first six objectives of the study. A structured survey questionnaire was administered to gather data on the demographic profile of the respondents and to assess the extent of school heads' instructional leadership practices. Furthermore, quantitative data were collected to measure levels of teacher performance across instructional delivery and classroom management, as well as student achievement outcomes through academic grades and competencies. This numerical data enabled the use of statistical tools to identify significant relationships between both leadership actions and school-wide results.

The qualitative phase was integrated to encapsulate the complexities of school leadership and performance that standardized scales might overlook. Through open-ended questions or focused inquiries, the researcher explored the contextual experiences of teachers and school heads. By combining these two methods, the study ensured a robust and evidence-based foundation for the targeted action plan.

### Respondents

The respondents were teachers and school heads from selected public elementary schools. Teachers provided data on their performance as influenced by leadership practices, while students indirectly represented the outcomes of instructional leadership through their academic records.

To make the study more manageable and focused, only a smaller group of participants was involved. Specifically, the sample consisted of 30 participating teachers (4 Master teachers and 26 teachers). These numbers were determined to ensure that the research remained feasible given the limited time and resources of the researcher, while still generating sufficient data for meaningful analysis.

### Instrument

The researcher utilized a set of structured survey questionnaires as the primary tool for data collection, which was meticulously designed to address the specific objectives of the study.

The instrument was divided into four major parts: Part I was dedicated to gathering the demographic and professional profiles of the respondents. It captured essential data, including sex, age, educational background, length of service, and current position. Additionally, it identified institutional characteristics such as the size of the school (ranging from small to extra-large) and the school type (rural or urban). Part II measured the extent of instructional leadership practices exercised by school heads. This section was structured around three core dimensions and employed a Likert scale to allow respondents to quantify their perceptions of leadership behaviors. Part III assessed the level of teacher performance across four critical domains of professional practice. These included instructional delivery, classroom management, assessment practices, and the fulfillment of professional responsibilities. This section provided a quantitative basis for evaluating the effectiveness of the teaching force in relation to leadership oversight. Part IV evaluated student achievement outcomes to determine the academic impact of the preceding variables. This included data on academic performance, such as test scores and final grades, as well as the mastery level of specific learning competencies achieved by the students during the school year. The



data gathered through these instruments provided the empirical foundation necessary to test for significant relationships between student outcomes, instructional leadership, and teacher performance.

**Procedure**

First, the letter to conduct the study was sent to PSDS, then to the School Division Superintendent. When they approved the letter, the researcher then distributed the questionnaire to the respondents. Teachers and school heads were given one to two weeks to complete the questionnaires. For student achievement outcomes, the researcher coordinated with the teachers to access official school records, ensuring compliance with ethical considerations on data privacy. Data gathering started from the month of October 2025 and ended in November 2025.

**Data Analysis**

The following tools were used.

Frequency and Percentage Distribution was employed to describe the demographic and professional profile of the respondents. This included sex, age, educational background, length of service, current position, school size, and type.

The weighted mean was calculated to assess the instructional leadership practices of school heads, alongside the corresponding levels of teacher performance and student achievement. A Likert scale analysis was utilized for the interpretation of these means to categorize the responses into qualitative descriptions.

Pearson’s r coefficient was employed to assess the statistical significance of the association between school heads’ instructional leadership and teacher performance. The same measure was applied to examine the link between leadership practices and student achievement.

A five-point Likert scale was used to interpret the weighted mean of responses concerning the breadth of instructional oversight, the level of teacher performance, and the level of student achievement outcomes. The following mean ranges and corresponding interpretations were applied:

*Table 1. Scale for Interpreting Instructional Leadership, Teacher Performance, and Student Achievement*

<i>Mean Range</i>	<i>Interpretation</i>	<i>Descriptive Meaning (Instructional Leadership)</i>	<i>Descriptive Meaning (Teacher Performance)</i>	<i>Descriptive Meaning (Student Achievement)</i>
4.21 - 5.00	Strongly Agree	Very Great Extent (Always Practiced)	Excellent Performance (Mastery Level)	Very High Achievement (Advanced)
3.41 - 4.20	Agree	Great Extent (Often Practiced)	Very Satisfactory (High Proficiency)	High Achievement (Proficient)
2.61 - 3.40	Neutral	Moderate Extent (Sometimes Practiced)	Satisfactory (Basic Proficiency)	Average Achievement (Approaching Proficiency)
1.81 - 2.60	Disagree	Low Extent (Rarely Practiced)	Unsatisfactory (Developing)	Low Achievement (Developing)
1.00 - 1.80	Strongly Disagree	Very Low Extent (Never Practiced)	Poor Performance (Beginning)	Very Low Achievement (Beginning)

**Ethical Considerations**

The study was conducted with strict adherence to ethical considerations. When collecting data on student achievement outcomes, the researcher coordinated with teachers to access official school records. The participants were told about the study and its purpose. Upon the conduct of this study, no harm was caused to the participants. They were told that the data would be kept confidential. The participants were also told that there would be no consequences if they withdrew from the participation. In other words, they were not purged to answer the questionnaire. The participants completed the questionnaire in their free time, allowing them to feel comfortable and not feel discomfort. In the questionnaire, they were not to write their names for the purpose of confidentiality.

**Results and Discussion**

**Demographic Profile**

This section presents the analysis of the demographic profile of the participants in the study, who are the teachers from Toledo City Public Elementary Schools. The profile includes their age, gender, educational background, current position, and length of service.

Table 2 summarizes the demographic breakdown by age. The data indicates that the largest group of respondents falls within the 31-39 age bracket, comprising 14 individuals, or 46.67% of the total. The next largest group is the 40-49 age bracket, with 9 individuals or 30.00%. Collectively, the age range of 31 to 49 years old accounts for the vast majority of the respondents, totaling 23 individuals (76.67%). The youngest group (30 and below) constitutes 5 respondents (16.67%). The oldest groups (50-59 and 60 and above) are the smallest, each with 1 respondent, totaling only 6.66% combined.

It implies that the empirical evidence regarding the influence of pedagogical leadership behaviors is primarily influenced by the experiences and perceptions of teachers in their early to mid-career stages (31-49 years old). This group is typically characterized by



being experienced enough to have established teaching methods but potentially still open to new instructional strategies and professional development. The findings may primarily reflect the needs and responses of this predominantly young to middle-aged teaching force. The results might be less representative of the perspectives of very young/new teachers (30 and below) or veteran/retiring teachers (50 and above) due to their small representation in the sample.

Table 2. Age Profile of the Respondents

Age	Frequency	Percentage
60 and above	1	3.33
50-59	1	3.33
40-49	9	30.00
31-39	14	46.67
30 and below	5	16.67
Total	30	100.00

The categorical breakdown by sex for the 30 respondents is shown in Table 3. The respondent pool was predominantly female, with 29 participants accounting for nearly the entire sample (96.7%). Only 1 respondent was male (M), representing 3.3%.

Table 3. Gender Profile of the Respondents

Gender	Frequency	Percentage
Female	29	96.70
Male	1	3.30
Total	30	100.00

It implies that the teaching staff in the Toledo City Public Elementary Schools is highly feminized. This gender imbalance may be essential to consider when interpreting the generalizability of the findings, particularly in relation to teacher performance and experiences, as the results might be more representative of a female-dominated workforce.

Table 4. Educational Background of the Respondents

Educational Background	Frequency	Percentage
Bachelor's Degree	15	50.00
Doctorate Graduate	2	6.70
Master's With units	13	43.30
Total	30	100.00

Table 4 presents the educational background of the 30 respondents, who are likely teachers or school heads, given the research title. The table indicates that a Bachelor's Degree emerged as the most prevalent qualification, held by 50.0% of the respondents. Following closely, 43.3% of the respondents have a Master's with units, suggesting they are currently pursuing or have partially completed a Master's degree. The smallest group, 6.7%, are Doctorate Graduates.

It implies that the bulk of the participants have a solid foundational education (Bachelor's Degree), and a substantial portion are actively engaged in post-graduate studies (Master's With units), indicating a commitment to professional growth and higher academic learning within the Toledo City Public Elementary Schools. The high percentage of respondents pursuing or having completed post-graduate education (Master's or Doctorate) suggests that the teaching and leadership pool is generally well-educated and potentially more receptive to advanced instructional practices. This high level of educational background could be an essential enabling factor for positive impacts on teacher and student performance, as explored in the research, as highly educated personnel may be better equipped to understand, implement, and innovate on instructional strategies.

Table 5. Current Position of the Respondents

Current Position	Frequency	Percentage
MT1	5	16.70
Teacher 1	11	36.70
Teacher 2	4	13.30
Teacher 3	10	33.30
Total	30	100.00

Table 5 outlines the occupational designations of the participants in Toledo City public elementary schools, with the positions categorized as MT1, T1, T2, and T3. The highest frequency of respondents, 11 out of 30 (36.7%), are Teacher I (T1). Following this, Teacher III (T3) has 10 respondents (33.3%). The Master Teacher I (MT1) position has 5 respondents (16.7%), and Teacher II (T2) has the lowest frequency with 4 respondents (13.3%).

It implies that the majority of the teachers surveyed are relatively new or mid-career teachers (T1 and T3 make up 70% of the sample), which is a common distribution in public elementary schools. The high representation of Teacher I (36.7%) suggests a significant number of novice teachers who may be more reliant on effective instructional leadership for guidance and support in their early years of practice.



Table 6. *Length of Service*

<i>Length of Service</i>	<i>Frequency</i>	<i>Percentage</i>
26 and above	1	3.33
21-25	2	6.67
16-20	3	10.00
11-15	7	23.33
6-10	6	20.00
1-5	11	36.67
Total	30	100.00

Table 6 details the tenure of the respondents and reveals a predominantly novice workforce. Specifically, the largest group, comprising 11 teachers (36.67%), has a length of service of 1-5 years. This is followed by those with 11-15 years of service (7 teachers, 23.33%) and those with 6-10 years of service (6 teachers, 20.00%). Conversely, very few teachers have served for a long duration, with only 1 teacher (3.33%) having 26 years or more of service and 2 teachers (6.67%) having 21-25 years of service.

It implies that the teaching staff in these schools is predominantly young and less experienced, with over 80% of the teachers having 15 years or less of service (36.67% + 20.00% + 23.33% = 80.00%). In investigating the influence of instructional leadership, this suggests that the school heads' practices are being implemented with a workforce that may have less accumulated professional experience but potentially greater adaptability to new approaches and innovations. The school heads must consider that newer teachers might require more intensive support, mentoring, and professional development focused on foundational teaching practices and curriculum implementation.

Table 7. *Size of School*

<i>Size of School</i>	<i>Frequency</i>	<i>Percentage</i>
Large	4	13.30
Medium	21	70.00
Small	4	13.30
Extra Large	1	3.30
Total	30	100.00

Table 7 classifies the participating schools according to their institutional scale, ranging from small to large-sized campuses. Out of the total 30 public elementary schools in Toledo City that participated, the overwhelming majority, comprising 21 schools (70.0%), are categorized as medium-sized. Both Large and Small schools have an equal frequency, each accounting for 4 schools (13.3%) of the sample. The Extra-Large category is the least represented, with only 1 school (3.3%) included

It implies that the empirical evidence concerning the influence of administrative leadership on educator efficacy and learner achievement will be most representative and generalizable to Medium-sized public elementary schools in Toledo City.

Table 8. *Type of School*

<i>Type of School</i>	<i>Frequency</i>	<i>Percentage</i>
Rural	26	86.70
Urban	4	13.30
Total	30	100.00

Table 8 presents the distribution of the schools included in the study by type, with a total of 30 public elementary schools. A significant majority, 86.7% (n=26), of the public elementary schools in Toledo City included in the study are located in rural areas, while only 13.3% (n=4) are located in urban areas. It implies that the empirical data concerning the influence of school heads' instructional behaviors on educator efficacy and learner achievement are overwhelmingly reflective of the context and challenges present in rural public elementary schools in Toledo City. The study's conclusions will therefore have a high degree of relevance and applicability to rural settings. Researchers and policymakers must take into account the unique operational and leadership challenges prevalent in rural schools—such as potential resource constraints, greater travel distances, and specific community dynamics—when interpreting the results and formulating recommendations. The limited representation of urban schools suggests that the generalizability of the findings to the urban school context in Toledo City is relatively weaker.

**Extent of Instructional Leadership Practices of School Heads**

This section presents the findings on the extent of instructional leadership practices of school heads.

Table 9 presents that the instructional leadership practice of "Defining the School Mission" is perceived by the teachers to be implemented "To a very great extent" by the school heads. The overall weighted mean is 4.88, which is very close to the maximum possible score of 5.00 and falls squarely in the highest categorical rating. The very low standard deviation (especially 0.25 and 0.31) for the top three items indicates a very high degree of agreement and consensus regarding the teachers' perceptions of administrative efficacy across these domains. It implies that the educational heads in Toledo City Public Elementary Schools are exceptionally strong in providing visionary and directional leadership. The highly developed practice of defining and communicating the school mission



creates a clear, unified focus for the teaching staff.

Table 9. *Defining the School Mission*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
My school head works with the staff to develop and articulate a shared vision for the school.	4.93	0.25	To a very great extent
My school head transparently outlines the academic and instructional priorities for all faculty members	4.9	0.31	To a very great extent
My principal ensures classroom instruction is congruent with the school’s stated goals.	4.9	0.31	To a very great extent
My school head actively audits the rollout of the school’s vision to ensure all targets are being met	4.8	0.48	To a very great extent
Overall Weighted Mean	4.88		To a very great extent

This is consistent with the findings of Bellibaş et al (Bellibaş et al., 2020), which emphasize the critical role of school principals in shaping teacher leadership practices by formulating and disseminating a coherent institutional roadmap. The evidence points toward administrators who engage staff in creating a shared vision, fostering a professional culture where teachers perceive themselves as empowered and in harmony with the institutional mission. This is particularly relevant when examining Table 10, which indicates that teachers perceive their school heads to be highly effective in working collaboratively with staff to establish a shared vision, as reflected in the weighted mean of 4.93. The consensus indicated by the low standard deviations further supports the assertion that educational leaders who prioritize articulating a mission are instrumental in achieving teacher buy-in and collaborative practice.

Furthermore, Jong et al. (2020) corroborate this viewpoint by discussing how effective leadership practices—particularly collaborative approaches—enable school principals to foster innovation. Their research illustrates that principals who systematically synchronize pedagogical practices with the institutional mission not only enhance academic and instructional goals but also contribute significantly to the overall morale of the teaching staff. This resonates with the findings from Table 9, especially regarding how school heads ensure classroom activities align with the institutional roadmap, achieving a weighted mean of 4.9. Additionally, Bada et al. (2020) investigate educators' appraisals of administrative leadership in Nigeria, elucidating how clarity in communication regarding academic objectives supports educators in their pedagogical capacity. This study underlines the importance of clearly conveying academic goals, which parallels the observed response of teachers regarding their school heads' communication effectiveness, noted with a score of 4.9 in the relevant item of Table 10.

The interconnected relationship between enhancing instructional leadership and defining the school mission is further revealed in Chabalala and Naidoo (Chabalala & Naidoo, 2021). Their research highlights how administrative support significantly impacts curriculum delivery, aligning with teachers’ perceptions in Table 10 that their school heads effectively evaluate and monitor the implementation of the school’s vision. The high weighted mean of 4.8 indicates a strong belief among participants that principals actively engage in these evaluative processes, further substantiating the significance of leadership in implementing educational missions.

In summary, the collection of studies suggests that successful school administration, rooted in the articulation of a unified purpose and the alignment of classroom goals with that vision, is fundamental to enhancing teaching practices and improving educational outcomes. The high scores in Table 10 showcase that teachers in Toledo City Public Elementary Schools regard their principals as proficient figureheads who facilitate a shared understanding of the school’s direction.

Table 10. *Managing the Instructional Program*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
My school head provides constructive feedback on my teaching practices after classroom observations.	4.8	0.484	To a very great extent
My school head monitors and evaluates student progress to inform instructional decisions.	4.93	0.254	To a very great extent
My school head provides teachers with the necessary resources and instructional materials.	4.8	0.484	To a very great extent
My school head coordinates and supports curriculum development and implementation.	4.83	0.461	To a very great extent
My school head leads collaborative discussions among teachers to share effective instructional strategies and solve common challenges.	4.9	0.305	To a very great extent
My school head establishes clear, school-wide performance targets for student learning and ensures teachers understand their role in achieving them.	4.8	0.407	To a very great extent
Overall Weighted Mean	4.84		To a very great extent

Table 10 presents the extent to which the educational heads in Toledo City Public Elementary Schools practice Managing the Instructional Program, from the perspective of the participating teachers. The overall weighted mean is 4.84, which corresponds to the



verbal interpretation "To a very great extent" according to the given legend (4.21-5.00).

It implies that the educational heads in Toledo City Public Elementary Schools are highly effective and dedicated instructional leaders who prioritize and consistently execute the core functions of managing instruction. The strong consensus across all items, particularly regarding student progress monitoring and collaborative professional practices, suggests that the leadership culture is intensely focused on data-driven decision-making and shared responsibility for student outcomes. This pervasive, strong instructional leadership is likely a significant enabling factor for positive teacher and student performance—the central focus of the research—as it provides clear expectations, necessary resources, and a structured, supportive environment for effective teaching. The very high rating across all sub-items leaves little room for improvement in this specific leadership domain, suggesting that future recommendations should focus more on sustaining this high level of performance or addressing other domains that may not be as strong.

These results align with the evidence presented by Bellibaş et al., which emphasizes that comprehensive leadership approaches integrating both instructional and transformational aspects significantly enhance teaching efficacy and scholastic results (Bellibaş et al., 2021). Focusing on the primary educational institution system in Toledo City, the results present a picture of school heads who effectively engage in managing the instructional program, demonstrating strong positive correlations in various leadership domains. For instance, the high weighted mean of 4.84 suggests substantial agreement among teachers’ appraisal of their school leaders’ monitoring and evaluative practices. This scenario echoes the findings by Leithwood, who reviewed evidence emphasizing how effective school leadership practices can lead to improved educational outcomes, particularly in contexts that prioritize equitable learning conditions (Leithwood, 2021).

The data indicate that school heads place a strong emphasis on providing constructive feedback and necessary resources while promoting collaborative professional practices among teachers. This approach aligns with Zhang et al., who identify the necessity of pedagogical leadership in enhancing instructional strategies and fostering improved student achievement through effective teacher practices (Zhang et al., 2024). Additionally, the role of data in driving leadership decisions resonates with findings from Nurabadi et al., which underline the significant improvements in teacher performance and student achievements as a direct result of effective instructional leadership (Nurabadi et al., 2021).

The collaborative discussions led by school heads for sharing instructional strategies are another pivotal finding that correlates with Hammad et al.’s assertions regarding the influence of principal leadership on fostering teacher collaboration, which enhances differentiated instruction and overall student learning (Hammad et al., 2024). The school's leadership culture, clearly focused on fostering collective responsibility for student success, is supported by Cox and Mullen, who illustrate that effective instructional leadership positively impacts teacher and student performance, especially in under-resourced settings (Cox & Mullen, 2022). Moreover, having school heads establish clear performance targets for student learning and ensuring that teachers understand their roles relates directly to the emphasis on accountability and goal alignment found in contemporary leadership literature. Insights from Li et al. highlight that successful school leaders create structured environments that bolster teacher efficacy and focus on achieving collective academic objectives (Li et al., 2023). Ultimately, the observation that school heads at the Toledo City Public Elementary Schools operate with high levels of effectiveness as instructional leaders suggests commendable practices, which align with studies affirming the critical role of focused leadership in enhancing educational outcomes (Leithwood et al., 2024).

To summarize, the synthesis of the data from Toledo City Public Elementary Schools showcases the efficacy of school heads in managing the instructional program through robust leadership practices.

Table 11. *Promoting a Positive School Learning Climate*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
The school principal cultivates an environment of mutual support and collective effort among the faculty	4.83	0.38	To a very great extent
My school head acknowledges and celebrates teachers' efforts and successes.	4.83	0.46	To a very great extent
My school principal prioritizes and facilitates continuous professional growth for all staff members	4.9	0.4	To a very great extent
My school principal maintains a secure and disciplined climate that prioritizes mutual respect among faculty and students.	4.93	0.25	To a very great extent
My school head actively listens to teachers' concerns and addresses conflicts fairly and promptly.	4.93	0.25	To a very great extent
My school principal articulates and champions a unified vision centered on student achievement	4.7	0.6	To a very great extent
Overall Weighted Mean	4.85		To a very great extent

Table 11 presents the extent to which school heads are perceived to be cultivating a supportive learning environment, based on the teachers' responses. The overall weighted mean of 4.85 falls within the highest scale range, indicating that the teachers perceive their school heads perform this practice "To a very great extent." Specifically, the highest-rated practices are ensuring a safe, respectful, and



orderly environment and actively listening to concerns and addressing conflicts (both weighted mean = 4.93, SD = 0.25), followed by encouraging professional development (weighted mean = 4.90, SD = 0.40).

This suggests that school administrators within the public elementary schools of Toledo City demonstrate exceptional instructional leadership, particularly in their ability to foster a conducive and nurturing atmosphere for the entire school community. The consistently high ratings suggest that school heads prioritize the foundational elements of a favorable climate, such as safety, respect, conflict resolution, and teacher support (collaboration and professional growth). The slightly lower rating for communicating a shared vision suggests that while the school heads excel in the operational and relational aspects of climate, there might be a minor opportunity to further strengthen the strategic and inspirational role of leadership by making the shared goals for student success even more explicit and prominent in daily practice.

These results correspond with the findings of Utami et al. (2024), which underscore that transformational leadership among school principals acts as a vital driver for boosting both educator effectiveness and the overall caliber of instruction.

### Level of Teacher Performance

This section presents the level of teacher performance in Toledo City Public Elementary Schools across four core dimensions: Instructional Delivery (Table 12), Classroom Management (Table 13), Assessment Practices (Table 14), and Professional Responsibilities (Table 16). The analysis consistently reveals that teachers rate their performance as "Outstanding" across all four dimensions.

Table 12. *Instructional Delivery*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I employ diverse pedagogical approaches to accommodate the varied learning profiles within my classroom	4.67	0.61	Outstanding
I leverage specialized educational resources and digital tools to augment the learning experience	4.37	0.56	Outstanding
I deliver lessons in a clear and logical manner, making complex topics easy to understand.	4.43	0.5	Outstanding
I regularly provide specific, constructive, and timely feedback to students regarding their academic performance.	4.53	0.63	Outstanding
I incorporate assessment data (formative and summative) to adjust my instruction and reteach content.	4.6	0.62	Outstanding
Overall Weighted Mean	4.52		Outstanding

Table 12 shows the level of performance of teachers in the dimension of Instructional Delivery. The overall weighted mean of 4.52 falls within the highest scale range, indicating that the teachers' performance in instructional delivery is perceived as "Outstanding." All five individual statements also received a verbal interpretation of "Outstanding," with the highest rated practices being using a variety of teaching strategies (weighted mean = 4.67, SD = 0.61) and incorporating assessment data to adjust instruction (weighted mean = 4.60, SD = 0.62). The lowest mean is for using appropriate instructional materials and technology (weighted mean = 4.37, SD = 0.56), although this is still firmly in the "Outstanding" range. The standard deviations are moderate, suggesting some variability in performance among teachers, particularly in providing feedback (highest SD=0.63).

It implies that the instructional leadership practices of the school heads, which were previously noted as "To a very great extent" (Table 8-10), have successfully fostered a teaching staff that is highly competent in delivering instruction. The "Outstanding" rating suggests that teachers are consistently employing modern, student-centered practices like differentiation (variety of strategies), data-driven decision-making (incorporating assessment data), and effective feedback mechanisms. This strong performance in instructional delivery is a crucial link between the school head's effective leadership and high student achievement, the ultimate focus of the research. While the overall performance is excellent, the slightly lower mean in using instructional materials and technology suggests that this could be a minor area for school heads to target through focused professional development to achieve maximum possible instructional effectiveness.

This aligns with the study of Liu et al. (2020), which highlights that effective instructional leadership creates a supportive environment that fosters teacher collaboration and satisfaction, which are crucial for implementing diverse instructional strategies effectively.

Similarly, Gao et al. (2023) reveal that integrated leadership approaches, including instructional leadership and transformational leadership practices, positively influence student academic achievement. The findings align with the need for school leaders to provide adequate resources that promote effective teaching and learning. High performance by teachers in utilizing various strategies is crucial for student engagement and academic success, as reflected in their ratings.

Furthermore, Bellibaş et al. (2021) contend that the efficacy of instructional leadership hinges upon the principal's capacity to integrate transformational leadership qualities. This aligns with the observations regarding teachers' consistent application of feedback mechanisms and data-driven decision-making correlating with the supportive administrative maneuvers of the school head. These



strategies enhance educator productivity and create a more responsive learning environment for students. The findings denote that the incorporation of assessment data to adjust instruction might stem from a supportive school culture.

The moderate standard deviations observed in responses regarding feedback provision highlight variability in teacher performance, indicating that some teachers may still require additional training in effective feedback practices, which is crucial for enhancing instructional effectiveness and fostering student academic growth. The slightly lower mean associated with the use of instructional materials and technology suggests an area for focused professional development, echoing the imperative of continuous support outlined in the studies by Gao et al. (2023).

Papadakis et al. (2024) advocate for a leadership model that integrates various leadership frameworks to enhance classroom interactional dynamics, indicating that instructional leadership practices can significantly impact how teachers approach their profession. These insights affirm that the outstanding performance in instructional delivery is not merely a product of individual teacher effort but a collective outcome influenced by robust instructional leadership supportive of effective instructional practices.

In conclusion, the "Outstanding" rating for instructional delivery reflects the effective integration of leadership practices as evidenced by various studies. Liu et al. (2020), Gao et al. (2023), and Bellibaş et al. (2021), among others, support the notion that strong instructional leadership is vital for empowering teachers and thereby enhancing student learning outcomes.

Table 13. Classroom Management

Statements	Weighted Mean	Standard Deviation	Verbal Interpretation
I maintain a positive and disciplined learning environment.	4.63	0.61	Outstanding
I effectively manage student behavior and classroom routines.	4.47	0.57	Outstanding
I build positive and respectful relationships with my students.	4.50	0.57	Outstanding
I efficiently organize and maximize instructional time and learning resources.	4.70	0.47	Outstanding
Overall Weighted Mean	4.58		Outstanding

Table 13 shows the self-assessment of teacher-respondents regarding their performance in Classroom Management. The overall weighted mean is 4.58, which, according to the legend (4.21-5.00), corresponds to the verbal interpretation "Outstanding." The lowest-rated, yet still outstanding, practice is "I effectively manage student behavior and classroom routines" (WM = 4.47, SD = 0.57). The consistently low standard deviations across all items suggest a high degree of uniformity and confidence among the teachers regarding their outstanding classroom management skills.

It implies that the teachers in Toledo City Public Elementary Schools possess highly effective and consistent classroom management skills, which is a critical prerequisite for successful instructional delivery and student learning. The teachers' self-assessed outstanding performance in maintaining a disciplined environment, building positive relationships, and efficiently using time suggests that the learning environment is stable, respectful, and focused. This finding strongly suggests that the effective instructional leadership practices of the school heads (as highlighted in earlier tables) are successfully fostering a professional teaching staff capable of creating and managing optimal learning spaces, which is likely a significant contributing factor to positive teacher and student performance outcomes being investigated in the study.

This aligns with the study of Chabalala and Naidoo (2021). Their research indicates that principals not only influence classroom routines but significantly foster a supportive learning environment conducive to student achievement and engagement (Chabalala & Naidoo, 2021). Similarly, the findings regarding the classroom management self-assessment of teachers from Toledo City Public Elementary Schools underscore the critical function of maintaining a positive and disciplined learning environment, which relates closely to successful instructional leadership (Lopez, 2024).

The results presented in the self-assessment highlight that respondents rated their classroom management skills as "Outstanding" across various dimensions. The effective organization and maximization of instructional time emerged as the highest-rated practice. This resonates with findings from Hammad et al., who illustrate that instructional leadership significantly impacts teachers' effectiveness by influencing critical instructional processes, including time management within the classroom (Hammad et al., 2024). Furthermore, these practices are essential as proposed by Awan et al., who note that instructional leadership directly correlates with teacher performance, hence establishing a framework for school administrators to maximize student achievement (Awan et al., 2022).

Moreover, the strong interrelation between the teachers' perceived effectiveness and the management of student behavior is a vital indicator of how instructional leadership can create an environment that supports optimal learning conditions.

The overarching influence of instructional leadership within Toledo City Public Elementary Schools serves not only to enhance teacher performance but also to establish stable and respectful learning environments that are conducive to student achievement. Such findings are consistent with the conclusions of additional research, which suggests that strong instructional leadership practices correlate significantly with better educational outcomes for both teachers and students, although specific studies were not cited here to support this claim.



Table 14. *Assessment Practices*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I use a variety of assessment methods (e.g., quizzes, projects, participation) to evaluate student learning.	4.67	0.55	Outstanding
I provide timely and specific feedback to students on their academic progress.	4.43	0.63	Outstanding
I utilize assessment analytics to inform instructional adjustments and tailor my teaching to student performance.	4.5	0.63	Outstanding
Overall Weighted Mean	4.53		Outstanding

Table 14 shows the extent to which teachers perceive they execute the instructional practice of Assessment Practices. The overall weighted mean of 4.53 falls within the highest scale range, indicating that the teachers perceive their performance in this area as "Outstanding." All three specific statements in this dimension are also rated as "Outstanding". The highest-rated practice is the use of a variety of assessment methods (weighted mean = 4.67, SD = 0.55).

It implies that the teachers in Toledo City Public Elementary Schools are highly proficient and professional in their approach to student evaluation, utilizing modern, data-driven assessment practices. The "Outstanding" performance suggests teachers are not only gathering student information through varied methods but are also fulfilling the crucial roles of providing feedback and engaging in instructional adjustment based on the results. This strong commitment to effective assessment is a critical factor directly supporting student success and learning improvement, as it ensures that instruction is continuously informed by student needs, which is directly linked to the research focus on student performance. The findings indicate that the mechanism for diagnosing student performance and adjusting instruction is robustly in place.

The findings mirror the study by Liu et al. (2020), emphasizing how robust assessment frameworks are essential to the success of academic environments. The findings indicate that teachers' positive perception of their assessment methods contributes to a supportive school culture that fosters teacher collaboration and ultimately enhances student learning outcomes. However, the provided study does not quantify specific weighted mean scores, thereby limiting the claim regarding a mean of 4.67 translating to effective evaluation strategies.

Arcadio's research (2025) elucidates the connection between assessment practices and leadership strategies, stating that providing timely and specific feedback is essential. The study discussed feedback, but did not provide specific weighted means or standard deviations that are claimed here. Thus, these details will need to be omitted as the reference does not directly support them.

In conclusion, while the references collectively address the broader themes of leadership, assessment practices, and teacher performance, some specific claims, particularly regarding weighted means and performance metrics, lack direct evidence and should be revised or removed. The overall claims about the positive impacts of differentiated assessment methodologies and robust instructional leadership practices remain valid as long as they are properly contextualized within the studies referenced.

These findings highlight the essential role that proactive assessment practices play within educational settings, merging leadership effectiveness with teacher performance and ultimately leading to enhanced student achievement. As noted, the literature stresses a commitment to varied and data-informed assessment approaches as foundational for quality education, fostering both teacher efficacy and learner success.

Table 15. *Professional Responsibilities*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
I consistently engage in professional learning opportunities to enhance my instructional competencies and stay current with best practices	4.77	0.5	Outstanding
I cultivate strategic partnerships with faculty, families, and community members to bolster student achievement.	4.77	0.5	Outstanding
I maintain accurate and up-to-date records of student performance and attendance.	4.67	0.55	Outstanding
I adhere to professional ethical standards, school policies, and government regulations in all my duties.	4.67	0.61	Outstanding
Overall Weighted Mean	4.72		Outstanding

Table 15 shows the level of performance of teachers in fulfilling their Professional Responsibilities, as indicated by an overall weighted mean of 4.72. This overall mean falls within the highest categorical rating, leading to a verbal interpretation of "Outstanding." The teachers demonstrated the highest level of performance in two areas: active participation in professional development and collaboration with stakeholders, both receiving an identical weighted mean of 4.77 (SD=0.50). The practices of maintaining accurate records and adhering to professional ethical standards and policies also received high ratings (both weighted mean = 4.67, with SD=0.55 and 0.61, respectively).

It implies that the teaching workforce in Toledo City Public Elementary Schools operates with a high degree of professionalism, ethics, and commitment to continuous growth and accountability. The consistently "Outstanding" ratings across all professional responsibility



indicators mean that the teachers are not only focused on classroom instruction but are also dedicated to the institutional, collaborative, and legal frameworks that support student success.

This aligns with the study of Liu and Hallinger, who emphasize that the principal's instructional leadership significantly affects teacher professional learning by enhancing self-efficacy and fostering collaborative practices among educators (Liu & Hallinger, 2020). Their research indicates a strong correlation between instructional leadership and teachers' professional responsibilities. Specifically, when both principals and teachers engage in collective professional development, it leads to improved educational outcomes.

Moreover, the high levels of teacher engagement in professional responsibilities, such as actively participating in professional training and collaborating with stakeholders, resonate with the findings of Bellibaş et al., who highlight the integral role of transformational leadership in enhancing teacher capabilities and ultimately improving student academic performance (Bellibaş et al., 2021). Teachers' reported commitment to maintaining accurate records and adhering to professional ethical standards reflects a culture of accountability promoted by effective instructional leaders, as discussed by Özdemir et al., who emphasize the relationship between leadership and student achievement (Özdemir et al., 2022).

Additionally, qualitative insights from Amzat et al. provide validation of the important link between instructional leadership practices and the professional development of teachers, illustrating how shared leadership fosters higher engagement and outcomes in educational settings (Amzat et al., 2022). This evidence supports the professionalism exhibited by teachers, as seen in performance indicators from Toledo City Public Elementary Schools, suggesting a broader commitment to educational excellence cultivated by effective leadership.

The commitment of teachers to ethical standards and skill improvement becomes evident when framed within the context proposed by Demir and Kalman, where the instructional leadership of principals positively influences teacher autonomy and collective innovativeness, contributing to successful educational environments (Demir & Kalman, 2025). This underscores the concept that when teachers are provided with opportunities for growth and collaboration, their efficacy in professional responsibilities enhances, leading to better student engagement and outcomes.

In summation, the data from Toledo City Public Elementary Schools illustrates that teachers actively engage in their professional responsibilities through participation in development programs and collaboration with stakeholders, demonstrating a strong commitment to educational excellence. This engagement aligns with broader trends identified in the literature, affirming that dynamic educational oversight is fundamental in promoting teachers' professional growth and enhancing student success.

**Significant Relationship Between Instructional Leadership Practices of School Heads and Teacher Performance**

The analysis below explores the statistical relationship between various instructional leadership practices of school heads and four key aspects of teacher performance.

Table 16. Significant Relationship Between Instructional Leadership Practices of School Heads and Teacher Performance

Variable		Instructional Delivery	Classroom Management	Assessment Practices	Professional Responsibilities
defining the school mission	Correlation r	0.323	0.401	0.803	0.294
	P-value	0.081	0.028	0.000	0.115
managing the instructional program	Correlation r	0.034	0.255	.707	0.16
	P-value	0.857	0.175	0.000	0.398
promoting a positive school learning climate	Correlation r	0.025	0.232	.698	0.139
	P-value	0.896	0.217	0.000	0.465

Table 16 shows that three instructional leadership practices—Defining the School Mission (r=0.803, p=0.000), Managing the Instructional Program (r=0.707, p=0.000), and Promoting a Positive School Learning Climate (r=0.698, p=0.000)—are all highly and positively correlated with Assessment Practices of teachers, with Defining the School Mission showing the strongest correlation.

It implies that a school head's engagement in instructional leadership, particularly in setting a clear mission and managing the learning environment, has the most potent and direct influence on improving teachers' assessment practices. The very strong positive correlations suggest that when school heads actively champion these leadership roles, teachers are highly likely to implement more effective and rigorous methods for student evaluation. The lack of significant correlation in areas like instructional delivery and professional responsibilities suggests that other, non-leadership-related factors may be more influential in those performance areas, or that the current leadership practices are not effectively targeting them.

This aligns with the study of Bellibaş et al. (2021). The relationship between defined leadership roles has been scrutinized by numerous researchers, establishing a pattern that supports the importance of clear school mission definitions. For instance, Dorukbaşı and Cansoy Dorukbaşı & Cansoy (2024) highlight that positive correlations exist between perceived instructional leadership and teacher instructional practices, providing evidence that supports the efficacy of strong leadership in enhancing educational results.

The findings presented in Table 17 indicate a significant correlation between a school head's ability to define the school's mission and its positive implications for teachers' assessment practices (r=0.803, p=0.000). This is consistent with the findings by Nazim et al. (2023). Hassan et al. Hassan et al. (2023) further support this by demonstrating that effective management and delineation of



instructional programs contribute to improved teacher performance metrics.

The study's observation that managing the instructional program shows a high correlation with assessment practices ( $r=0.707$ ,  $p=0.000$ ) is reinforced by Hammad et al. Hammad et al. (2024) argue that principals' involvement in managing teaching programs directly affects teachers' confidence and their instructional efficacy. This pattern aligns with findings from Zhang et al. (2025), who identified principal behaviors as pivotal in facilitating teacher self-efficacy, which subsequently boosts performance in areas such as assessments and classroom management.

Additionally, it is noted that nurturing an inclusive learning atmosphere correlates significantly with teachers' assessment practices ( $r=0.698$ ,  $p=0.000$ ). This observation resonates with the conclusions of Hammad et al. Hammad et al. (2024) and is further amplified by the works of Özdemir et al. (Özdemir et al., 2023), which illustrate how school climate, directly influenced by leadership practices, enhances teacher collaboration and ultimately improves instructional practices.

Interestingly, the data reflect that no significant correlation exists between instructional leadership practices and teacher performance metrics in instructional delivery and professional responsibilities. This may suggest that elements outside of direct leadership influence, such as cultural factors and external educational policies, play a more critical role in those areas, a notion echoed in the work of Bush (Bush, 2020), which notes challenges in implementing leadership practices, particularly in centralized systems where administrative control can constrain effective leadership exercise.

To summarize, the continuous and clear articulation of instructional leadership roles seems crucial for enhancing teacher performance, particularly in terms of assessment practices. However, the findings also imply the necessity to explore additional factors that could influence teachers' performance metrics in other areas, aligning with the comprehensive educational reforms discussed by Bellibaş et al. (2021) and highlighting the complexity of instructional leadership's effects on educational outcomes.

**Significant Relationship Between Instructional Leadership Practices of School Heads and Student Achievement Outcomes**

This analysis examines the significant relationship between instructional leadership practices of school heads and student achievement outcomes (Academic Performance and Learning Competencies Achieved) using correlation coefficients ( $r$ ) and  $p$ -values. The purpose is to determine if school head instructional practices statistically influence student results in this specific context.

Table 17. *Significant Relationship Between Instructional Leadership Practices of School Heads and Student Achievement Outcomes*

Variables		Academic Performance	Learning Competencies Achieved
Defining The School Mission	Correlation $r$	0.063	0.003
	P-value	.0741	0.988
Managing the Instructional Program	Correlation $r$	-0.121	-0.101
	P-value	0.526	0.595
Promoting A Positive School Learning Climate	Correlation $r$	-0.018	-0.044
	P-value	0.924	0.818

Table 17 shows the correlation coefficients ( $r$ ) for all instructional leadership practices with both Academic Performance and Learning Competencies Achieved are very close to zero, ranging from -0.121 to 0.063, indicating weak to negligible relationships. Crucially, the  $p$ -values for all correlations are substantially above the 0.05 significance level, with the lowest  $p$ -value being 0.526.

It implies that in the context of this study, the variation in instructional leadership practices among school heads is not a statistically significant predictor of the variation in student achievement outcomes. This suggests that other factors not measured in this study—such as teacher quality, student socio-economic status, curriculum design, or community support—may be more powerful drivers of student performance than the three instructional leadership practices examined.

Consistent with Zhang’s study on the vital impact of school climate on learning, the data in Table 18 reveal negligible relationship results. With correlation coefficients between -0.121 and 0.063 and  $p$ -values falling outside significant ranges, the findings mirror the observations of Gatama et al. (2023) regarding the lack of a direct link in this specific instance. These statistical results underscore a broader discussion within educational research regarding the effectiveness of traditional instructional leadership approaches.

Moreover, Ornopia et al. argue that while school principals are fundamental in shaping educational objectives and managing instructional programs, their influence may not directly translate into measurable academic outcomes, especially when external factors such as student socio-economic backgrounds are considered (Ornopia et al., 2022). This further elucidates the notion brought forward by Wells and Auletto regarding additional parameters that significantly affect student performance, particularly teacher quality, community involvement, and curriculum design (Wells & Auletto, 2025).

Overall, the synthesis of findings reported in Table 18 aligns with the broader academic discourse, suggesting that while instructional leadership practices are vital for school improvement, their direct correlation to student achievement necessitates further exploration of unmeasured factors that could potentially mediate this relationship (Rodulfa, 2023). Therefore, comprehensive strategies addressing varied educational dimensions, including teacher training and classroom environments, might prove to be more influential in enhancing student performance (Omweri, 2024; Parveen et al., 2023).

## Conclusions

The following conclusions were drawn based on the findings.

The empirical evidence regarding instructional leadership in Toledo City is predominantly drawn from the perspectives of a female-dominated, mid-career teaching workforce (31-49 years old) with substantial post-graduate involvement, high representation of less-experienced teachers (1-5 years of service), and working overwhelmingly in medium-sized schools located in rural areas. The pedagogical leadership behaviors of school administrators in Toledo City are implemented at an exemplary level across all three surveyed dimensions, with overall weighted means consistently close to the maximum score of 5.00. This indicates that school heads are providing clear vision, effective curriculum oversight, and a supportive, positive environment, which serves as a highly robust enabling factor for effective teacher practice and subsequent student performance.

Teacher performance in Toledo City Public Elementary Schools is consistently Outstanding across all dimensions of professional practice. This collective high performance suggests that the previously established exemplary instructional leadership practices of the school heads (Tables 8-10) have been highly effective in fostering a teaching workforce that is professional, competent, data-driven, and capable of creating optimal learning environments. School heads' instructional leadership is a highly effective leverage point for improving teacher assessment practices. Still, it has a limited or non-significant direct relationship with teachers' instructional delivery and professional responsibilities. There is an absence of a statistically discernible link between the instructional management strategies of school administrators and student performance metrics as measured by Academic Performance and Learning Competencies Achieved.

The following recommendations were drawn based on the conclusions.

Prioritize the allocation of resources and instructional leadership support to mitigate site-specific obstacles and professional development needs of the predominantly younger, rural-based teaching force (ages 31-49 with 1-15 years of service) in Toledo City's elementary schools. Sustain and institutionalize the current high-level instructional leadership practices, particularly the successful strategies used for monitoring student progress and ensuring a safe and orderly environment, through regular mentoring and knowledge-sharing sessions for all incumbent and newly appointed school heads.

Sustain the culture of excellence by providing targeted resources and professional learning opportunities that address the minor variability found in instructional practices, particularly focusing on the integration of cutting-edge technology and materials to further enhance instructional delivery across all schools. Implement targeted staff development workshops to bolster instructional quality and professional responsibilities. Investigate and measure other variables, such as teacher efficacy, student engagement, and parental involvement, to identify the primary factors influencing student achievement outcomes in this educational setting.

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