

# Adaptive Instructional Supervision to Enhance Teachers' Performance: Projected Outcomes

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## Abstract:

This research aimed to examine how the instructional leadership practices of school heads are related to teachers' performance based on the Philippine Professional Standards for Teachers (PPST) domains in the secondary schools of Clarin District, Bohol Division during the School Year 2025–2026. Using a descriptive-correlational research design, the study gathered data through a survey questionnaire composed of three parts: the respondents' profile, the level of instructional leadership practices, and the level of teachers' performance. Data were analyzed using statistical tools such as frequency, percentage, weighted mean, standard deviation, and Pearson-r. Findings revealed that school heads demonstrated very highly evident instructional leadership practices in areas such as planning and preparation, classroom observation, feedback and evaluation, professional learning continuity, and overall effectiveness. Similarly, teachers' performance across the seven PPST domains was found to be highly to very highly evident, reflecting strong adherence to professional standards. Moreover, the study established a significant relationship between instructional leadership and teachers' performance, suggesting that effective leadership plays a vital role in improving teaching competence. In response to these findings, a Professional Development Plan was proposed to further enhance instructional practices and support continuous teacher growth.

**Keywords:** Instructional Leadership, Teaching Performance, PPST Domains, Professional Development, Instructional Supervision, Educational Leadership.

## Rationale of the Study

The proficiency, dedication, and performance of educators play a major role in the efficacy of educational systems. In the Philippine setting, educators are crucial in influencing students' ethical, socioemotional, and cognitive growth. Through their routine classroom activities, they have a significant impact on students' learning outcomes and the overall standard of education [1].

In order to support and guide educators in their professional activities, the Department of Education (DepEd) created the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. [2]. The PPST outlines the precise knowledge, abilities, and values that educators should possess. Its seven interconnected categories are Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development. These areas provide an all-encompassing approach to teaching that goes beyond simply transferring knowledge by highlighting the importance of inclusivity, reflective practice, teamwork, and continuous professional growth.

In today's changing educational environment, professional teaching standards have become crucial for developing successful and adaptable educators. Teachers that are more knowledgeable with and aligned with the PPST domains exhibit stronger teaching practices and attain better learner outcomes, according to Pamon and Oco's research. This demonstrates that professional standards are useful guidelines that enhance classroom tactics and overall teaching quality rather than merely being instruments for assessment. In a similar vein, stressed that the PPST offers an organized and transparent path for ongoing professional development, allowing educators to adjust to the changing needs of education in the twenty-first century.

Even after the PPST was implemented, differences in teaching performance are still observed in numerous situations. Even though many teachers are excellent in areas like Content Knowledge and Learning Environment, there are still challenges in Diversity of Learners, Assessment and Reporting, and Community Linkages. Although instructors typically demonstrate high levels of competency, Angalao [3] pointed out that they still need to improve their connection with the community and their response to varied learners. These variations imply that a number of variables, including the availability of resources, the size of the class, learner characteristics, and professional support networks, have a substantial impact on how well teachers implement the standards in actual classroom environments.

Localized and data-driven evaluation of teaching performance is even more crucial at the district level, when teacher monitoring and instructional leadership are directly implemented. Even while there are currently systems in place, such the Results-Based Performance Management System (RPMS) and the Performance Management and Evaluation System (PMES), they usually put compliance and numerical ratings ahead of a deeper comprehension of instructional tactics. Estrada and Gumban [4] noted that options for meaningful professional development and tailored instructional support may be limited in the absence of a more thorough analysis of teachers' performance across particular PPST areas. This emphasizes how research-based methods that provide a better knowledge of teachers' strengths and areas for development must be included to the current rating systems.

Teachers in the Clarin District are expected to both adapt to the particular demands of their local context and connect their methods with national standards. They are urged to use inclusive tactics, standards-based evaluation, and learner-centered instruction—all of which are rooted in the PPST domains. However, there are still few thorough studies that examine the district's teachers' real performance in each area. It may be difficult for school administrators to create pertinent professional development programs, Learning Action Cell (LAC) meetings, mentoring programs,

and instructional supervision plans that genuinely meet the requirements of their teachers without this kind of information.

School administrators have a big impact on teachers' teaching strategies. It has been demonstrated that their instructional leadership has a major impact on teachers' performance in their teaching positions and adherence to professional standards. This emphasizes the significance of district-level research since it can offer hard data to assist supervisors and school administrators in determining the PPST framework's top areas for instructional monitoring, coaching, and mentoring.

The PPST also emphasizes that teachers, school administrators, and the entire educational system share responsibilities for professional development. In particular, Domain 7 highlights the need of personal growth, ongoing education, and reflective practice in raising the caliber of teachers. This is corroborated by the findings of Mantos, who discovered that instructors who actively participate in reflection and continuous professional development typically enhance their instructional competency and adjust to changes in education more skillfully. In this way, evaluating teaching performance across the PPST domains fosters a culture of ongoing development and professional advancement in addition to compliance.

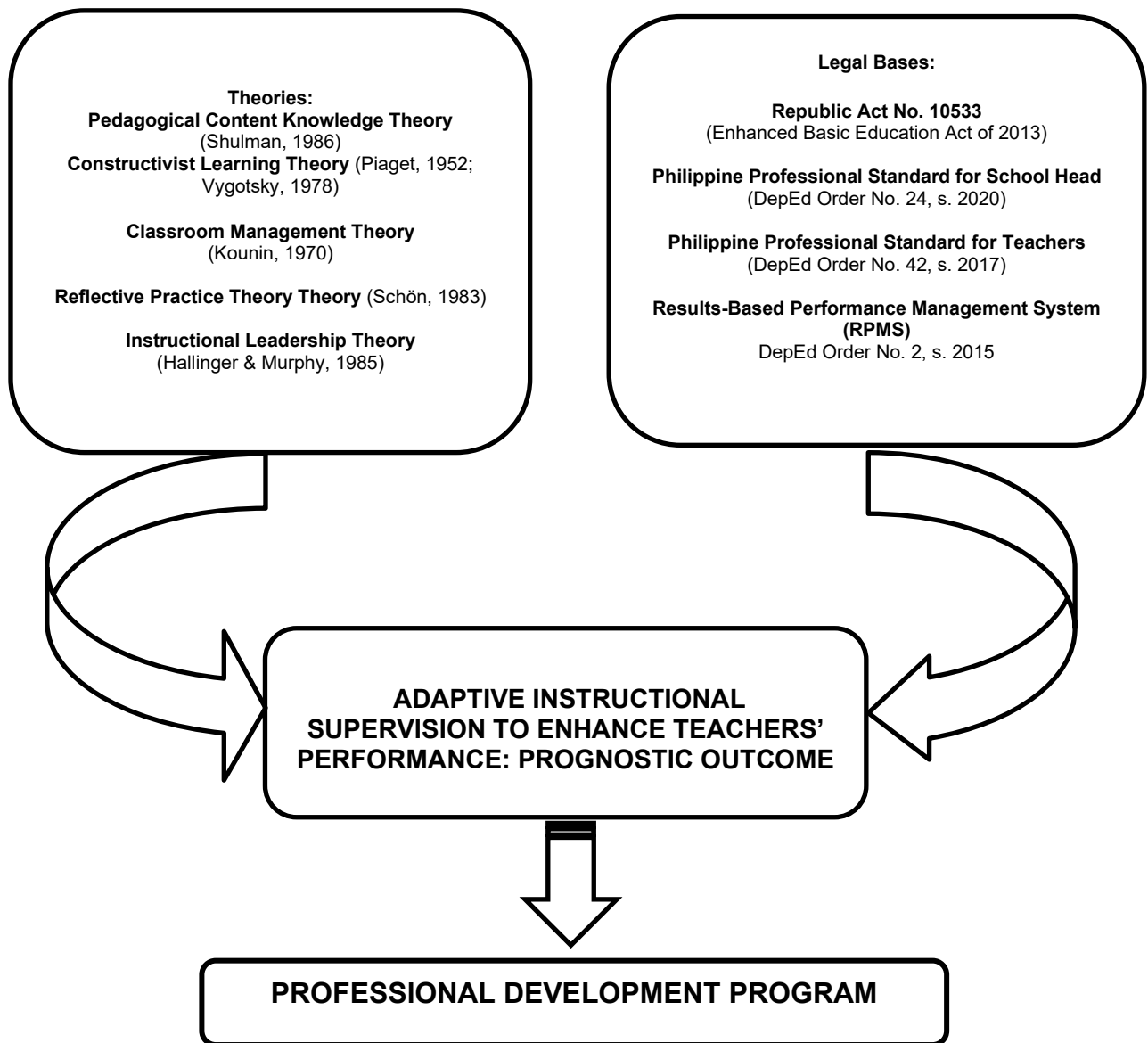
Given the current educational changes and the education system's post-pandemic recovery, this research is very important. The COVID-19 epidemic brought to light the necessity of adaptable educational methods, efficient evaluation procedures, and solid community ties. In order to determine how well educators have changed to new instructional approaches and handled changing learner demands, research undertaken in the post-pandemic period highlights the significance of reevaluating teaching performance. An organized and thorough method of assessing these modifications at the district level is to use the PPST domains as a framework.

Additionally, this study contributes to the expanding corpus of domestic research on the application of professional teaching standards in the Philippines. Even though the PPST framework has been used in a number of studies to analyze teacher performance, district-specific research that consider local contexts and realities are still needed. This study offers contextualized insights that help direct professional development planning, instructional leadership, and policy decisions by concentrating on the Clarin District. The overall quality of education can be strengthened by using it as a reference for upcoming comparative studies across different divisions or districts.

In conclusion, the goal of this study is to present significant empirical evidence regarding the performance of public school teachers in the Clarin District in each of the seven PPST areas. The results are intended to provide useful information for instructional leadership, focused teacher development initiatives, and well-informed policy choices. In the end, the study advances the more general objective of improving the caliber of instruction and guaranteeing that every student receives a top-notch education that complies with both national standards and global best practices.

### **Theoretical Background**

The theoretical underpinnings of this research are based on well-established organizational and educational ideas that explain professional development, instructional efficacy, and teaching performance in standards-based systems.



**Figure 1.** Theoretical Framework.

This study is based on many fundamental educational theories, which combined provide a comprehensive framework for understanding teaching performance as defined in the Philippine Professional Standards for Teachers (PPST). These theories include Shulman's Pedagogical Content Knowledge Theory, Piaget's [5], Vygotsky's [6] Constructivist Learning Theory, Kounin's Classroom Management Theory, Gardner's [7] Multiple Intelligence Theory, Hallinger and Murphy's [8] Instructional Leadership Theory, and Knowles' Adult Learning Theory. By combining these perspectives, the study can investigate how teachers' knowledge, instructional tactics, leadership support, and professional development all influence teaching effectiveness and learner outcomes.

This study is also anchored on Jacob Kounin's Classroom Management Theory and contemporary educational studies, which highlight the teacher's responsibility in developing and sustaining an ordered, structured, and happy learning environment. This idea emphasizes the need of effective classroom management in fostering student involvement and limiting disruptive conduct. Setting clear objectives, maintaining seamless lesson transitions, and regularly monitoring student conduct are all proactive ways for ensuring positive classroom interactions. Kounin proposed ideas such as "withitness," overlapping, momentum, and group concentration, all of which describe a teacher's ability to remain aware of classroom dynamics while providing instruction. Classroom management is acknowledged as a critical component of effective teaching that may be increased by school leaders' advice, mentoring, and evaluation. As a result, this study employs Classroom Management Theory to investigate how adaptive instructional supervision can assist teachers in enhancing both their classroom management abilities and overall teaching performance.

Classroom management is widely recognized as a critical component of effective teaching since it directly effects the learning environment and student involvement. Teachers who set clear rules, maintain order, and use proactive behavioral strategies maximize instructional time while reducing disturbances. These approaches not only improve class delivery but also keep students focused and engaged in the learning process. As a result, a teacher's ability to effectively control classroom dynamics is an important sign of professional competence and instructional efficacy.

The Pedagogical Content Knowledge (PCK) Theory, proposed by Lee Shulman and expanded upon in subsequent studies, emphasizes that effective teaching requires more than just knowing the subject matter. Teachers must also be able to translate their knowledge into formats that are understandable, meaningful, and interesting for students. According to this theory, teaching efficacy stems from the integration of content knowledge with suitable pedagogical practices, which promotes deeper learning and active student participation. Pedagogical Content Knowledge entails understanding how specific topics, problems, and concepts are structured, represented, and altered to fit the needs of a varied range of learners. This study uses Shulman's PCK framework to investigate how instructional supervision might improve teachers' professional competence and instructional effectiveness in Clarin District's secondary schools.

With regards to the Philippine Professional Standards for Teachers (PPST), the Pedagogical Content Knowledge Theory offers a solid theoretical foundation for comprehending instructional effectiveness. PPST Domain 1 (Content Knowledge and Pedagogy) represents Shulman's belief that teachers must combine extensive topic knowledge with good teaching practices. Domain 3 (Diversity of Learners) and Domain 4 (Curriculum and Planning) also emphasize the significance of tailoring education and managing learning experiences to fit the diverse requirements of pupils. Effective instructional supervision allows school administrators to help instructors improve their pedagogical content knowledge by providing feedback, mentoring, and focused professional development. When teachers successfully combine material understanding with strong pedagogical techniques, their instructional performance improves, resulting in greater student outcomes.

Constructivist Learning Theory, first presented by Jean Piaget and later developed by Lev Vygotsky, also serves as the foundation for the research. This approach emphasizes that learners actively generate knowledge by interacting with their surroundings, prior experiences, and social context. Piaget emphasized cognitive development through hands-on activities, whereas Vygotsky emphasized social aspects of learning, particularly the Zone of Proximal Development, in which learners proceed with direction and support. Contemporary research confirms the importance of constructivist concepts in supporting learner-centered and inclusive education. These ideas are reflected in the PPST framework's areas of Content Knowledge and Pedagogy, Learning Environment, and Learner Diversity, which emphasize active learning, scaffolding, and differentiated instruction.

In terms of teaching performance, Constructivist Learning Theory emphasizes the teacher's role in creating meaningful, learner-centered experiences that fit with PPST domains. Domain 1 (Content Knowledge and Pedagogy) encourages teachers to use tactics that promote inquiry, critical thinking, and conceptual understanding. Domain 3 (Diversity of Learners) emphasizes the necessity of accommodating students' diverse backgrounds, talents, and learning requirements, whereas Domain 2 (Learning Environment) focuses on creating a secure, inclusive, and collaborative classroom environment. When driven by constructivist principles, effective teaching is characterized by active student participation, collaborative learning, and intentional scaffolding that allows students to develop knowledge autonomously and meaningfully.

Howard Gardner's Multiple Intelligences Theory, which questions the notion of intelligence as a single generic skill, serves as another foundation for the study. Rather, Gardner suggested that people had a variety of intelligences in differing degrees, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. This idea emphasizes the variety of ways in which students process information and exhibit comprehension. As a result, employing a range of instructional strategies that accommodate students' various skills, passions, and learning styles is necessary for effective teaching. The Multiple Intelligences Theory, which can be improved through instructional supervision, offers a foundation for comprehending the significance of responsive and adaptive teaching techniques in this study.

Teachers are urged to use differentiated tactics that engage multiple intelligences in recognition of the diversity of learners. Students are given a variety of opportunities to actively participate in their education through strategies like group projects, visual aids, practical assignments, and reflection exercises. Teachers can accommodate the requirements of every student and create more inclusive, stimulating learning environments because to this flexibility. Teachers are better equipped to support meaningful learning experiences when they create lessons that acknowledge and capitalize on many intelligences. In addition to strengthening instructional competency, this strategy enhances teaching effectiveness and produces better learning results.

Curriculum Design Theory, which is closely linked to Ralph Tyler's work from 1949 and emphasizes the methodical planning and organizing of learning experiences to accomplish particular educational goals, provides another foundation for this research. According to Tyler, well-organized instructional activities, carefully chosen learning experiences, well-defined learning objectives, and ongoing outcome evaluation are all necessary for effective curriculum design. In order to effectively meet educational goals, the theory emphasizes how important it is to align material, teaching practices, and assessments. Through careful lesson planning, effective teaching techniques, and stimulating learning activities, instructors play a crucial role in converting curricular objectives into relevant instruction in the classroom. In order to demonstrate how organized instructional planning might improve teachers' practices and overall teaching performance, this study makes use of Curriculum Design Theory.

Teachers must plan courses in a way that encourages meaningful student participation and cogent learning progression in order to apply the curriculum effectively. To promote desired learning outcomes, teachers who are adept in curriculum planning can choose pertinent material, create learning activities that are pertinent, and employ appropriate evaluation techniques. Teachers make sure that learning objectives are explicit and that classroom activities are in line with curriculum requirements by methodically planning their lessons. In addition to improving instructional efficacy, these strategies allow educators to deliver organized, meaningful, and captivating learning opportunities. As a result, the capacity to create and carry out well-thought-out educational activities is a crucial evidence of professional competence and enhances both teaching effectiveness and student results.

Another is the Assessment for Learning (AfL) Theory, which was created by Paul Black and Dylan Wiliam in 1998. It highlights that assessment works best when it actively helps student learning and informs instruction rather than just acting as a gauge of results. AfL claims that formative assessment techniques, including feedback, self-evaluation, peer evaluation, and continuous observation, enable educators to pinpoint students' areas of strength and growth and modify their education accordingly. According to the notion, assessment is a dynamic and interactive process that influences instructional choices, encourages student participation, and cultivates a continuous improvement culture. In this study, AfL provides a framework for comprehending how adaptive instructional supervision might assist educators in putting evaluation strategies into practice that improve student achievement and teaching quality.

Teachers can make well-informed judgments that promote student growth and guarantee that learning objectives are accomplished when assessment procedures are included into regular instruction. Teachers can modify classes, give prompt feedback, and step in to meet each student's unique learning needs when formative assessment is done well. Teachers that implement AfL concepts are in a better position to assess student comprehension, modify their teaching strategies, and enhance learning results. In order to ensure that assessment serves as both a learning tool and a gauge of instructional performance, school administrators can assist teachers in creating and implementing successful assessment procedures through adaptive instructional supervision. As a result, mastery of evaluation techniques becomes a crucial sign of professional competence and supports successful teaching and learning outcomes.

Hallinger and Murphy's Instructional Leadership Theory emphasizes how important school leaders are to improving instruction and learning. Effective leaders, according to the notion, establish the school's mission, oversee educational initiatives, and foster a supportive learning environment. Strong instructional leadership directly and favorably affects teacher effectiveness and student accomplishment, according to recent research. Through mentoring, supervision, and focused professional development, instructional leadership assists in translating professional standards into classroom practice within the PPST framework.

The idea also explains how supervisors and school administrators affect teachers' methods of instruction. In addition to creating supportive learning environments (Domain 2) and encouraging professional collaboration (Domain 6), leaders assist teachers in strengthening Domains 1 (Content Knowledge and Pedagogy), 4 (Curriculum and Planning), and 5 (Assessment and Reporting) by offering feedback and direction. Therefore, when instructional leaders actively assist, monitor, and guide instructors in aligning their practices with the PPST criteria, teaching effectiveness increases.

Lastly, Malcolm Knowles developed Adult Learning Theory, also called Andragogy, which highlights that adult learners are self-directed, draw from past experiences, and are motivated when learning is relevant to their personal and professional goals. Active engagement, problem-centered methods, and chances for introspection, teamwork, and quick application of knowledge are all necessary for effective adult learning. The hypothesis emphasizes that teachers react most favorably to professional development that is applicable, practical, and customized to their prior knowledge and classroom experiences. This viewpoint emphasizes how adaptive instructional supervision can assist educators in their ongoing professional development by offering learning opportunities that are relevant, useful, and sensitive to each teacher's unique developmental requirements.

Teachers are more likely to use creative teaching methods, seek out constructive criticism, and engage in reflective practices when they are treated as adult learners. Instructional supervisors can create professional development opportunities that acknowledge instructors' past expertise, promote active participation, and concentrate on resolving actual classroom issues by implementing Andragogy concepts. These methods enable educators to take charge of their own education, improve teaching strategies, and efficiently handle a variety of classroom scenarios. In the end,

encouraging professional development through adult learning principles turns into a crucial strategy for raising instructors' instructional competency, boosting overall teaching effectiveness, and encouraging favorable student learning outcomes.

The research is influenced by pertinent legal frameworks that influence teaching and school leadership in the Philippines, in addition to the theoretical underpinnings. The Philippine Professional Standards for School Heads [9], which describes competencies for effective school leadership; the Philippine Professional Standards for Teachers, which defines professional expectations and competencies for teachers; and the Results-Based Performance Management System (RPMS)[10], which establishes performance appraisal mechanisms to track and improve teacher and school head effectiveness. The foundation for professional practice, accountability, and instructional improvement that supports the research is provided by this legal basis taken together.

The K–12 Basic Education Program is institutionalized by Republic Act No. 10533 (Enhanced Basic Education Act of 2013), which places a strong emphasis on providing high-quality, pertinent, and learner-centered instruction. In order to guarantee that curriculum standards are regularly reached and that instructors are adequately supported in delivering learning competencies in line with the national education framework, the law emphasizes the significance of effective instructional supervision. RA 10533 acts as a legislative basis for programs targeted at improving teaching effectiveness and student learning outcomes by offering precise guidelines on curriculum implementation and instructional quality.

The competencies required of school heads are outlined in the Philippine Professional Standards for School Heads, with a focus on instructional leadership. It offers a precise structure for managing, coaching, and assisting educators in enhancing their teaching methods, guaranteeing that high-quality education is provided via strategic leadership, ongoing oversight, and expert advice. This policy emphasizes the part school administrators play in creating productive learning and teaching environments.

The professional competencies required of teachers at various career stages are outlined in the Philippine Professional Standards for Teachers. It acts as the main resource for instructional monitoring and teacher development, assisting teachers in improving their pedagogical abilities, classroom management, assessment procedures, and student results. The PPST guarantees a uniform approach to professional development and top-notch instruction for all students by coordinating teaching methods with national standards.

The Results-Based Performance Management System (RPMS) links organizational and individual performance to precise standards and objectives. As an essential instrument for instructional supervision, RPMS offers quantifiable performance indicators and methodical feedback mechanisms that encourage accountability, ongoing professional development, and improved teaching performance among teachers. RPMS promotes a culture of reflective practice and continuous improvement in the provision of high-quality education by coordinating evaluation with institutional goals and national standards.

The Second Congressional Commission on Education (EDCOM 2) Report identifies fundamental and ongoing issues in the Philippine education system, especially with regard to the duties and professional practices of teachers. According to the survey, a lot of instructors are overburdened with paperwork and non-teaching administrative responsibilities, which limits their time and attention for classroom involvement and instructional obligations, eventually lowering the quality of their education. Additionally, it reveals a common mismatch between subject assignment and teacher specialization, with many secondary teachers teaching subjects unrelated to their academic background, hurting instructional skill and subject knowledge.

Furthermore, the EDCOM results indicate that there are few prospects for career advancement because there aren't enough Master Teacher jobs and the current career system has structural

limitations that impede professional development and motivation. These difficulties underscore the need for focused interventions to improve instructional effectiveness by exposing gaps in teacher training, support, and performance enhancing mechanisms. As a result, the EDCOM Report offers a solid legal and policy basis for efforts to improve teacher performance, such as adaptive instructional supervision, which this study explores as a way to improve instructional strategies and student results.

By coordinating evaluation with the Philippine Professional Standards for Teachers (PPST), the Performance Management and Evaluation System (PMES) offers an organized framework for evaluating and improving teachers' professional performance. PMES provides tools for classroom observation, performance monitoring, feedback, and professional development planning, all of which are essential components of instructional supervision. By combining these procedures, PMES encourages teachers' ongoing development, accountability, and increased efficacy in the classroom, guaranteeing that professional development results in better instruction and better student outcomes.

A three-year cycle of performance evaluation for instructors is established under the Multi-Year Performance Management and Evaluation System (PMES), which encourages ongoing professional growth and methodical monitoring of instructional performance. By offering precise performance indicators, monitoring guidelines, and feedback systems that direct teachers toward fulfilling competency criteria and improving teaching outcomes, the memorandum promotes instructional supervision. The Multi-Year PMES guarantees that teacher development is targeted, consistent, and in line with national standards by promoting continuity in evaluation and professional development.

The Interim PMES Implementation Guidelines include revised protocols for PMES implementation for the 2025–2026 school year, including procedures for professional development planning, performance evaluation, and classroom observation. Through evidence-based feedback and focused support, the memorandum strengthens the role of instructional supervision in helping teachers reach competency criteria and advances their professional development. It guarantees that professional growth and performance monitoring are methodical, consistent, and in line with national criteria for teaching excellence by making implementation methods clear.

## **THE PROBLEM**

### **Statement of the Problem**

This research assesses the instructional leadership practices of school heads in relation to teachers' performance in the secondary schools of Clarin District, Bohol Division during the School Year 2025–2026, as basis for the development of a Professional Development Plan.

Specifically, it answers the following sub-problems:

1. What is the relevant information as regards the respondents' groups:
  - 1.1. age;
  - 1.2. gender;
  - 1.3. highest educational attainment;
  - 1.4. number of years in the service; and
  - 1.5. relevant trainings, seminars, and workshops attended?
2. As perceived by the respondent groups, what is the level of instructional leadership practices of the school heads in terms of:
  - 2.1. planning & preparation;
  - 2.2. classroom observation;
  - 2.3. feedback and evaluation;
  - 2.4. professional learning continuity; and
  - 2.5. overall effectiveness?
3. As perceived by the respondent groups, what is the level of teachers' performance in terms of:

- 3.1. content knowledge and pedagogy;
- 3.2. learning environment;
- 3.3. diversity of learners;
- 3.4. curriculum and planning;
- 3.5. assessment and reporting;
- 3.6. community linkages and professional engagement; and
- 3.7. personal growth and professional development?
4. Is there a significant relationship between the level of instructional leadership practices of the school heads and teachers' performance?
5. Based on the findings, what outcomes-based Professional Development Plan can be propelled?

### **Statement of Null Hypothesis**

H<sub>0</sub>1: There is no significant relationship between the level of instructional leadership practices of the school heads and teachers' performance.

### **Significance of the Study**

This research, which uses the Philippine Professional Standards for Teachers (PPST) domains to analyze the relationship between public school teachers' teaching performance and the instructional leadership of school administrators, is extremely pertinent to a variety of education stakeholders. It offers practical insights that help direct teacher development, improve instructional practices, promote curriculum implementation, and support the efficacy of professional learning communities (PLCs) by highlighting areas of strength and growth potential. The results are meant to educate educators, school administrators, and legislators on tactics and interventions that can promote ongoing professional development and eventually enhance learning outcomes. In particular, the following groups will benefit from this study:

**Department of Education.** The results of this research can guide the creation of policies and the improvement of frameworks for evaluating teacher effectiveness. The findings can support national programs that aim to improve teaching quality, ensure curricular alignment, boost instructional supervision, and foster collaborative professional growth by offering evidence-based ideas. In the end, these results support the Department of Education's goal of providing excellent, learner-centered education nationwide.

**Education Policy Makers.** This research provides insightful information about how adaptive instructional supervision might improve teachers' performance. The results offer information that can be used to inform policy choices, improve teacher assessment programs, and create focused interventions that deal with particular issues that teachers experience in their line of work. By doing this, legislators can put policies into place that support the more general objectives of educational excellence, enhance the quality of instruction, and encourage ongoing professional development.

**School Heads.** Understanding how adaptive supervision and performance monitoring techniques affect teacher competency, classroom management, and curriculum delivery can be helpful to school heads as major instructional leaders. The study is a useful resource for improving leadership techniques, encouraging teacher cooperation through professional learning communities (PLCs), and making sure that learning objectives are successfully implemented in the classroom.

**Teachers.** This study emphasizes how the PPST and adaptive instructional supervision support innovative teaching, ongoing professional development, and reflective practice. It motivates educators to develop their competences in all areas, actively participate in curriculum implementation, provide learner-centered instruction, and actively participate in cooperative professional learning communities. By doing this, educators are able to improve students' overall learning experiences as well as their own teaching efficacy.

**Learners.** By improving curriculum responsiveness, classroom management, and instructional quality, improved teaching performance directly benefits students. Learners encounter stimulating and relevant learning environments that promote academic progress, critical thinking, and holistic development as teachers become more proficient and instruction becomes more student-centered.

**Community/Society.** By improving public schools through better teaching methods, this study benefits the larger community. Education is a shared societal obligation. It fosters the creation of a more capable and prepared future workforce by promoting higher-quality education, which in turn propels societal advancement and advances the country.

**The Researcher.** The researcher has the chance to add to the body of knowledge on professional teaching standards, adaptive instructional supervision, and educational leadership through this study. By conducting pertinent, useful, and significant research that tackles actual issues in education, it also improves the researcher's academic and professional abilities.

**Future Researchers.** This study is a useful resource for upcoming studies on professional development, adaptive instructional supervision, and teacher performance. It creates opportunities for more focused and localized research that can fill in current gaps, investigate new trends, and enhance the PPST's, instructional supervision's, and professional learning communities' (PLCs') roles in improving educational quality and transformation.

## **RESEARCH METHODOLOGY**

This part contained the research methodology which include the method used, the flow of the study, research locale, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures and definition of terms.

### **Design**

This research will utilize a descriptive-survey research approach to collect data regarding the teaching performance of public school educators in the Clarin District, evaluated through the Philippine Professional Standards for Teachers (PPST) domains. Given the quantitative character of the research and its emphasis on examining the links among teacher profile variables, instructional supervision, and teaching performance across PPST domains, a descriptive-correlational design is considered most appropriate.

A survey questionnaire and a PPST-aligned evaluation tool will be used to gather data in a systematic and structured way from a representative group of public school teachers. This method makes it easier to apply the results to other situations and gives a clear picture of how well teachers did in all seven PPST areas. We will use descriptive statistics like frequency, percentage, weighted mean, and standard deviation to summarize how the responses are spread out and where they tend to be.

The Pearson product-moment correlation coefficient will be utilized to analyze the relationship between instructional supervision and teaching performance. Finding statistically significant connections and differences will make the study more valid and give us useful information about how adaptive instructional supervision might help teachers improve their professional skills and the efficacy of their teaching.

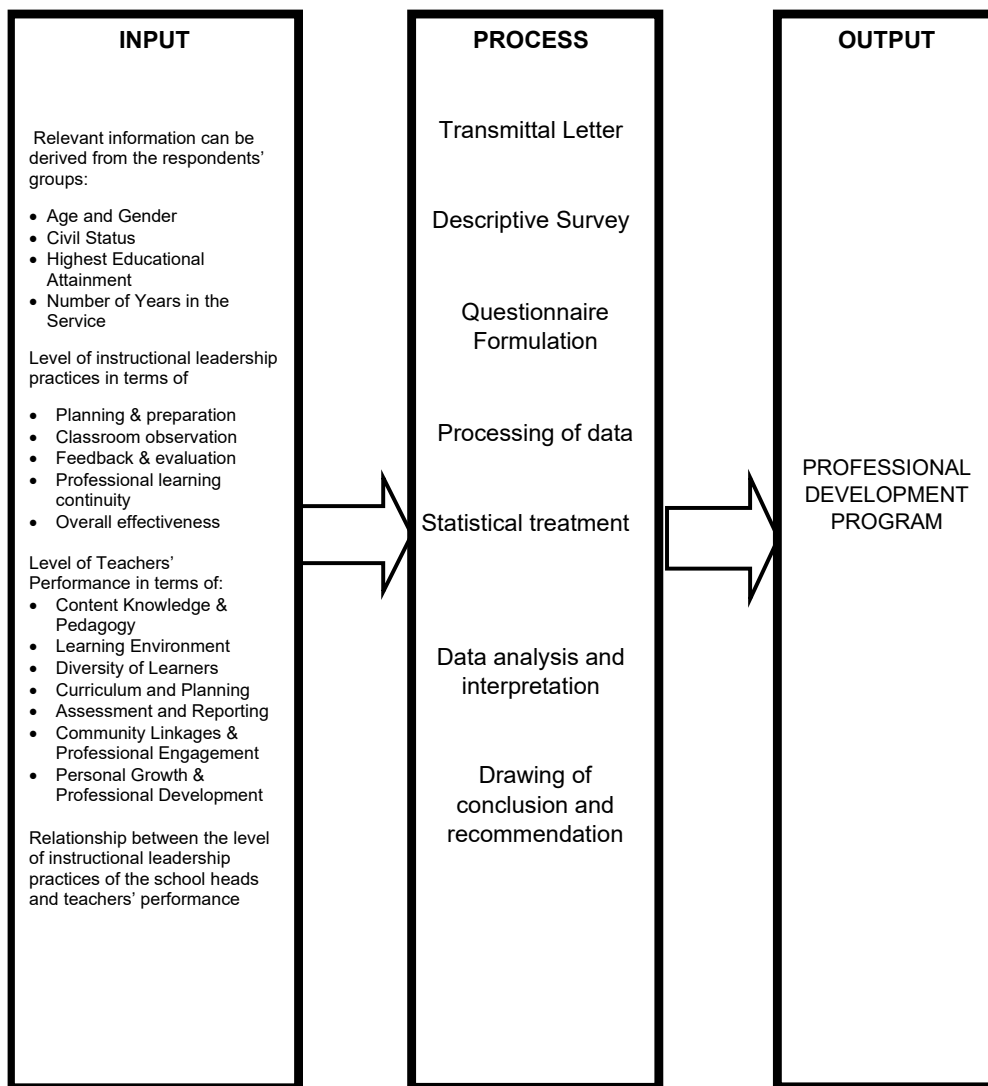
### **Flow of the Study**

The research was conducted using a systems approach, which was structured around the stages of input, process, and output. The input phase entailed the collection of critical data regarding the instructors' profiles, including their age, gender, highest educational attainment, and years of service. The input also contained the information required to address the core objectives of the study, in addition to these demographic details: the extent of teaching performance across the seven PPST domains—Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners,

Curriculum Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development; the extent of instructional supervision's effectiveness in aligning with the PPST domains; and the relationship between teaching performance and the effectiveness of instructional supervision. The study developed a comprehensive foundation for the examination of how adaptive instructional supervision can improve teacher performance and foster professional development by methodically collecting this data.

The data acquired were accurate and meaningful as a result of the meticulously planned process that the research followed. The process commenced with the preparation and transmission of letters to the designated schools, which was followed by the distribution of survey questionnaires to the participating instructors. The study was able to investigate the relationships between teacher profiles, instructional supervision, and teaching performance across the PPST domains as a result of the systematic execution of the research procedures, which was guided by the descriptive - correlational design. The data was analyzed using appropriate statistical methods to ensure that the results would offer a clear understanding of how adaptive instructional supervision can improve the professional practices of instructors.

The study's findings will be used to construct a professional development plan.



**Figure 2.** Flow of the Study.

## Environment

The research will be conducted at the following schools in the Clarin District of Bohol Division: Danahaw National High School, Nahawan National High School, and the Clarin National School of Fisheries.

**Clarin National School of Fisheries** is situated in the coastal municipality of Clarin and functions as a specialized center for technical-vocational education and fishery-arts within the Division of Bohol. The school provides programs that integrate the traditional secondary curriculum with a concentration on sustainable aquatic resources, catering to both students from the local community and those from nearby coastal barangays. Its distinctive location in close proximity to the marine ecosystem offers students a living laboratory that enhances their educational experiences. The school's infrastructure has been enhanced over the years to accommodate both traditional academic classrooms and specialized laboratories for fish processing and aquaculture. This demonstrates a dedication to the integration of practical, industry-relevant skills with foundational education.

**Nahawan National High School** is situated in Barangay Nahawan and serves a large portion of the district's inland student population. Originally established as a local high school annex, it has grown into a fully recognized national secondary institution, reflecting the rapid development of the community it supports. The school is known for its active participation in community-based initiatives and its role as a hub for youth development. Like many rural schools, it faces challenges such as the need for facility improvements to accommodate increasing enrollment, yet it continues to provide a resourceful and supportive

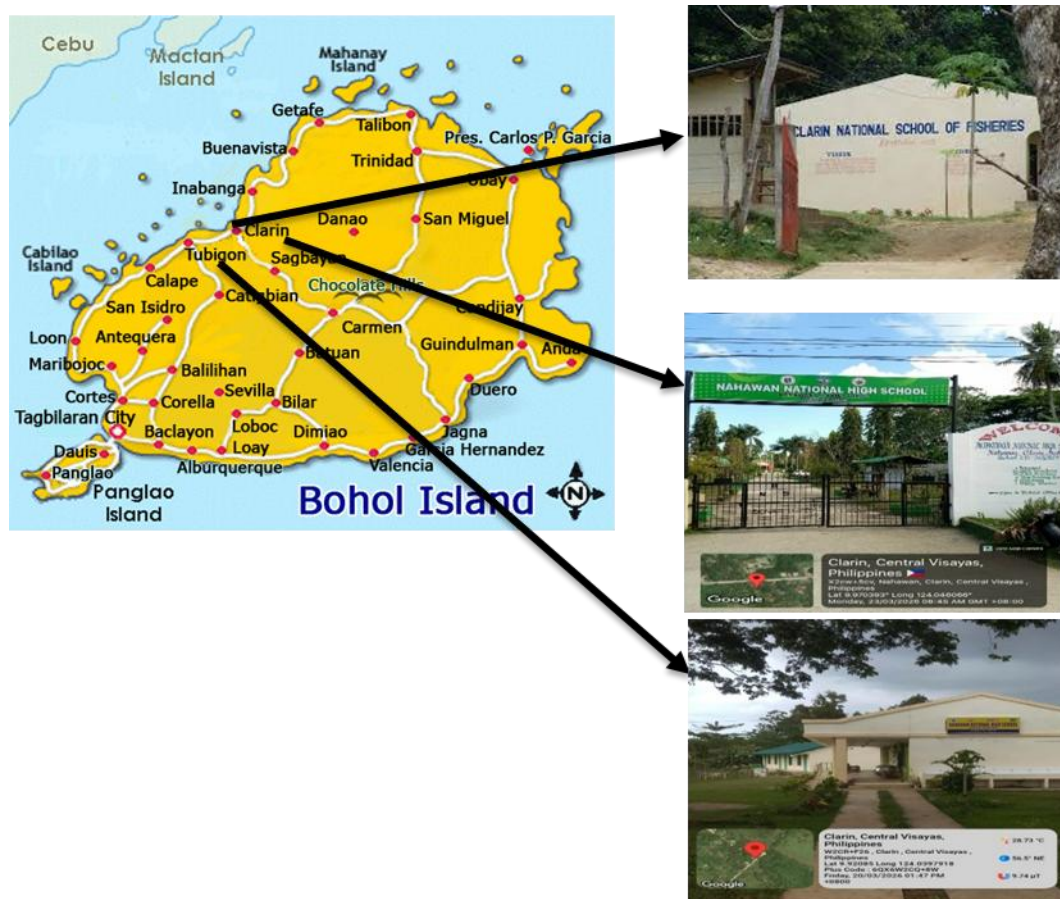


Figure 3. Location Map of the Study.

learning environment. Nestled in a primarily agricultural and residential area, the school caters to a diverse student body, mostly composed of children from farming families and local trades, fostering a rich blend of perspectives and experiences in the classroom.

**Danahaw National High School** is located in the interior barangay of Danahaw and represents the decentralization of secondary education within the Clarin District. The school plays a crucial role in providing accessible education to students from remote areas, reducing the need for long travel to the town center. Its facilities are closely integrated with the barangay's social infrastructure, often sharing spaces for community gatherings and disaster-response activities. With a steadily growing student population, the school has prioritized maximizing classroom capacity and enhancing digital literacy resources. Its presence highlights the district's commitment to extending quality education to even the most distant rural communities, promoting a community-focused approach to learning and student development.

### Respondents

The respondents of the research are the randomly selected teachers coming from the indicated schools of the Clarin District of Bohol Division namely: Clarin National School of Fisheries, Nahawan National High School and Danahaw National High School. The inclusion criteria are that they are teachers of the mentioned research locale.

Table 1 shows the distribution of respondents.

**Table 1.** Distribution of Respondents.

Schools	Teachers	Environment		
		School Head/Master Teachers	Total	%
Clarin National School of Fisheries	20	4	24	38
Nahawan National High School	20	3	23	37
Danahaw National High School	15	1	16	25
<b>Total</b>	<b>55</b>	<b>8</b>	<b>63</b>	<b>100</b>

### Instrument

The instrument for this study will be divided into **three parts**: (1) the profile of the respondents, (2) teaching performance based on the PPST domains, and (3) the assessment of instructional supervision practices.

The questionnaire is divided into two main sections. The first part gathers the demographic profile of the respondents, including details such as age, gender, years of teaching experience, and highest educational attainment.

The second part focuses on assessing teaching performance across the seven domains of the Philippine Professional Standards for Teachers (PPST). The items in this section are adapted from the standardized performance indicators outlined in the PPST and the Results-Based Performance Management System (RPMS) Manual issued by the Department of Education, ensuring that the instrument aligns with established professional standards and reflects key aspects of instructional effectiveness.

The third part of the questionnaire examines respondents' perceptions of instructional supervision and its effectiveness in supporting teaching performance. The items for this section are adapted

from the study by Naguit[11] titled “Instructional Leadership Practices of School Heads and Performance of Teachers in Instructional Supervision,” ensuring that the questions reflect established research on how supervisory practices influence teacher development and instructional effectiveness.

**Data Gathering Procedure**

The research will begin once the letter requesting permission to conduct the study has been approved by the Office of the Schools Division Superintendent of Bohol. Upon receiving approval, the questionnaires will be administered either through Google Forms or face-to-face, depending on accessibility and convenience.

To facilitate this process, the researcher will formally request a permit to administer the questionnaires and schedule a date for their retrieval. Before responding, participants will receive a clear explanation of the questionnaire’s purpose and instructions, either through social media platforms or in face-to-face sessions. Respondents will be assured of the confidentiality of their responses, with strict compliance to the Data Privacy Act and other relevant laws protecting their information. Once collected, the data will be consolidated, tallied, and analyzed using appropriate statistical methods.

**Statistical Treatment of Data**

This research utilized simple percentage to answer sub-problem number one (1), while weighted mean and Likert scale are used to analyze the data gathered for sub-problems two which will be presented in table form. The data collected for sub-problem number three are analyzed through documentary review. The concept of weighted mean plays a vital role in descriptive statistics utilized to investigate the consistency of the responses.

**Simple Percentage Analysis.** It refers to the kind of rates in making comparison between two or more series of data. Furthermore, a percentage is used to determine relationship between the series of data.

**Weighted Mean.** This is an average in which weights are assigned to individual values to determine the relative importance of each observation. It is the summation of the computed values of the product of the assigned weights and their respective number of responses.

**Standard Deviation.** This statistical tool will be used to analyze the variability in a set of data values. It helps determine how to spread out the data points are from the mean, indicating the consistency or variability in the dataset.

**Pearson-r.** This will be utilized to determine the significant relationship on teachers’ profile and their performance

**Scoring Procedures**

The following were the scoring procedures:

**Scoring Procedure for Teaching Performance Based on PPST Domains**

<b>Weight</b>	<b>Scale</b>	<b>Category</b>	<b>Verbal Description</b>
5	4.21 – 5.00	Very Highly Evident	The teacher consistently demonstrates exemplary performance and exceeds the expected standards in this domain.
4	3.41 – 4.20	Highly Evident	The teacher regularly demonstrates the expected performance in this domain.
3	2.61 – 3.40	Moderately Evident	The teacher occasionally demonstrates performance in this domain; some improvement is needed.
2	1.81 –	Slightly	The teacher rarely demonstrates performance in this

	2.60	Evident	domain; considerable improvement is needed.
1	1.00 – 1.80	Not Evident	The teacher seldom demonstrates performance in this domain; significant improvement is required.

### Scoring Procedure for Instructional Supervision Effectiveness

Weight	Scale	Category	Verbal Description
5	4.21 – 5.00	Very Highly Evident	The instructional leader consistently demonstrates exemplary leadership practices, providing clear guidance, support, and supervision that enhance teacher performance.
4	3.41 – 4.20	Highly Evident	The instructional leader regularly demonstrates effective leadership, supporting teachers in achieving instructional goals.
3	2.61 – 3.40	Moderately Evident	The instructional leader occasionally demonstrates leadership practices; improvement is needed to fully support teachers' instructional growth.
2	1.81 – 2.60	Slightly Evident	The instructional leader rarely demonstrates leadership practices; considerable improvement is required.
1	1.00 – 1.80	Not Evident	The instructional leader seldom demonstrates leadership practices and fails to provide adequate supervision or guidance for teachers.

### DEFINITION OF TERMS

Terms are operationally defined as how it is used in the study:

**Assessment and Reporting** – Teachers' proficiency in evaluating student learning outcomes and providing timely, accurate feedback.

**Community Linkages and Professional Engagement** – Teachers' involvement in school-community activities and professional networks.

**Content Knowledge and Pedagogy** – This is a teacher's mastery of the subject they teach and their ability to deliver lessons in a way that students can understand and engage with.

**Curriculum and Planning** – This is the teacher's skill in designing lessons and activities that follow K–12 standards and ensure smooth, purposeful learning progression.

**Diversity of Learners** – This refers to a teacher's ability to recognize and respond to students' different learning needs, strengths, and styles.

**Instructional Supervision** – This covers the guidance and support provided by school leaders, such as classroom observation, mentoring, feedback, and professional development, aimed at helping teachers perform better across all PPST domains.

**Learning Environment** – This is the ability of teachers to create classrooms that are safe, inclusive, and engaging, where students feel supported to learn and participate actively.

**Personal Growth and Professional Development** – This refers to a teacher's commitment to continuous learning, self-reflection, and improving their teaching practice.

**Philippine Professional Standards for Teachers (PPST) Domains** – These are the seven areas of teacher competencies defined by DepEd, which guide the evaluation of teaching performance.

**Professional Development Plan (PDP)** – This is a personalized plan that helps teachers set learning goals, improve skills, and enhance instructional practices, all aligned with the PPST.

**Prognostic Outcome** – This refers to the expected results of applying adaptive instructional supervision, such as improvements in teaching skills, classroom practices, and overall professional growth.

**Teaching Performance** – Refers to the observable and measurable effectiveness of public school teachers in Clarin District in performing their duties across the seven PPST domains. It will be evaluated using a questionnaire based on PPST performance indicators and rated on a four-point Likert scale (1 = Needs Improvement to 4 = Outstanding).

**Teacher Profile** – The demographic and professional characteristics of teachers in Clarin District, including age, gender, teaching experience, highest educational attainment, and relevant trainings/seminars/workshops attended, used to determine whether differences or relationships exist in teaching performance.

**Weighted Mean** – The average score of teachers' responses in each PPST domain or per item, calculated by summing the scores and dividing by the number of items, used to determine level of performance or perception.

## **Chapter 2**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter shows the literature and studies with similarities and differences. This research derived from the readings, published journals, and other printed resources from the unpublished thesis, dissertation, and electronic sources. These materials will strengthen the agenda of this research.

#### **Related Literature**

The quality of instruction and student learning is directly influenced by teaching performance, which remains a critical concern in the field of education. The Philippine Professional Standards for Teachers (PPST) are the guiding framework in the Philippine context for defining teacher quality in critical areas, including content knowledge, learning environment, diversity of learners, assessment, curriculum planning, community engagement, and professional development. The alignment of teaching practices with these domains is instrumental in fostering accountability among instructors and ensuring consistency in instruction. Reyes and Nuqui[12] have observed that standards-based frameworks, such as the PPST, establish explicit expectations for educators, enabling them to integrate their instructional practices with national educational objectives and enhance the overall effectiveness of their teaching.

A number of studies have demonstrated a robust correlation between the mastery of the PPST domains by instructors and their teaching performance. Effective and compelling instruction is more likely to be delivered by teachers who possess a comprehensive understanding of pedagogy and content knowledge and employ a diverse array of teaching strategies. Manalo and Maxilom[13] discovered that educators who consistently align their lesson objectives, strategies, and assessments with PPST indicators exhibit higher levels of instructional effectiveness and learner engagement. This underscores the fact that the PPST is not only a tool for evaluation, but also a practical guide for enhancing classroom instruction.

In recent research, the PPST domains on the learning environment and diversity of learners have also garnered significant attention. Balinas and Dizon[14] discovered that educators who establish inclusive, respectful, and learner-centered classrooms are more likely to demonstrate more responsive instructional practices and stronger classroom management skills. These findings bolster the PPST's emphasis on the importance of valuing learner diversity and assuring equitable learning opportunities, which are essential components of effective teaching effectiveness.

Curriculum and planning, an additional critical domain of the PPST, have been acknowledged as a potent predictor of teaching performance. Teachers who meticulously organize their lessons and

ensure that they are consistent with the MELCs and curriculum standards are more capable of providing instruction that is both meaningful and coherent. Villarosa and Jerez[15] emphasized that instructional clarity and classroom organization are substantially enhanced when lesson planning is based on professional standards. This emphasizes the notion that effective teaching is directly influenced by the presence of strong planning skills.

Effective instructing necessitates assessment and reporting. Teachers who implement an array of assessment methodologies and furnish constructive feedback in a timely manner demonstrate superior performance. Ganal and Guiab[16] discovered that instructors are more capable of monitoring student progress and making informed adjustments to their instruction when they are proficient in assessment practices that are consistent with professional standards. This emphasizes the PPST's belief that reflective and deliberate assessment are indispensable for enhanced learner outcomes and responsive teaching processes.

Effective teaching has become increasingly dependent on professional engagement and community linkages. Teachers who engage in active collaboration with parents, local stakeholders, and professional networks frequently exhibit a higher level of commitment and creativity in their instructional practices. The PPST's emphasis on holistic teacher engagement and active participation beyond the classroom is reflected in the fact that educators who are involved in school–community partnerships and professional organizations tend to exhibit higher motivation and enhanced professional competence[17].

The final domain of the PPST, personal growth and professional development, is essential for the preservation of teaching quality. Teachers who are actively involved in professional development and continuous learning are more capable of adapting to the changing demands of education and updating their pedagogical knowledge. Mantos emphasized that educators who consistently engage in development activities that are in accordance with PPST standards exhibit a higher level of instructional confidence and effectiveness. This serves to bolster the notion that professional excellence and the preservation of high teaching standards necessitate lifelong learning.

Furthermore, current research underscores the potential of instructional supervision and support programs to enhance teaching performance in all PPST domains. Teachers are provided with professional guidance, mentoring, and constructive feedback that reinforce standards-based practices when supervision is effective. Estrada and Gumban discovered that teacher performance is improved by supervision that is consistent with the PPST, as it fosters reflective practice and focused professional development. Teachers who perceive supervision as a collaborative and supportive process, as opposed to a plain evaluative one, exhibit greater levels of professional commitment, engagement, and competence.

Although these findings are encouraging, there are still obstacles to the successful implementation of the PPST. Managing heavy workloads, fulfilling documentation requirements, and balancing instructional duties with administrative responsibilities are all challenges that numerous instructors encounter. Oriel and Estrellan[18] emphasized that the PPST's success is contingent upon contextualized support and realistic performance expectations, despite the fact that it offers a robust framework for professional development. These challenges underscore the significance of school-based interventions that offer practical, targeted support to educators and resolve gaps in teaching performance.

## **Related Studies**

In the realm of contemporary educational research, the evaluation of teaching performance through professional standards has garnered substantial attention, particularly in systems that implement competency-based frameworks such as the Philippine Professional Standards for Teachers (PPST). Recent research has demonstrated that evaluating performance across well-defined PPST domains provides a more comprehensive and objective assessment of instructional quality. For example,

Reyes and Nuqui discovered that teachers in Philippine public schools who demonstrated proficiency in areas such as assessment, content knowledge, and the learning environment were more effective in their teaching and accomplished superior student outcomes. Their results emphasize the PPST's significance as a guide for enhancing classroom practice, rather than merely as an evaluative tool.

Additionally, teaching efficacy has been determined to be influenced by teacher profile variables. Balinas and Dizon conducted research that demonstrated substantial disparities in performance among instructors based on their educational background and years of experience. In particular, teachers who had a longer tenure and a higher level of academic qualification exhibited superior performance in all PPST domains, particularly in areas such as professional engagement and curriculum planning. These results indicate that the professional background and demographic characteristics of a teacher can significantly influence their capacity to adhere to established professional standards.

The enhancement of instructing performance in various professional domains is significantly influenced by instructional supervision. Villarosa and Jerez discovered that instructors in public schools who were provided with supportive supervision, which included regular feedback, mentoring, and guidance, demonstrated significant enhancements in classroom management, lesson delivery, and learner assessment. They emphasize that teachers are more likely to perform effectively and align their practices with PPST standards when supervision is framed as a developmental and supportive process rather than a purely evaluative one, as noted in their study.

Research on the perceptions of instructional supervision by teachers further substantiates its influence on teaching performance. Kumari[19] discovered that educators who perceived supervision as constructive and supportive were more motivated and exhibited significant enhancements in their instructional practices. The teachers in question demonstrated exceptional performance in the professional engagement and personal growth domains of the PPST. This suggests that the effectiveness of teaching can be considerably improved when supervision is perceived favorably.

The significance of professional development and ongoing learning in improving teaching performance has been underscored by recent research. Manalo and Maxilom noted that educators who participated in professional development programs that were consistent with the PPST standards demonstrated a higher level of proficiency in pedagogy, content knowledge, and assessment practices. Their results emphasize the importance of continuous learning in order to enhance and maintain the effectiveness of teaching within a standards-based framework.

Professional learning communities (PLCs) have also been demonstrated to enhance instructional performance. Elfaragy found that instructors who were actively involved in PLCs were able to enhance their instructional strategies, engage in more reflective practices, and develop a greater sense of professional confidence. These advantages are in close alignment with the PPST domains of professional engagement and community linkages, indicating that collaborative learning structures assist educators in more effectively meeting professional standards.

The significance of employing PPST-based assessments to evaluate teaching performance has been underscored by recent local studies. Estrada and Gumban investigated the correlation between the instructional leadership of school heads and the performance of teachers. They discovered that supportive supervision and effective leadership had a substantial positive influence on performance across all PPST domains. According to their research, teachers exhibit enhanced performance levels and increased professional accountability when their leadership and supervision are in accordance with professional standards.

Furthermore, Angalao conducted an investigation into the responses of instructors within a school division to the PPST and discovered discrepancies in performance across its domains. Although teachers generally demonstrated a high level of proficiency in the creation of effective learning environments and the pursuit of professional development, deficiencies were identified in areas such as differentiated instruction and assessment practices. The study emphasized the necessity of data-driven professional support to resolve these gaps by recommending the development of targeted intervention programs based on PPST domain results.

### Chapter 3

#### RESULT, DATA ANALYSIS, AND INTERPRETATION

This chapter presents the data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents of this study consisted of 55 teachers and 9 administrators for a total of 64 respondent groups from the selected secondary schools in the Clarin District of Bohol Division.

This chapter comprised four (4) distinct sections.

The first part deals with the relevant information of the respondents in terms of their age, gender, highest educational attainment, number of years in service, and relevant training, seminars, and workshops attended.

The second part of this chapter deals with the level of instructional leadership practices of the school heads in terms of planning and preparation, classroom observation, feedback and evaluation, professional learning continuity, and overall effectiveness.

The third part assesses the level of teachers' performance in terms of the following skills: content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement and personal growth and professional development.

Lastly, this study tests the relationship between the level of instructional leadership practices of the school heads and teachers' performance.

#### RELEVANT INFORMATION OF THE RESPONDENTS

The following tables reveal the relevant information of the respondents in terms of their age, gender, highest educational attainment, number of years in service, and relevant training, seminars, and workshops attended.

**Age.** Table 2 presents the profile of the respondents in terms of age.

**Table 2**

<b>Age</b>	<b>Frequency n = 55</b>	<b>Percentage</b>
41 – 50 years old	5	9.09
31 – 40 years old	32	58.18
21 – 30 years old	18	32.73
<b>Total</b>	<b>55</b>	<b>100</b>
<b>Average</b>	<b>33.14</b>	-
<b>Standard Deviation</b>	<b>6.02</b>	-

Table 2 depicts the age distribution of the 55 participants in the study. The majority of respondents (58.18%) are between the ages of 31 and 40, followed by 32.73% in the 21 to 30 age range and a lesser number, 9.09%, in the 41 to 50 age bracket. The average age of 33.14 years, with a standard deviation of 6.02, suggests that the majority of instructors are in their early to mid-thirties. This

shows that most respondents are in their mid-career stage, which is commonly characterized by increased professional competence, higher responsibilities, and active participation in professional development opportunities.

The fact that the majority of respondents are between the ages of 31 and 40 reflects a teaching staff that is both energetic and experienced, capable of handling both classroom and leadership responsibilities. According to research on teacher demographics, educators in this age range frequently demonstrate strong levels of productivity, commitment, and flexibility to educational innovations and technological integration in the classroom[20]. Furthermore, research shows that teachers in their thirties are more likely to actively participate in professional development programs and professional learning communities, both of which improve instructional quality and positively impact student outcomes[21].

The presence of younger instructors aged 21 to 30 years (32.73%) indicates a significant number of early-career educators in the school system. These teachers frequently offer new ideas, technological skill, and excitement, which are useful for implementing modern teaching approaches and learner-centered practices. At the same time, research indicates that novice teachers are frequently still building classroom management abilities, instructional confidence, and professional identity in their initial years of teaching[22]. This emphasizes the importance of mentoring programs and ongoing professional assistance from experienced colleagues in helping them develop into good educators.

Respondents aged 41 to 50, while making up a lower proportion of the group, provide essential knowledge and expertise to the school environment. Teachers in this age group frequently have extensive teaching experience and institutional knowledge, allowing them to give effective leadership, mentoring, and direction in improving school programming. Their presence is critical for assisting younger educators, guaranteeing seamless curriculum implementation, and encouraging collaboration within professional learning communities[23].

Overall, the age distribution of respondents suggests a well-balanced teaching workforce, primarily made up of early- to mid-career professionals. This combination enhances the educational system by combining younger teachers' energy, ingenuity, and technical abilities with the experience, competence, and professional wisdom of more seasoned educators. According to research, age diversity supports effective mentorship, knowledge exchange, and continual professional growth, all of which improve teaching quality and positively impact student learning outcomes[24].

**Gender.** Table 3 presents the profile of the respondents in terms of gender.

**Table 3 Gender Profile**

<b>Gender</b>	<b>Frequency n = 55</b>	<b>Percentage</b>
Male	9	16.36
Female	46	83.64
<b>Total</b>	<b>55</b>	<b>100</b>

Table 3 shows the distribution of responders by gender. The results show that the sample's teaching staff is largely female, with 46 instructors (83.64%) and 9 male teachers (16.36%). This demonstrates a noticeable gender imbalance, which is common in many public school settings and reflects larger trends in the teaching profession, where women make up the majority of educators.

The predominance of female teachers reflects a long-standing trend in the Philippine education system, particularly in basic education, where teaching is culturally associated with qualities such as nurturing, patience, and care, all of which have traditionally been associated with women. According to Alonzo and Reyes[25], cultural expectations and professional preferences influence

this gender distribution, with men more likely to seek employment in technical or management fields. This pattern emphasizes the gendered aspect of the teaching profession while also highlighting the distinctive contributions that female educators make to classroom practice and learner development.

Although there are fewer male teachers, they serve an important role in enhancing classroom diversity and serving as positive role models for male students. Research shows that having a gender-balanced teaching staff promotes more inclusive learning environments and helps students to appreciate varied viewpoints in problem-solving, leadership, and interpersonal interactions[26].

The high female representation in this sample may also indicate professional dedication and stability. Bautista and De Vera's[27] research reveals that female teachers frequently exhibit high levels of commitment, empathy, and resilience, all of which contribute positively to classroom management and learner development.

This gender composition reflects a teaching workforce in which women supply the majority of instructional capacity, with a lesser male presence contributing meaningfully. Together, they establish a balanced professional atmosphere that enriches teaching experiences and provides students with varied role models[28].

**Highest Educational Attainment.** Table 4 shows the highest educational attainment of the respondents.

**Table 4.** Highest Educational Attainment.

<b>Highest Educational Attainment</b>	<b>Frequency n = 55</b>	<b>Percentage</b>
CAR Doctoral Degree	2	3.64
Doctoral Degree Units	2	3.64
Master's Degree	8	14.54
CAR Master's Degree	15	27.27
Master's Degree Units	16	29.09
Bachelor Degree	12	21.82
<b>Total</b>	<b>55</b>	<b>100</b>

Table 4 shows the distribution of respondents according to their highest educational attainment. According to the data, 29.09% of instructors have earned units in a Master's Degree program, with 27.27% completing a Career Advancement Requirement (CAR) Master's Degree. Furthermore, 14.54% have a full Master's Degree, while a lesser proportion have studied doctoral-level studies, with 3.64% holding CAR Doctoral units and another 3.64% having finished doctoral degree courses. Bachelor's degree holders account for 21.82% of the respondents. Overall, these numbers indicate that the majority of the teaching workforce is actively pursuing graduate degrees or continuing professional education, exhibiting a strong commitment to academic progress and professional development.

The preponderance of educators studying or possessing Master's degrees, including in CAR-related programs, represent the Department of Education Philippines'[29] priority on continuing professional development in accordance with the Philippine Professional Standards for Teachers (PPST). According to De Leon and Castillo, teachers who pursue graduate studies gain advanced pedagogical skills, research capabilities, and critical thinking, which not only improve classroom performance but also assist the effective implementation of innovative teaching practices.

Respondents who have finished CAR Doctoral Degrees or possess Doctoral Degree units, however limited in number, are highly specialized and experienced educators in the teaching profession. These instructors frequently serve as instructional leaders and mentors, assisting colleagues in implementing research-based teaching practices and improving curriculum design[30]. Their extensive experience contributes to higher educational quality and supports a culture of ongoing professional development and lifetime learning in schools.

The 21.82% of respondents with a Bachelor's Degree indicate that some of the teaching staff is still in the early phases of their professional development or has not yet pursued graduate-level education. According to Ramos and Bautista[31], having a teaching staff with different educational backgrounds fosters a dynamic professional environment in which less experienced instructors can benefit from the mentorship and direction of colleagues with higher academic qualifications.

This educational attainment profile focuses on a teaching staff dedicated to professional development and academic success. The school has a well-balanced team of experienced, knowledgeable, and emerging educators who have completed graduate-level studies, CAR programs, and bachelor's degrees. This diversity ensures that teachers may effectively meet diverse learner needs while also promoting continual improvement in teaching quality and student results[32].

**Length of Service.** Table 5 indicates the number of years in service of the respondents.

**Table 5.** Length of Service.

<b>Length of Service</b>	<b>Frequency n = 55</b>	<b>Percentage</b>
More than 16 years	1	1.82
11 – 15 years	5	9.09
6 – 10 years	21	38.18
1 – 5 years	28	50.91
<b>Total</b>	<b>55</b>	<b>100</b>
<b>Average</b>	<b>6.09</b>	-
<b>Standard Deviation</b>	<b>3.63</b>	-

Table 5 illustrates the distribution of respondents by length of service in the teaching profession. Half of the teachers (50.91%) have been in the profession for one to five years, with 38.18% having six to ten years of experience. Only a small percentage have served 11 to 15 years (9.09%), and only 1.82% have more than 16 years of teaching experience. With an average service of 6.09 years and a standard deviation of 3.63, the results indicate that the bulk of respondents are early- to mid-career educators, with a few very experienced instructors providing depth and institutional knowledge to the profession.

The proportion of instructors with one to ten years of experience represents a workforce that combines emerging professional experience with the energy and insights of newcomers to the teaching profession. According to research, early- to mid-career instructors frequently demonstrate excitement and adaptability while consistently growing classroom management skills and instructional proficiency[33]. This combination creates a dynamic learning environment in which innovative teaching methods and new pedagogical approaches may be easily introduced and applied.

Teachers with 11 to 15 years of experience, as well as those with more than 16 years, though in smaller numbers, contribute essential expertise and institutional knowledge to the school

community. Dela Cruz and Javier[34] found that experienced educators frequently take on leadership responsibilities, mentor younger colleagues, and guide school initiatives, promoting instructional consistency and professional advancement. Their combined experience not only stabilizes the educational system, but also ensures the successful implementation of curriculum initiatives and new teaching practices.

The distribution of teaching expertise reveals important prospects for mentorship and collaborative professional development. Garcia and Villanueva[35] underline that pairing rookie instructors with experienced educators encourages information sharing, develops instructional approaches, and fosters a supportive school atmosphere. Schools may improve overall teacher effectiveness by exploiting this diversity of experience levels, while also ensuring kids receive high-quality, well-guided learning opportunities.

This profile of teaching experience suggests a workforce that is developing both competence and leadership potential. The majority of early- and mid-career instructors, along with a smaller minority of more experienced educators, strikes a balance between new ideas, energy, and institutional knowledge. This combination encourages innovation, promotes professional development, and leads to long-term increases in teaching quality and student learning outcomes[36].

**Relevant Training, Seminars, and Workshops Attended.** Table 6 presents the highest level of appropriate training, seminars, and workshops attended by the respondents.

**Table 6.** Relevant Training, Seminars, and Workshops Attended.

Highest Educational Attainment	Frequency n = 55	Percentage
National	5	9.09
Regional	6	10.91
Division	30	54.55
District	14	25.45
<b>Total</b>	<b>55</b>	<b>100</b>

Table 6 depicts the distribution of respondents according to the greatest level of relevant training, seminars, and workshops they had attended. The bulk of teachers, 30 (54.55%), participated in division-level programs, with 14 teachers (25.45%) attending district-level trainings. Six responders (10.91%) participated in regional programs, while five instructors (9.09%) attended national seminars. These findings show that most teachers seek professional development opportunities close to home, emphasizing the active role of local educational authorities in supporting capacity-building initiatives and promoting continuous professional growth in accordance with DepEd programs.

The high participation rate in division-level training demonstrates the accessibility and practical significance of programs adapted to local educational needs. According to Santos and Villanueva[37], division-led trainings frequently focus on improving instructional methodologies, evaluation techniques, and the incorporation of novel teaching practices, allowing instructors to instantly use what they learn in their classrooms. Furthermore, Ramos and De Guzman[38] note that such programs promote collaboration among instructors in the same community, supporting the exchange of best practices and the formation of professional learning communities.

Teachers who attend district-level, regional, and national trainings gain exposure to broader pedagogical trends, policy changes, and developing instructional approaches. According to Manalo

and Cruz[39], such higher-level programs allow educators to incorporate innovative approaches and technological tools into their individual school environments, improving instructional quality and student learning outcomes. Despite these advantages, participation is frequently limited by issues such as selective enrollment, financial constraints, and logistical problems.

The distribution of training attendance shows a developing culture of professional development in schools. District-level trainings, in example, provide practical, context-specific learning experiences that supplement division-wide programs, allowing teachers to improve their instructional skills and adapt effectively to learner requirements[40]. Educators who attend trainings at different levels—division, district, regional, and national—bring diverse perspectives, increased adaptability, and leadership skills, all of which contribute to their schools' overall professional development.

This profile of training participation demonstrates that teachers are actively devoted to ongoing professional development. While division-led activities provide the framework for their education, involvement in district, regional, and national initiatives broaden their abilities and views. Such participation is consistent with the goals of the Philippine Professional Standards for Teachers (PPST) and DepEd Order No. 32, s., which promote long-term learning, improved pedagogical competence, and overall professional development.

**Profile of School heads.** The table below presents the profile of the administrators from the research environment as to their age.

**Age.** Table 7 presents the profile of the respondents in terms of age.

**Table 7.**

<b>Age</b>	<b>Frequency n = 8</b>	<b>Percentage</b>
45 – 54 years old	6	75
35 – 44 years old	2	25
<b>Total</b>	<b>8</b>	<b>100</b>
<b>Average</b>	<b>47</b>	-
<b>Standard Deviation</b>	<b>4.33</b>	-

Table 7 shows the age distribution of the eight instructional leaders who took part in the study. The majority of responders (75%), are between the ages of 45 and 54, with the remaining 25% ranging from 35 to 44. With an average age of 47 and a standard deviation of 4.33, the results indicate that instructional leaders are typically in their late forties, suggesting a seasoned and experienced leadership team capable of effectively guiding and mentoring teachers within their schools.

The majority of elder instructional leaders represent a group with extensive professional experience and institutional expertise. According to De Guzman and Cabansag's research, school administrators and master teachers in their forties and fifties frequently contribute strong leadership abilities, curriculum implementation knowledge, and the capacity to mentor and support teaching staff. Their experience is critical in maintaining school performance, guiding teachers' professional development, and providing effective instructional supervision.

Although rare in number, younger leaders aged 35 to 44 contribute enthusiasm, new ideas, and adaptation to changing educational demands. According to Perez and Tarrayo, leaders in this age range are more likely to embrace technology and creative teaching practices, which complement their elder colleagues' expertise, experience, and stability.

The age distribution of instructional leaders demonstrates a well-balanced mix of expertise, strategic insight, and professional maturity. This combination promotes effective school management, teacher supervision, and mentorship, resulting in a climate that fosters professional development and contributes to better student learning outcomes [41].

**Gender.** Table 8 presents the profile of the respondents in terms of gender.

**Table 8.** Gender Profile.

<b>Gender</b>	<b>Frequency n = 8</b>	<b>Percentage</b>
Male	2	25
Female	6	75
<b>Total</b>	<b>8</b>	<b>100</b>

Table 8 indicates how many men and women were among the eight instructional leaders in the study. 75% of the leaders are women, whereas 25% are men. This shows that women hold a large number of leadership roles in the schools that were polled.

The Department of Education Philippines says that women often have great organizational, mentoring, and collaborative abilities when they are in charge of schools. This is a tendency that is seen in the fact that most leaders are women. Their presence has a good effect on instructional supervision, helps teachers grow, and helps create a professional learning atmosphere that encourages teachers to keep learning and growing.

Male leaders may be fewer in number, but they bring a lot of different ideas and ways of running a school to the table. Gonzales and Ramos say that having them around can make decision-making easier and give male students good role models, which will help create a more balanced and inclusive leadership style in the school.

The gender distribution of instructional leaders reveals that there are a lot of women in these roles. These women have abilities in organization, mentoring, and working together that help teachers grow and create professional learning environments. Even if there are fewer male leaders, they bring a lot of different points of view and ways of managing schools. Their presence can improve the way decisions are made and give male students good examples to follow, which will help schools have balanced and inclusive leadership.

**Highest Educational Attainment.** Table 9 shows the highest educational attainment of the respondents.

**Table 9.** Highest Educational Attainment.

<b>Highest Educational Attainment</b>	<b>Frequency n = 8</b>	<b>Percentage</b>
CAR Doctoral Degree	1	12.50
Doctoral Degree Units	1	12.50
CAR Master's Degree	6	75
<b>Total</b>	<b>8</b>	<b>100</b>

Table 9 displays the highest educational attainment of the eight instructional leaders in the study. The majority of the leaders, at 75%, have earned a Career Advancement Requirement (CAR)

Master's Degree, with 12.5% holding a CAR Doctoral Degree and another 12.5% having finished Doctoral Degree units. This suggests that the majority of instructional leaders have pursued additional graduate-level education to strengthen both their leadership and instructional skills, demonstrating a dedication to professional development and school improvement.

The large number of instructional leaders with CAR Master's degrees emphasizes the necessity of continual professional development and continuous learning in school leadership positions. According to De Leon and Castillo's research, leaders with postgraduate degrees have superior skills in curriculum administration, instructional supervision, and teacher mentoring—all of which are critical for improving school performance. Similarly, Ramos and Bautista argue that graduate education provides school leaders with research skills and strategic decision-making abilities, allowing them to implement evidence-based methods that improve teaching and learning results.

Although fewer in number, instructional leaders with CAR Doctoral Degrees or Doctoral Units contribute specific experience and serve as models of professional development in their schools. According to Manlapig and Torres, these leaders frequently initiate curriculum innovations, lead instructional initiatives, and coach both fellow school leaders and teachers, all of which contribute to the development of an academic excellence and continuous improvement culture.

The educational attainment profile identifies a leadership team with strong academic qualifications, combining advanced professional knowledge with relevant experience. This combination improves instructional monitoring, promotes teacher development, and guarantees that school initiatives are effectively implemented, resulting in better learner outcomes.

**Length of Service.** Table 10 indicates the number of years in service of the respondents.

**Table 10.** Length of Service as Instructional Leader.

Length of Service	Frequency n = 8	Percentage
More than 16 years	1	12.50
11 – 15 years	2	25
6 – 10 years	0	0
1 – 5 years	5	65.50
<b>Total</b>	<b>8</b>	<b>100</b>
<b>Average</b>	<b>7.38</b>	-
<b>Standard Deviation</b>	<b>5.83</b>	-

Table 10 depicts the distribution of instructional leaders based on their length of time in leadership positions. The majority of respondents, 65.5%, have held leadership positions for one to five years, followed by 25% with 11 to 15 years of experience and 12.5% with more than 16 years. Interestingly, none of the leaders reported serving between six and 10 years. The computed average of 7.38 years, with a standard deviation of 5.83, indicates that the majority of instructional leaders are in their early stages of leadership, while a smaller minority has substantial expertise and long-term institutional knowledge.

The concentration of instructional leaders with one to five years of experience demonstrates a leadership team energized with new perspectives, energy, and a willingness to embrace innovative methods to school management. At the same time, the presence of a few older executives guarantees that institutional knowledge and experienced assistance are readily available. Reyes and Mercado observe that early-career leaders frequently display adaptability and drive to implement

instructional modifications, which can increase teacher effectiveness and, ultimately, student learning results.

Instructional leaders with 11 years or more of experience contribute essential institutional expertise, mentorship, and stability to their schools. As Dela Cruz and Javier point out, these experienced leaders frequently play crucial roles in curriculum implementation, teacher professional development, and policy enforcement, assuring educational practice continuity and consistency. Their expertise provides a stable counterpoint to the enthusiasm, inventiveness, and new insights brought by newer leaders, resulting in a balanced and effective leadership team.

The length of service profile demonstrates a leadership team that balances emerging potential and seasoned experience. This balance promotes the development of professional learning communities, increases instructional monitoring, and encourages ongoing improvement in teaching quality and overall school performance.

**Relevant Training, Seminars, and Workshops Attended.** Table 11 presents the highest level of appropriate training, seminars, and workshops attended by the respondents.

**Table 11.** Relevant Training, Seminars, and Workshops Attended.

Highest Educational Attainment	Frequency n = 8	Percentage
National	2	25
Regional	4	50
Division	2	25
<b>Total</b>	<b>8</b>	<b>100</b>

Table 11 displays the distribution of instructional leaders according to the greatest level of training, seminars, and workshops they have attended. Half of the leaders (50%) participated in regional-level programs, 25% in national-level initiatives, and the remaining 25% in division-level training. This pattern implies that instructional leaders' professional development is primarily centered at the regional level, providing them with greater exposure to leadership techniques, policy revisions, and novel instructional practices.

Participation in regional and national training equips instructional leaders with the information and abilities required to effectively steer school improvement and support teachers. According to Manalo and Cruz, exposure to these higher-level programs encourages leaders to adopt creative methods, implement curriculum reforms, and use evidence-based strategies, all of which contribute to improved teacher performance and student learning outcomes.

Although participation in division-level training is limited, it demonstrates instructional leaders' involvement in localized professional development that addresses school-specific requirements and context-driven leadership approaches. Bautista and Ramos underline that such programs encourage collaboration among school leaders within the same division, as well as mentoring networks and practical answers to day-to-day instructional issues.

The distribution of training attendance demonstrates that instructional leaders actively pursue professional development at the national, regional, and division levels. Leaders who draw on knowledge and tactics from these diverse training opportunities are more ready to provide effective instructional supervision, mentor teachers, and develop school-wide programs that improve teaching quality and support positive student outcomes.

## LEVEL OF INSTRUCTIONAL LEADERSHIP PRACTICES OF THE SCHOOL HEADS

The following tables reveal the level of instructional leadership practices of the school heads in terms of planning and preparation, classroom observation, feedback and evaluation, professional learning continuity, and overall effectiveness.

**Planning and Preparation.** This refers to the school head’s ability to organize and structure instructional activities in a way that supports effective teaching and meaningful learning. This domain emphasizes setting clear goals, designing appropriate strategies, and guiding teachers to align their lessons with curriculum standards and intended learning outcomes.

**Table 12.** Planning and Preparation.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I communicate clear expectations to teachers regarding lesson planning and instructional preparation.	4.50	0.53	VHE
2. I systematically plan and organize instructional supervision activities in the school.	4.00	0.76	HE
3. I collaborate with teachers in identifying areas for instructional improvement.	4.25	0.46	VHE
4. I ensure that adequate instructional materials and resources are available to support effective teaching.	4.13	0.83	HE
<b>COMPOSITE MEAN</b>	<b>4.22</b>	<b>0.65</b>	<b>VHE</b>

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

Regarding the level of instructional leadership practices of school heads in planning and preparation, the results show that this domain is very highly evident, with a composite mean of 4.22 and a standard deviation of 0.65. This suggests that school heads consistently exhibit strong leadership in organizing and preparing instructional activities. Through effective planning, they are able to set clear instructional goals, align teaching practices with curriculum standards, and provide guidance that helps teachers deliver high-quality instruction in their classrooms.

Among the indicators, the statement “I communicate clear expectations to teachers regarding lesson planning and instructional preparation” received the highest weighted mean of 4.50, interpreted as Very Highly Evident. This suggests that school heads consistently provide clear guidance and direction to teachers in preparing lessons and instructional strategies. By communicating expectations effectively, leaders help teachers align their classroom practices with both learning objectives and broader school goals. As noted by Leithwood and Harris[42], effective school leaders set clear instructional goals and expectations, which in turn support improved teaching practices and enhanced student learning outcomes.

The indicator “I collaborate with teachers in identifying areas for instructional improvement” also received a Very Highly Evident rating, with a weighted mean of 4.25. This suggests that school heads actively engage teachers in collaborative efforts to pinpoint areas in need of instructional enhancement. Such collaboration fosters professional dialogue, shared responsibility, and the development of more effective teaching strategies. Nguyen and Nguyen[43] emphasize that

instructional leadership practices that prioritize teacher collaboration play a crucial role in improving teaching quality and supporting the professional growth of educators.

Meanwhile, the items “I systematically plan and organize instructional supervision activities in the school” and “I ensure that adequate instructional materials and resources are available to support effective teaching” received Highly Evident ratings, with weighted means of 4.00 and 4.13, respectively. This indicates that school heads frequently demonstrate these practices, though there remains room to further enhance the systematic planning of supervision and the provision of instructional resources. Hallinger[44] highlights that strategic planning and the effective allocation of instructional materials are key responsibilities of school leaders, essential for sustaining high-quality teaching and learning in schools.

Overall, the findings suggest that school heads demonstrate very high levels of planning and preparation in their instructional leadership practices. They play a vital role in guiding teachers, organizing instructional programs, and ensuring that classroom activities align with school goals. By emphasizing careful planning and collaboration, instructional leaders help enhance teachers’ instructional competence and professional commitment. As noted by Bush[45], effective instructional leadership strengthens a school’s teaching capacity by providing continuous guidance and support, enabling teachers to improve their practices and deliver quality learning experiences.

In conclusion, the very highly evident level of planning and preparation shows that school heads are actively fulfilling their roles as instructional leaders. Through clear communication of expectations, collaborative engagement with teachers, systematic organization of supervision activities, and the provision of necessary instructional resources, they play a pivotal role in enhancing teaching quality. These practices not only strengthen instructional effectiveness but also promote continuous improvement in student learning outcomes across the school.

**Classroom Observation.** This focuses on the role of school heads in overseeing classroom instruction to promote effective teaching. It involves monitoring teachers’ instructional methods, classroom management, and how students engage in learning, with the goal of recognizing strengths and identifying areas where improvement is needed.

**Table 13.** Classroom Observation.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I conduct classroom observations regularly to monitor teaching practices.	4.25	0.71	VHE
2. My classroom observations focus on improving instructional strategies rather than merely checking compliance.	4.38	0.74	VHE
3. I conduct classroom observations in a supportive and professional manner.	4.50	0.76	VHE
4. I inform teachers in advance about observation schedules and objectives.	4.38	0.92	VHE
<b>COMPOSITE MEAN</b>	<b>4.38</b>	<b>0.78</b>	<b>VHE</b>

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The findings show that classroom observation as an instructional leadership practice is very highly evident, with a composite mean of 4.38 and a standard deviation of 0.78. This indicates that school heads are actively engaged in monitoring classroom instruction and providing regular supervision to

ensure that effective teaching practices are being implemented. Classroom observation is a crucial aspect of instructional leadership, as it allows school leaders to directly observe teaching strategies, assess classroom dynamics, and identify areas where teachers may need support or guidance.

Among the specific indicators, the item “I conduct classroom observations in a supportive and professional manner” received the highest weighted mean of 4.50, which is interpreted as Very Highly Evident. This suggests that school heads approach classroom observation with professionalism and encouragement, creating a positive and constructive environment for teachers. By conducting observations in a supportive way, school leaders help teachers feel valued and motivated to improve their instructional practices. Leithwood[46] emphasizes that instructional leaders who provide constructive and supportive supervision foster a culture of trust, enabling teachers to continuously refine their teaching and enhance classroom effectiveness.

The indicators “My classroom observations focus on improving instructional strategies rather than merely checking compliance” and “I inform teachers in advance about observation schedules and objectives” both received a weighted mean of 4.38, interpreted as Very Highly Evident. This suggests that school heads conduct classroom observations with a strong focus on professional growth, rather than simply monitoring compliance. By informing teachers ahead of time about observation schedules and objectives, leaders promote transparency and allow teachers to prepare thoughtfully for the process. Hallinger emphasizes that effective instructional supervision prioritizes the enhancement of teaching strategies through reflective observation and constructive dialogue, fostering meaningful professional development for educators.

Meanwhile, the indicator “I conduct classroom observations regularly to monitor teaching practices” received a weighted mean of 4.25, also interpreted as Very Highly Evident. This indicates that school heads consistently visit classrooms to observe teaching methods and student learning interactions. Regular observations allow leaders to identify both strengths and areas that need improvement in instructional delivery. Nguyen emphasizes that frequent classroom monitoring by school leaders plays a key role in enhancing teaching quality and overall instructional effectiveness.

Overall, the results indicate that classroom observation practices are carried out at a very high level by school heads. These practices reflect the leaders’ strong commitment to closely monitoring instruction while supporting teachers in enhancing their classroom performance. By emphasizing guidance, transparency, and collaboration, instructional supervision helps strengthen teachers’ professional competencies. As highlighted by Bush, effective classroom observation is a critical strategy for school leaders to improve instructional practices and ensure that learning objectives are successfully met.

In conclusion, the very highly evident level of classroom observation shows that school heads actively engage in supervising instructional practices and fostering professional growth among teachers. Their consistent efforts in observing classroom instruction, providing supportive feedback, and emphasizing instructional improvement contribute significantly to enhancing teaching effectiveness and promoting better student learning outcomes within the school.

**Feedback and Evaluation.** This domain highlights the crucial role of school heads in providing constructive feedback and conducting fair evaluations that support teachers’ professional growth. It emphasizes engaging teachers in meaningful discussions about their instructional performance, identifying areas for improvement, and recommending strategies to enhance teaching practices.

**Table 14.** Feedback and Evaluation.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I provide constructive feedback to teachers after classroom observations.	4.50	0.53	VHE
2. The feedback I provide is specific, relevant, and helpful in improving teaching performance.	4.38	0.74	VHE
3. I encourage teachers to reflect on their instructional practices after receiving feedback.	4.63	0.52	VHE
4. My feedback sessions aim to promote professional growth and development.	4.50	0.76	VHE
<b>COMPOSITE MEAN</b>	<b>4.50</b>	<b>0.64</b>	<b>VHE</b>

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

In terms of instructional leadership practices related to feedback and evaluation, the findings show that this domain is very highly evident, with a composite mean of 4.50 and a standard deviation of 0.64. This indicates that school heads consistently provide meaningful feedback and conduct evaluations that actively support teachers’ professional growth. By offering constructive guidance and fair assessments, school leaders help teachers refine their instructional practices, enhance classroom performance, and foster continuous improvement in teaching and learning.

Among the indicators, the statement “I encourage teachers to reflect on their instructional practices after receiving feedback” received the highest weighted mean of 4.63, interpreted as Very Highly Evident. This suggests that school heads actively foster reflective practice as a key component of feedback. By encouraging teachers to critically examine their teaching strategies, recognize their strengths, and identify areas for improvement, leaders promote continuous professional growth. Hattie and Zierer[47] emphasize that reflective feedback is a powerful tool for enhancing instructional competence, as it motivates teachers to engage in ongoing self-evaluation and learning.

The items “I provide constructive feedback to teachers after classroom observations” and “My feedback sessions aim to promote professional growth and development” both received a weighted mean of 4.50, interpreted as Very Highly Evident. These findings indicate that school heads focus on providing feedback that is constructive and geared toward professional growth rather than simply evaluative. Such feedback helps build teachers’ confidence and guides them in improving their instructional practices. Kraft and Blazar[48] highlight that feedback is most effective when it emphasizes professional development and offers practical strategies for enhancing classroom teaching.

Meanwhile, the indicator “The feedback I provide is specific, relevant, and helpful in improving teaching performance” received a weighted mean of 4.38, also interpreted as Very Highly Evident. This shows that school heads make sure their feedback is clear, focused, and directly linked to teachers’ instructional practices. Providing specific and relevant feedback helps teachers understand exactly how to enhance their teaching methods and classroom management. Wisniewski[49] emphasizes that detailed and timely feedback greatly improves teachers’ instructional decision-making and supports ongoing professional growth.

Overall, the findings indicate that school heads consistently implement feedback and evaluation practices at a very high level. By engaging teachers in meaningful post-observation discussions and

offering constructive evaluations, school leaders actively support the improvement of instructional strategies and classroom performance. Leithwood emphasizes that instructional leaders who provide ongoing feedback and professional guidance play a vital role in enhancing teaching quality and cultivating a culture of continuous professional learning within schools.

In conclusion, the very highly evident level of feedback and evaluation shows that school heads are deeply committed to supporting teachers' professional growth. By providing constructive feedback and fostering reflective evaluation practices, they guide teachers toward improving instructional strategies and enhancing overall teaching performance. These leadership efforts help cultivate a culture of continuous improvement, ultimately benefiting both educators and learners within the school community.

**Professional Learning Continuity.** This emphasizes the role of school heads in supporting and sustaining teachers' professional growth. This domain highlights how leaders encourage continuous learning by facilitating access to trainings, seminars, mentoring programs, and collaborative opportunities, ensuring that teachers remain engaged in ongoing development and improvement of their instructional practices.

**Table 15.** Professional Learning Community.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I recommend professional development programs based on the identified needs of teachers.	4.13	0.38	HE
2. I provide support to teachers in addressing instructional challenges.	4.25	0.71	VHE
3. I encourage teachers to implement innovative and effective teaching strategies.	4.25	0.71	VHE
4. I promote a culture of collaboration and continuous learning among teachers.	4.50	0.76	VHE
<b>COMPOSITE MEAN</b>	<b>4.28</b>	<b>0.75</b>	VHE

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The findings on Professional Learning Continuity reveal that school heads perform at a very highly evident level, with a composite mean of 4.28 and a standard deviation of 0.75. This suggests that school leaders actively foster collaboration, support teachers in addressing instructional challenges, and promote ongoing professional development, ensuring that teachers continue to grow and refine their teaching practices.

The highest-rated item, “I promote a culture of collaboration and continuous learning among teachers,” received a weighted mean of 4.50, indicating that school heads actively nurture a cooperative environment. In this setting, teachers are encouraged to share ideas, reflect on their practices, and work together to improve instructional methods. According to Hargreaves and Fullan[50], fostering a strong collaborative culture within schools not only enhances teacher performance but also strengthens overall instructional quality.

The items “I provide support to teachers in addressing instructional challenges” and “I encourage teachers to implement innovative and effective teaching strategies” both received a weighted mean of 4.25, interpreted as Very Highly Evident. This shows that school heads actively assist teachers in

overcoming classroom difficulties while also inspiring them to adopt creative, evidence-based teaching approaches. As noted by Kraft and Papay[51], ongoing leadership support combined with the encouragement of instructional innovation greatly enhances teaching effectiveness and positively impacts student learning outcomes.

Overall, the findings suggest that school heads play a vital role in creating a professional learning community where collaboration, reflection, and growth are at the forefront. By actively supporting teachers, encouraging innovative teaching strategies, and promoting shared learning, they help improve instructional quality and strengthen the school as a whole. As Leithwood emphasizes, nurturing a PLC is essential for sustaining effective teaching and fostering a positive, cooperative, and growth-oriented school environment.

**The Overall Effectiveness.** This domain captures how well school heads carry out their instructional leadership responsibilities as a whole. It reflects their ability to bring together planning, classroom observation, feedback, and professional development initiatives in a way that meaningfully supports teachers and enhances student learning. This domain highlights how integrated leadership practices contribute to a school environment where teaching quality is consistently improved and student outcomes are positively impacted.

**Table 16.** Overall Effectiveness.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I recommend professional development programs based on the identified needs of teachers.	4.38	0.74	VHE
2. I provide support to teachers in addressing instructional challenges.	4.13	0.83	HE
3. I encourage teachers to implement innovative and effective teaching strategies.	4.13	0.83	HE
4. I promote a culture of collaboration and continuous learning among teachers.	4.00	0.93	HE
<b>COMPOSITE MEAN</b>	<b>4.16</b>	<b>0.83</b>	HE

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The results on the overall effectiveness of school heads’ instructional leadership show that this domain is highly evident, with a composite mean of 4.16 and a standard deviation of 0.83. This suggests that school leaders consistently guide teaching practices, support teachers’ professional growth, and foster a collaborative learning environment. While their leadership is strong, there is still potential to further enhance these practices and achieve the very highest level of effectiveness.

Among the indicators, the statement “I recommend professional development programs based on the identified needs of teachers” received the highest weighted mean of 4.38, interpreted as Very Highly Evident. This shows that school heads take a proactive role in recognizing the specific needs of their teachers and providing targeted opportunities for growth. As noted by Nguyen and Nguyen, aligning professional development with teachers’ actual needs is key to improving instructional skills and promoting ongoing improvement in classroom practices.

The indicators “I provide support to teachers in addressing instructional challenges” and “I encourage teachers to implement innovative and effective teaching strategies” each received a

weighted mean of 4.13, interpreted as Highly Evident. This suggests that school heads regularly guide teachers in overcoming classroom challenges while inspiring them to try creative, evidence-based teaching methods. According to Kraft and Papay, consistent leadership support and encouragement for instructional innovation play a crucial role in boosting teacher performance and enhancing student learning outcomes.

Meanwhile, the indicator “I promote a culture of collaboration and continuous learning among teachers” received a weighted mean of 4.00, interpreted as Highly Evident. This shows that school heads actively encourage teamwork and reflective practices among teachers, though there is still room to further strengthen collaborative professional learning. Hargreaves and Fullan emphasize that fostering collaboration and shared learning is essential for building a strong professional learning culture that enhances teaching practices throughout the school.

Overall, the findings show that school heads consistently exhibit strong instructional leadership across key areas. By identifying and supporting teachers’ professional development needs, encouraging innovative teaching practices, and fostering collaboration, they help improve the quality of instruction and positively impact student learning. These results highlight the vital role of school leaders in maintaining a productive and supportive teaching environment, while also pointing to opportunities for further growth to reach the highest levels of instructional effectiveness.

**Summary on the Level of Instructional Leadership.** Table 17 presents the level of instructional leadership practices of the school heads in terms of planning and preparation, classroom observation, feedback and evaluation, professional learning continuity, and overall effectiveness.

**Table 17.** Summary on the Level of Instructional Leadership.

Items	Weighted Mean	Standard Deviation	Interpretation
Planning and Preparation	4.22	0.65	VHE
Classroom Observation	4.38	0.78	VHE
Feedback and Evaluation	4.50	0.64	VHE
Professional Learning Continuity	4.28	0.75	VHE
Overall Effectiveness	4.16	0.83	HE
<b>OVERALL MEAN</b>	<b>4.31</b>	<b>0.73</b>	<b>VHE</b>

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The study on instructional leadership shows that school heads consistently demonstrate strong leadership across multiple domains. With an overall mean of 4.31 and a standard deviation of 0.73, their instructional leadership is very highly evident. This reflects a sustained commitment to guiding teaching practices, supporting teachers’ professional growth, and fostering a collaborative school environment—ultimately enhancing both teacher performance and student learning outcomes.

Among the domains, Feedback and Evaluation stood out with the highest weighted mean of 4.50, interpreted as Very Highly Evident. This indicates that school heads place strong emphasis on providing constructive, relevant, and reflective feedback to teachers. Such practices support teachers’ professional growth and align with Hattie and Zierer’s findings, which highlight feedback as a critical factor in improving instructional quality and fostering continuous learning.

Classroom Observation (WM = 4.38, VHE) and Professional Learning Continuity (WM = 4.28, VHE) also reflect very high levels of implementation. These findings show that school heads not only monitor classroom practices consistently but also nurture professional learning communities that encourage collaboration, innovation, and reflective teaching. As Leithwood notes, effective

instructional leaders actively engage in classroom supervision while sustaining professional learning opportunities, both of which play a vital role in enhancing overall teaching effectiveness.

Planning and Preparation received a weighted mean of 4.22, interpreted as Very Highly Evident, indicating that school heads place strong emphasis on systematic instructional planning and provide clear guidance to help teachers prepare effectively. Meanwhile, Overall Effectiveness obtained a slightly lower weighted mean of 4.16, interpreted as Highly Evident. This suggests that while school heads consistently demonstrate effective leadership across most domains, there remains room to further strengthen certain aspects of their practices to achieve the highest level of impact on teaching and learning.

Collectively, the findings show that school heads exhibit a very high level of competence in instructional leadership. They consistently guide and support teachers' professional growth, encourage reflective and innovative teaching practices, and foster a collaborative, learning-focused school culture. These leadership practices play a vital role in enhancing teaching quality and improving student learning outcomes. As Bush emphasizes, strong instructional leadership is essential for sustaining effective teaching and cultivating a positive, productive, and growth-oriented school environment.

### LEVEL OF TEACHERS' PERFORMANCE

The following tables reveal the level of teachers' performance in terms of the following skills: content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement and personal growth and professional development.

**Content Knowledge and Pedagogy.** This domain examines how teachers demonstrate a strong grasp of their subject matter, implement effective teaching strategies, integrate concepts across disciplines, and use diverse instructional approaches to support student understanding and learning outcomes.

**Table 18.** Content Knowledge and Pedagogy.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I demonstrate mastery of the subject matter I teach.	4.25	0.55	VHE
2. I use appropriate teaching strategies to explain lessons clearly.	4.13	0.51	HE
3. I integrate concepts across subject areas when appropriate.	4.18	0.58	HE
4. I use varied teaching methods to enhance student understanding.	4.13	0.67	HE
5. I apply current educational theories and practices in my teaching.	4.02	0.56	HE
<b>COMPOSITE MEAN</b>	<b>4.14</b>	<b>0.57</b>	HE

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

In terms of content knowledge and pedagogy, the findings indicate that teachers perform at a highly evident level, with a composite mean of 4.14 and a standard deviation of 0.57. This suggests that teachers possess strong mastery of the subjects they teach and apply effective instructional strategies that promote clarity and understanding. While some methods may be used more consistently than others, their overall competence in content and pedagogy provides a solid

foundation for meaningful learning experiences. As noted by Mishra[52], the integration of subject expertise with effective teaching approaches—known as pedagogical content knowledge—is essential for quality instruction and improved student outcomes.

Moreover, teachers’ ability to integrate concepts across subject areas and employ diverse instructional methods demonstrates their competence in adapting and enriching lessons to meet students’ needs. Research by Ball and Forzani[53] emphasizes that educators who use varied teaching strategies not only strengthen learners’ conceptual understanding but also support differentiated instruction, particularly in classrooms with diverse student abilities. In addition, practices grounded in current educational theories and responsive to learner diversity help sustain engagement and promote academic success. Grossman[54] further note that the effective application of contemporary pedagogical approaches enhances both teacher effectiveness and student achievement across grade levels. Together, these findings confirm that teachers in this study consistently apply strong content knowledge and pedagogical skills, creating a dynamic and effective learning environment.

**Learning Environment.** This domain focuses on how teachers create and sustain a positive, safe, and engaging classroom atmosphere. It highlights practices that foster student motivation, respect, and active participation, ensuring that learners feel valued and supported while exploring and constructing knowledge. A well-managed learning environment promotes collaboration, minimizes disruptions, and encourages students to take ownership of their learning experiences.

**Table 19.** Learning Environment.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I maintain a classroom environment that is safe and conducive to learning.	4.51	0.63	VHE
2. I establish clear classroom rules and routines.	4.44	0.57	VHE
3. I promote respect and fairness among learners.	4.80	0.40	VHE
4. I manage classroom behavior effectively.	4.29	0.60	VHE
5. I encourage positive learner participation.	4.58	0.53	VHE
<b>COMPOSITE MEAN</b>	<b>4.52</b>	<b>0.55</b>	VHE

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The results show that teachers excel in creating a positive learning environment, with a very highly evident performance reflected by a composite mean of 4.52 and a standard deviation of 0.55. They consistently maintain classrooms that are safe and conducive to learning (WM = 4.51, VHE), helping students feel secure and ready to engage in academic activities. By establishing clear classroom rules and routines (WM = 4.44, VHE), teachers provide structure that guides behavior and supports a predictable learning setting, which is especially important for young and diverse learners[55]. The highest rating was achieved in promoting respect and fairness among students (WM = 4.80, VHE), highlighting teachers’ dedication to fostering equity, positive peer interactions, and an inclusive classroom culture[56].

Teachers demonstrate strong classroom management skills (WM = 4.29, VHE), effectively balancing the maintenance of order with supporting student autonomy. This ensures that learning time is maximized while minimizing disruptions. Their ability to encourage positive learner participation (WM = 4.58, VHE) further highlights strategies that actively engage students in meaningful activities, fostering motivation and deeper involvement in the learning process. As noted by Marzano[57], classrooms that are well-organized, with clear expectations, consistent routines, and opportunities for active participation, significantly enhance both student behavior and academic outcomes.

Overall, these findings suggest that the teachers in this study successfully cultivate a learning environment that is safe, respectful, and engaging. Their practices ensure that students feel valued, supported, and motivated to participate actively in their learning. By combining clear structure, fairness, and opportunities for meaningful engagement, teachers promote both academic achievement and socio-emotional growth, reflecting contemporary best practices that emphasize holistic student development[58].

**Diversity of Learners.** This domain focuses on how teachers recognize and respond to the varied learning needs, abilities, and backgrounds of their students. It emphasizes inclusive and equitable teaching practices that ensure all learners have opportunities to succeed, regardless of their differences.

**Table 20.** Diversity of Learners.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I recognize individual differences among learners.	4.40	0.63	VHE
2. I adapt my teaching strategies to meet diverse learning needs.	4.20	0.62	HE
3. I provide appropriate support to learners with difficulties.	4.18	0.58	HE
4. I encourage inclusive learning practices.	4.42	0.66	VHE
5. I respect learners' cultural and socio-economic backgrounds.	4.58	0.57	VHE
<b>COMPOSITE MEAN</b>	<b>4.36</b>	<b>0.61</b>	<b>VHE</b>

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The results show that teachers perform at a very highly evident level in addressing the diversity of learners, with a composite mean of 4.36 and a standard deviation of 0.61. Teachers consistently acknowledge individual differences among students (WM = 4.40, VHE) and actively promote inclusive learning practices (WM = 4.42, VHE), demonstrating sensitivity to the unique needs, strengths, and backgrounds of each learner. Their attention to respecting cultural and socio-economic diversity (WM = 4.58, VHE) highlights a commitment to creating equitable opportunities for all students. As noted by Gay[59], valuing and responding to student diversity is crucial for fostering inclusive classrooms where learners feel respected, supported, and motivated to engage fully in their learning.

Teachers also adapt their instructional strategies to accommodate diverse learning needs (WM = 4.20, HE) and provide targeted support to students who face learning challenges (WM = 4.18, HE).

These practices reflect the principles of differentiated instruction, which are essential for addressing varying academic abilities, learning styles, and special needs within the classroom. As Tomlinson[60] emphasizes, tailoring instruction to meet individual learner differences not only promotes engagement and reduces learning gaps but also ensures that all students have equitable access to the curriculum.

Overall, the findings show that teachers effectively implement practices that recognize and honor learner diversity while promoting an inclusive classroom environment. Each item reflects an essential component of teaching that acknowledges and supports students' individual characteristics. By combining respect, differentiated instructional strategies, and inclusive practices, teachers not only enhance academic achievement but also foster socio-emotional growth, embodying contemporary standards of holistic and equitable education[61].

**Curriculum and Planning.** This domain examines how teachers design, organize, and implement lesson plans and learning activities that align with curriculum standards. It emphasizes purposeful and coherent instruction, ensuring that teaching is structured, goal-oriented, and effectively supports student learning outcomes.

**Table 21.** Curriculum and Planning.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I prepare lesson plans aligned with the MELCs.	4.45	0.50	VHE
2. I organize lessons logically to achieve learning objectives.	4.33	0.47	VHE
3. I select appropriate instructional materials and resources.	4.24	0.47	VHE
4. I integrate ICT and other learning resources in lesson planning.	4.35	0.62	VHE
5. I adjust my plans based on learners' progress and needs.	4.29	0.50	VHE
<b>COMPOSITE MEAN</b>	<b>4.33</b>	<b>0.51</b>	VHE

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The results indicate that teachers demonstrate very high performance in curriculum and planning, with a composite mean of 4.33 and a standard deviation of 0.51. They consistently prepare lesson plans that align with the Most Essential Learning Competencies (MELCs) (WM = 4.45, VHE) and organize lessons in a logical sequence to achieve learning objectives (WM = 4.33, VHE). Teachers thoughtfully select instructional materials (WM = 4.24, VHE) and effectively integrate ICT and other learning resources (WM = 4.35, VHE), showing a strategic approach to lesson planning that enhances student engagement and learning outcomes. According to Puentedura[62], incorporating technology and relevant resources in curriculum planning strengthens lesson delivery and supports differentiated instruction, ensuring that diverse learner needs are met.

Teachers also demonstrate flexibility by adjusting their lesson plans based on learners' progress and needs (WM = 4.29, VHE), highlighting their responsiveness to the classroom dynamics. Research by Tomlinson underscores that adaptive planning is essential for accommodating individual learning paces, ensuring that all students can achieve mastery of the objectives. These practices

collectively reflect a systematic, student-centered approach to lesson preparation, which is fundamental for effective teaching and meaningful learning experiences.

**Assessment and Reporting.** This domain focuses on how teachers evaluate student learning through suitable assessment tools, interpret the results to understand students' progress, provide constructive feedback, and accurately document and report performance to guide teaching decisions.

**Table 22.** Assessment and Reporting.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I use varied assessment tools to measure learner performance.	4.25	0.52	VHE
2. I provide timely and constructive feedback to learners.	4.15	0.59	HE
3. I align assessment tasks with learning objectives.	4.38	0.53	VHE
4. I keep accurate records of learners' performance.	4.55	0.50	VHE
5. I communicate assessment results effectively to learners and parents.	4.27	0.59	VHE
<b>COMPOSITE MEAN</b>	<b>4.32</b>	<b>0.55</b>	<b>VHE</b>

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The findings show that teachers excel in assessment and reporting, with a composite mean of 4.32 and a standard deviation of 0.55, indicating a very high level of performance. They use a variety of assessment tools to gauge student learning (WM = 4.25, VHE) and provide timely, constructive feedback (WM = 4.15, HE) that helps learners recognize areas for growth. By aligning assessments with learning objectives (WM = 4.38, VHE), teachers ensure that evaluations are meaningful and purposeful. Additionally, keeping accurate records of student performance (WM = 4.55, VHE) enables informed decisions that guide effective instruction.

Teachers also communicate assessment results effectively to both learners and parents (WM = 4.27, VHE), promoting transparency and fostering collaboration in the learning process. As noted by Black and Wiliam[63], using a variety of assessment methods that align with learning goals and are paired with constructive feedback greatly enhances student engagement and achievement. Additionally, Brookhart[64] highlights that accurate record-keeping and timely reporting not only support instructional planning but also strengthen the partnership between teachers, students, and parents. Together, these practices show that teachers thoughtfully integrate assessment and reporting into their instruction to monitor learning and encourage continuous improvement.

**Community Linkages and Professional Engagement.** This domain focuses on how teachers actively connect with parents, colleagues, and community members to support student learning. It also emphasizes their participation in school initiatives and involvement in professional networks, reflecting a commitment to collaboration, shared responsibility, and continuous professional growth.

**Table 23.** Community linkages and Professional engagement.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I collaborate with parents to support learner development.	4.44	0.60	VHE
2. I participate in school and community activities.	4.60	0.53	HE
3. I work collaboratively with colleagues and school leaders.	4.71	0.46	VHE
4. I engage in professional organizations or learning communities.	4.49	0.54	VHE
5. I contribute positively to school initiatives and programs.	4.40	0.56	VHE
<b>COMPOSITE MEAN</b>	<b>4.53</b>	<b>0.54</b>	<b>VHE</b>

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

The findings show that teachers excel in community linkages and professional engagement, with a composite mean of 4.53 (VHE) and a standard deviation of 0.54. They actively collaborate with parents to support student growth (WM = 4.44, VHE) and participate in school and community activities (WM = 4.60, VHE), reflecting a strong commitment to connecting the classroom with the wider community. Teachers also work closely with colleagues and school leaders (WM = 4.71, VHE) and engage in professional networks or learning communities (WM = 4.49, VHE), demonstrating dedication to continuous learning, shared responsibility, and the overall improvement of their schools.

Teachers' active participation in school initiatives and programs (WM = 4.40, VHE) highlights their commitment to improving the learning environment beyond their own classrooms. As noted by Fullan[65], collaboration among educators, engagement with professional communities, and partnerships with parents are essential for boosting student outcomes and sustaining school effectiveness. Harris[66] also emphasizes that professional engagement and involvement in school and community programs strengthen teachers' ability to implement innovative practices and nurture a collaborative culture. Together, these practices show that teachers are not only dedicated to classroom instruction but also play an important role in the broader educational community, supporting both student growth and professional excellence.

**Personal Growth and Professional Development.** This domain highlights how teachers actively pursue continuous learning by reflecting on their instructional practices, participating in professional development programs, and applying new knowledge and skills to improve their teaching.

**Table 24.** Personal growth and Professional development.

Items	Weighted Mean	Standard Deviation	Interpretation
1. I reflect on my teaching practices to improve performance.	4.42	0.53	VHE
2. I participate in professional development activities (e.g., INSET, seminars).	4.67	0.51	VHE

3. I apply new learning from trainings to my teaching practice.	4.42	0.63	VHE
4. I demonstrate professionalism and ethical behavior at all times.	4.55	0.54	VHE
5. I show commitment to continuous personal and professional growth.	4.51	0.63	VHE
<b>COMPOSITE MEAN</b>	<b>4.51</b>	<b>0.57</b>	VHE

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

Table 24 indicates that teachers consistently demonstrate very high engagement in personal growth and professional development, reflected by a composite mean of 4.51 and a standard deviation of 0.57. Teachers regularly reflect on their instructional practices to enhance their performance (WM = 4.42, VHE) and actively take part in professional development activities such as INSETs, seminars, and workshops (WM = 4.67, VHE). They effectively apply the knowledge and skills gained from these programs to improve classroom instruction (WM = 4.42, VHE) while upholding professionalism and ethical standards in all aspects of their work (WM = 4.55, VHE).

Their strong commitment to continuous personal and professional growth (WM = 4.51, VHE) highlights the value of lifelong learning in teaching. Research by Darling-Hammond[67] shows that reflective practice and active participation in professional development greatly enhance teacher effectiveness and student learning outcomes. Similarly, Avalos[68] points out that applying new insights from trainings improves instructional quality and supports ongoing professional growth. Overall, the indicators in this domain illustrate that teachers are proactive in developing their skills, ensuring their teaching remains effective, responsive, and aligned with current educational standards.

**Summary on the Level of Teachers’ Performance.** Table 25 presents the level of teachers’ performance in terms of the following domains: content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement; **and** personal growth and professional development.

**Table 25.** Summary on the Level of Teachers’ Performance.

Items	Weighted Mean	Standard Deviation	Interpretation
<b>Content Knowledge and Pedagogy</b>	4.14	0.57	HE
Learning Environment	4.52	0.55	VHE
Diversity of Learners	4.36	0.61	VHE
Curriculum and Planning	4.33	0.51	VHE
Assessment and Reporting	4.32	0.55	VHE
<b>Community linkages and Professional engagement</b>	4.53	0.54	VHE
<b>Personal growth and Professional development</b>	4.51	0.57	VHE
<b>OVERALL MEAN</b>	<b>4.39</b>	<b>0.56</b>	VHE

**Legend:** 4.21 - 5.00 Very Highly Evident; 3.41 – 4.20 Highly Evident; 2.61 – 3.40 Moderately Evident; 1.81 – 2.60 Slightly Evident; 1.00 – 1.80 Not Evident

Table 25 provides a summary of teachers’ performance across seven key domains. The results show that teachers consistently perform at a very high level in most areas, including Learning Environment (WM = 4.52, VHE), Diversity of Learners (WM = 4.36, VHE), Curriculum and

Planning (WM = 4.33, VHE), Assessment and Reporting (WM = 4.32, VHE), Community Linkages and Professional Engagement (WM = 4.53, VHE), and Personal Growth and Professional Development (WM = 4.51, VHE). Content Knowledge and Pedagogy is slightly lower, at a highly evident level (WM = 4.14, HE), indicating strong but comparatively moderate application of subject mastery and teaching strategies. Overall, the composite mean of 4.39 reflects that teachers consistently demonstrate effective practices across multiple domains, contributing to quality instruction and positive student outcomes.

The high ratings across these domains indicate that teachers not only deliver instruction effectively but also create supportive, inclusive, and collaborative learning environments while actively pursuing professional growth. Darling-Hammond emphasizes that sustained teacher effectiveness depends on a balance of subject knowledge, pedagogical skill, classroom management, and professional engagement. Likewise, Fullan[69] highlights that collaboration among teachers, reflective practice, and responsiveness to learners' needs are essential for improving student outcomes and strengthening overall school performance. Taken together, these findings show that the teachers in this study possess the competencies needed to promote holistic student development and uphold high standards of educational excellence.

### TESTING SIGNIFICANT RELATIONSHIPS

**Level of instructional leadership practices of the school heads and teachers' performance.** Table 26 discloses the results of testing the relationship between the level of instructional leadership practices of the school heads and teachers' performance.

**Table 26.** Testing of Significant Relationships.

Variables	Computed r	Critical p-value	Decision	Interpretation
Level of instructional leadership practices of the school heads and the level of teachers' performance	0.862	0.006	Reject Ho	Significant

@ 0.05 level of significance

Table 26 shows the findings of the analysis into the association between school principals' instructional leadership strategies and teacher performance. The Pearson correlation found a substantial positive association ( $r = 0.862$ ,  $p\text{-value} = 0.006$ ). Because the  $p$ -value is less than 0.05, the null hypothesis is rejected, showing that the quality of instructional leadership displayed by school leaders is strongly related to teacher performance. This shows that good leadership strategies have a significant influence on teaching quality and overall educational outcomes.

The findings show that teachers' effectiveness—including topic mastery, teaching tactics, classroom management, assessment procedures, and professional engagement—is heavily influenced by the quality of instructional leadership given by school principals. Robinson[70] found that good instructional leadership enhances teaching methods and overall instructional quality, which benefits student learning. Similarly, Leithwood[71] states that school leaders who actively prepare classes, inspect classrooms, provide constructive criticism, and promote professional development have a major beneficial impact on teacher performance.

Furthermore, the strong relationship emphasizes the importance of leadership techniques that prioritize structured planning, collaborative supervision, and continuous professional development. Dela Cruz and Mendoza[72] discovered that continuous and coordinated direction from school leaders improves teacher motivation, instructional effectiveness, and student learning outcomes.

This shows that high-quality instructional leadership is critical to improving teacher effectiveness and, eventually, student academic success.

## **Chapter 4**

### **SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

This chapter presents the summary, findings, conclusion, and recommendations of the study.

#### **Summary**

This research assessed the instructional leadership practices of school heads in relation to teachers' performance in the secondary schools of Clarin District, Bohol Division during the School Year 2025–2026, as basis for the development of a Professional Development Plan. This research employed the descriptive method of research with the use of the standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

#### **Findings**

The findings revealed that the respondents' profiles varied in age, gender, highest educational attainment, years of service, and participation in relevant trainings, seminars, and workshops. Overall, the data indicate that most respondents are well-qualified and experienced, possessing the education and professional development background necessary to perform their teaching duties effectively.

The study also looked at how school heads perform in five key areas of instructional leadership: planning and preparation, classroom observation, feedback and evaluation, professional learning continuity, and overall effectiveness. The results show that school heads generally exhibit very high levels of leadership, especially in giving feedback, observing classrooms, and fostering professional learning communities. This reflects their strong commitment to guiding teachers, enhancing instructional practices, and nurturing a collaborative and growth-oriented school culture.

Regarding teachers' performance, the results revealed consistently high to very highly evident levels across all domains, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. This suggests that teachers not only apply effective instructional practices but also foster supportive, inclusive classrooms and actively engage in continuous professional growth.

Finally, the research tested the relationship between the level of instructional leadership practices of the school heads and teachers' performance. The results revealed a statistically significant relationship, indicating that higher levels of instructional leadership practices are associated with higher levels of teacher performance. This demonstrates that effective guidance, supervision, and professional support from school heads play a critical role in enhancing teachers' instructional quality and overall effectiveness.

#### **Conclusion**

The study concludes that the school heads in the participating schools demonstrate very high levels of instructional leadership, excelling in areas such as planning and preparation, classroom observation, feedback and evaluation, and fostering professional learning communities. Their consistent guidance and support create a collaborative environment that encourages instructional improvement. Correspondingly, teachers show high to very highly evident performance across multiple domains, including content mastery, classroom management, curriculum implementation, assessment practices, and professional development. These findings highlight the strong connection

between effective instructional leadership and teaching quality, underscoring the critical role of school heads in shaping teacher performance and improving student learning outcomes.

The study also revealed a statistically significant relationship between the instructional leadership practices of school heads and teachers' performance. This means that the stronger and more consistent the leadership provided, the higher the effectiveness of teachers in the classroom. It highlights the critical role of ongoing professional guidance, monitoring, and support in enhancing teaching quality. These findings emphasize the need for sustained and well-structured leadership practices, as they not only influence teacher performance but also shape the overall quality of education that students receive. Investing in the development of instructional leadership competencies among school heads is therefore essential for fostering professional growth among teachers and promoting excellence across the school.

## **Recommendations**

Based on the findings of this study, it is recommended that school heads continue to strengthen their instructional leadership, especially in planning, classroom observation, feedback, and professional learning continuity. They should focus on providing constructive and timely guidance, fostering teacher collaboration, and promoting a culture of continuous professional growth to sustain improvements in instructional quality. Additionally, participating in leadership training programs and workshops can further enhance their skills in instructional supervision and strategic planning, supporting both teacher development and overall school effectiveness.

It is recommended that teachers continue to maintain and further develop their competencies across all areas, including content knowledge, pedagogy, classroom management, curriculum planning, assessment, and professional growth. Actively participating in training, seminars, and professional learning communities will help teachers refine their instructional strategies and stay current with educational best practices. Furthermore, strengthening collaboration with school heads can help address challenges such as diverse learner needs, resource constraints, and time management, ensuring that instructional goals are achieved effectively and that student learning is maximized.

At the institutional level, the Department of Education and school administrators are encouraged to establish support systems that enhance professional development, ensure the availability of adequate teaching resources, and promote structured leadership and mentorship programs. Such initiatives can strengthen the effectiveness of instructional leadership, support teachers in improving their practices, and ultimately contribute to better learner outcomes and the overall success of schools.

## **Chapter 5**

### **OUTPUT OF THE STUDY**

#### **Rationale**

Effective instructional leadership is essential in ensuring high teacher performance, as school heads' guidance, supervision, and mentorship directly influence teaching quality and learner outcomes. Strong leadership practices—such as planning, classroom observation, constructive feedback, and fostering professional learning communities—enhance teachers' competencies in content mastery, pedagogy, assessment, classroom management, and professional development. The findings of this study revealed a significant relationship between instructional leadership and teacher performance, highlighting the need for a structured program to further strengthen leadership and instructional practices.

The proposed program is designed to equip school heads and teachers with practical strategies, essential resources, and mentoring opportunities to maintain high-quality instruction. By emphasizing leadership development, teacher professional growth, collaborative mentorship, and

resource support, the program seeks to enhance instructional outcomes while fostering a culture of continuous improvement, teamwork, and professional excellence within schools.

### Objectives

The program seeks to:

1. Strengthen the instructional leadership capacities of school heads in planning, supervision, feedback, and professional learning facilitation.
2. Enhance teachers’ competencies in content knowledge, pedagogy, assessment, classroom management, and professional development.
3. Foster collaboration and mentorship between school heads and teachers to improve instructional effectiveness.
4. Address practical challenges in teaching and leadership through resource provision and support system.

### Scheme of Implementation

The scheme of implementation outlines a structured, multi-phase plan that strengthens school heads’ leadership, enhances teacher competencies, fosters collaboration and mentorship, and provides resources and support to improve instructional effectiveness and student outcomes.

Area of Concern	Objectives	Strategies	Persons Involved	Budget	Budget Source	Time Frame	Evaluative Measures	Accomplishments	Remarks
Leadership Enhancement for School Heads	Strengthen school heads’ instructional leadership and mentoring skills	Conduct workshops on planning, supervision, feedback, and fostering professional learning communities; coaching on data-driven decision-making	School heads, DepEd Supervisors	Php 50,000	MO OE / Dep Ed Grants	Quarterly SY 2026–2027	School heads demonstrating improved leadership and mentoring; teacher feedback on guidance received	Improved instructional supervision and teacher support	Monitor workshop participation and follow-up sessions
Teacher Professional Development	Enhance teacher competence	Conduct seminars on differences	Teachers, School Heads	Php 75,000	MO OE / School	Quarterly SY 2026–2027	Teachers showing improved instructional	Strengthened teacher performance across	Include peer observation

ment	ncies in pedagogy, assessment, and classroom management	tiated instruction, inclusive teaching, ICT integration, assessment practices, and lesson planning aligned with MELCs Establish a mentorship program; regular classroom observations followed by structured feedback; teacher-led professional learning circles Provide instructional materials, ICT tools, print-rich resources;			Fun d		nal practices and student engagement	multiple domains	and reflection sessions
Collaborative Coaching and Mentors hip	Foster collaboration between school heads and teachers	observations followed by structured feedback; teacher-led professional learning circles Provide instructional materials, ICT tools, print-rich resources;	School heads, Teachers	Php 35,000	MO OE / PTA Fund	Throug hout SY 2026–2027	Teacher performance and engagement improve; feedback reports documented	Strengthened teacher performance and collaborative culture	Review progress after each observation cycle
Resource and Support Enhancement	Address teaching challenges and provide instructional support	instructional materials, ICT tools, print-rich resources;	Teachers, School Heads	Php 38,000	MO OE / School Fund	Throug hout SY 2026–2027	Teachers report easier lesson implementation; effective use of resources	Improved teaching effectiveness and learner outcomes	Monitor resource utilization and availability

		conduct time management and classroom management workshops							
Aligning leadership with Teacher Performance Standards	Strengthen school heads' instructional leadership and ensure alignment with teacher performance expectations	Conduct workshops on planning, supervision, and mentoring aligned with TPD standards; coaching on data-driven decision-making Regular classroom visits; structured observation checklist; provide supportive and actionable feedback; conduct reflection sessions	School heads, DepEd Supervisors	Php 75,000	MO OE / Dep Ed Grants	Quarterly SY 2026–2027	School heads demonstrate leadership aligned with standards; teacher feedback on guidance received	Improved instructional supervision and mentoring	Monitor workshop participation and follow-up coaching
Observing and providing constructive feedback	Improve classroom observation and feedback practices	observation checklist; provide supportive and actionable feedback; conduct reflection sessions	School heads, Teachers	Php 78,000	MO OE / School Fund	Quarterly SY 2026–2027	Teachers apply feedback; observation and reflection reports documented	Enhanced teacher performance and instructional quality	Include post-observation follow-up and adjustment

Monitoring & Adjustment	Ensure continuous improvement of instructional practices	Track teacher progress through mentoring; review student learning outcomes; adjust leadership support and professional development based on results	School heads, Teachers	Php 62,000	MO OE / PTA Fund	Throughout SY 2026–2027	Teacher performance improves; adjustments documented and implemented	Strengthened teaching and learning outcomes	Regular monitoring reports and feedback cycles

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