

DETERMINING THE INFLUENCE OF SCHOOL HEADS' INSTRUCTIONAL LEADERSHIP ON THE PROFESSIONAL PERFORMANCE OF ELEMENTARY TEACHERS IN THE LEGISLATIVE DISTRICT 6 OF THE DIVISION OF ISABELA

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Abstract

Instructional leadership is widely recognized as a critical factor in promoting teacher effectiveness and improving school outcomes; however, its influence on teachers' professional performance remains a subject of continuing investigation. This study examined the instructional leadership practices of school heads and their influence on the professional performance of teachers. Specifically, it assessed instructional leadership in terms of defining the school mission, managing instructional programs, and promoting a positive school learning climate, as well as teachers' professional performance in instructional competence, classroom management, assessment and evaluation practices, professional commitment, and participation in professional development activities. A descriptive-correlational research design was employed, utilizing a validated survey questionnaire administered to teachers. Descriptive statistics and multiple linear regression analysis were used to analyze the data.

The findings revealed that teachers generally agreed that their school heads effectively practiced instructional leadership across all dimensions. Among the leadership dimensions, managing instructional programs obtained the highest rating, indicating that school heads actively support and supervise instructional improvement. Similarly, teachers demonstrated high levels of professional performance across all assessed domains, with professional commitment receiving the highest rating. The results suggest that teachers are highly dedicated to their professional responsibilities and continuously engage in activities that enhance their competencies and instructional effectiveness.

Despite the favorable assessments of both instructional leadership and teacher performance, regression analysis revealed that instructional leadership practices did not significantly influence teachers' professional performance ($F = 0.40$, $p = 0.76$). The model explained only 1% of the variance in teacher performance ($R^2 = 0.01$), indicating a very weak predictive capacity. Furthermore, none of the instructional

leadership dimensions emerged as significant predictors of teachers' professional performance. These findings suggest that teachers' professional performance may be influenced more strongly by other factors beyond the instructional leadership practices examined in this study.

Future research may explore other determinants of teacher performance and investigate possible indirect pathways through which instructional leadership contributes to educational outcomes.

INTRODUCTION

The quality of education delivered by the schools is largely influenced by the effectiveness of school leadership, particularly in the instructional process that directly affects the teaching and learning. In educational systems, the role of school heads has evolved beyond administrative management to include the strong instructional leadership that supports teacher growth, curriculum implementation, and continuous improvement of classroom practices. Instructional leadership has been widely recognized as a critical factor in enhancing the teachers' professional performance and ultimately improving the student outcomes. According to Ulit (2025), the role of school heads has evolved from mere administrative tasks to encompass active participation in instructional leadership, establishing explicit academic objectives, overseeing instruction, and facilitating teacher development.

Instructional leadership refers to the actions of the school heads that focus on curriculum alignment, supervision of instruction, professional development, and the creation of a school climate that promotes effective teaching and learning. Through clear instructional goals, consistent monitoring of teaching practices, and supportive feedback, school heads are able to influence teachers' motivation, competence, and commitment to professional standards. Based on the research of Hallinger et al. (2017), instructional leadership approaches concentrated staff on teaching and learning, fostered teacher belief in the success of all students, enhanced teacher capacity and dedication to change, offered practical support in building faculty knowledge and instructional skills, and established a school environment, criteria for educators' capabilities to address the requirements of every student.

In the Philippine educational context, the Department of Education (DepEd) has continuously emphasized the importance of instructional leadership through various policies, frameworks, and leadership standards. School heads are expected to serve as instructional leaders who guide teachers in implementing curriculum, adopting innovative teaching strategies, and responding to learners' diverse needs. However, the extent to which school heads are able to enact instructional leadership roles varies across schools and districts.

In Legislative District 6 of the Division of Isabela, school heads play a crucial role in supporting teachers amid the ongoing reforms, curriculum adjustments, and increasing accountability demands. Teachers are expected to maintain a high level of professional performance, encompassing instructional competence, classroom management, assessment skills, professional ethics, and continuous professional development. Despite these expectations, variations in teachers' professional performance persist, raising questions about the role of school leadership in shaping instructional practices and professional growth.

While several studies have examined instructional leadership and teacher performance in different settings, there is still a need for localized empirical evidence that can capture the

specific experiences of teachers within Legislative District 6 of the Division of Isabela. Understanding how instructional leadership practices of school heads influence the teachers' professional performance is essential for informing leadership development programs, policy decisions, and school improvement initiatives. Thus, this study seeks to address this gap by examining the influence of school heads' instructional leadership on the professional performance of elementary teachers in Legislative District 6 of the Division of Isabela.

Literature Review

I. The Concept and Foundation of Instructional Leadership

Hoy and Hoy (2003) emphasized the significance of instructional leadership by asserting that the primary role of the school pertains to the teaching and learning process, while all other aspects are secondary. Consequently, as instructional leaders, administrators must prioritize initiatives to enhance the quality of teaching and learning, which is the primary focus of the school.

The study of Hallinger and Murphy (1985) assessed the Instructional Management Behavior of Principals, which introduced the Principal Instructional Management Rating Scale (PIMRS), a widely recognized framework for evaluating school principals' instructional leadership practices. The study was published as a research monograph by Vanderbilt University's Institute for the Study of School Improvement to conceptualize and empirically validate a model that reflects how school leaders influence teaching and learning through leadership behaviors.

The present study is anchored on the Instructional Leadership Framework of Hallinger and Murphy (1985), which identifies three core dimensions of instructional leadership: defining the school mission, managing the instructional program, and promoting a positive school learning climate. The framework posits that school leaders influence teaching and learning through the establishment of clear academic goals, supervision of instruction, monitoring of educational progress, and the creation of conditions that support effective teaching and learning. These dimensions serve as the conceptual foundation of the present study in examining the influence of school heads' instructional leadership on the professional performance of elementary teachers.

Glickman, Gordon, and Ross-Gordon (2014) observe educational leadership as a process of growth and teamwork that aims to make all of the school's teaching and learning better. In contrast to traditional hierarchical methods, their model encourages shared responsibility. The school leader is not only a boss, but also a coach, mentor, and person who helps teachers grow. The researcher stresses that three important skills must be combined for instructional leadership to be effective:

1. Technical skills, like being able to observe classes, plan lessons, and improve your career;
2. Human Relations Skills, such as how to build trust, give helpful comments, and have a reflective conversation;
3. Knowledge Base: knowing how adults learn, what ideas of education are used, and how teaching works in real life.

II. Instructional Leadership Practices and Leadership Roles of School Heads

Arrieta et al. (2020) mentioned that a principal will always be a classroom teacher at heart. His or her selection was determined in part by educational background, but more

significantly by classroom teaching experience and proficiency. This study evaluated the instructional leadership of principals in a subset of public schools in Metro Manila, Philippines, in order to determine how well principals carry out their job as instructional leaders. 150 elementary school instructors took part in the research. In terms of communicating the department's development plans, encouraging professional development, monitoring and assessing instruction, and offering incentives to teachers, the principals are carrying out their responsibilities as instructional leaders, according to the contextualized Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger (1982).

Bautista (2016) believes that school administrators, including principals, must enhance their expertise in goal setting and effectively articulating school objectives. This is predicated on the evaluation of the instructional leadership of school principals and the prevailing school culture. A well-defined communication skill is evident when the instructional leader effectively listens, articulates ideas, facilitates discussions, clarifies, and recognizes the needs of themselves and others to achieve common objectives and professional development. This undoubtedly cultivates a culture of trust and camaraderie.

As opined by Loeb et al. (2020), effective instructional leadership is crucial for principal effectiveness, including setting expectations, providing feedback, and supporting professional development. Principals who are effective instructional leaders tend to have higher overall performance ratings. Effective communication in instructional leadership can positively improve school operations, including teacher morale, student engagement, and parent involvement.

III. Instructional Leadership and School Climate

The study by Sebastian and Allensworth (2012) revealed that if the school learning atmosphere is the main factor in raising student success, then administrators should prioritize school climate in their attempts to improve their schools. This suggests that a learning atmosphere must be prioritized in training programs that equip principals to oversee urban schools. The strongest correlation is with the caliber of professional development. This implies that principal leadership is crucial for helping teachers enhance their performance, possibly in areas where principals focus school resources and efforts or where they believe the greatest need for assistance exists.

According to the study of Adlawan and Quines (2025), teacher involvement and school environment attained very high levels, with instructional creativity and cooperation serving as robust indicators of the approach. Nonetheless, workplace spirituality received a lower score, especially in compassion, owing to discrepancies in its implementation, indicating a necessity for additional enhancement in fostering a compassionate work environment. The optimal model revealed a substantial causal link between school climate and teacher involvement, with instructional creativity and decision-making acting as critical indicators. The ramifications of these findings underscore the necessity of cultivating robust leadership and nurturing school environments to elevate teacher engagement, hence resulting in enhanced student outcomes.

Massouti et al. (2024) further illustrated the social empowerment theory to examine the combined effects of gender, instructional leadership, and socio-cultural factors on enhancing student outcomes in public schools across the Arab globe. The findings demonstrate that Emirati female school leaders have successfully adopted and executed a dispersed instructional leadership approach, thereby converting their schools into learning organizations.

Anabo (2024) asserted that instructional leadership must offer technical support to educators, fostering innovative teaching and learning practices that guarantee high-quality instruction, promote learner development, and facilitate teachers' professional growth. Leadership facilitates decision-making by strategically reconciling competing priorities, establishing visionary objectives, demonstrating empathy towards constituents, and exhibiting resilience to change in all educational initiatives. This study underscores the importance of comprehensive methodology reviews to inform decision-making and to improve understanding of instructional leadership within school-based management.

The reviewed studies consistently emphasize that instructional leadership extends beyond administrative supervision and encompasses the development of a positive organizational climate that promotes teacher engagement and instructional effectiveness. School leaders who develop collaboration, encourage innovation, and support teacher development contribute significantly to creating environments conducive to teaching and learning. Consequently, school climate emerges as a critical mechanism through which instructional leadership may influence teacher performance and overall school effectiveness.

IV. Instructional Leadership and Teacher Professional Performance

Teacher professional performance remains one of the most important indicators of educational quality and effectiveness. Numerous studies have explored the relationship between instructional leadership and teacher performance, suggesting that school leaders play a vital role in supporting instructional improvement, professional growth, and teacher motivation. However, existing findings remain mixed, with some studies reporting significant relationships while others indicate that teacher performance may be influenced by a broader set of personal, professional, and organizational factors.

According to Soroño and Quirap (2023), school leaders serve as instructional leaders who prioritize teaching and learning. The study demonstrated that the school leader's instructional leadership was effective in the areas of Resource Provider, Instructional Resource, and Communicator, while the teachers' performance was classified as Outstanding. A moderate positive link exists between the instructional leadership of school heads as resource providers, instructional resources, and communicators, and the performance of instructors.

Battad, J. L. (2024) examined the instructional leadership competencies of school heads and their correlation with the self-efficacy of primary teachers in all schools within the Castillejos District, Division of Zambales. The teacher's assessment of the school heads' instructional leadership skills as Resource Providers, Instructional Resources, Communicators, and Visible Leaders received a descriptive rating of "Always." Overall, teachers assessed self-efficacy on Encouraging Student Engagement, Instructional Strategies, and Classroom Management received a descriptive grade of "A Great Deal." In light of the findings and conclusions, the subsequent recommendations are proposed: School leaders ought to pursue ongoing professional advancement by enrolling in graduate programs.

Demirdag, S. (2021) revealed that there is a substantial correlation between instructional leadership and motivation as seen by teachers. The subscales of instructional leadership comprised the following: frames the school's goals (FSG), communicates the school's goals (CSG), supervises and evaluates instruction (SEI), monitors student progress (MSP), protects instructional time (PIT), maintains high visibility (MHV), provides incentives for teachers (PIFT), promotes professional development (PPD), and offers incentives for learning (PIFL). This study's findings indicate a significant association among all subscales of instructional leadership and teacher motivation. The most significant link among all subscales

was observed between PPD and motivation. This finding indicates that enhancing teachers' professional development may correlate with their motivation levels.

The findings of Demirdag (2021) further suggest that instructional leadership may influence teacher outcomes indirectly through motivational processes. Teachers who perceive strong leadership support are more likely to develop positive attitudes toward professional growth and instructional improvement. This perspective implies that leadership practices may not always produce immediate effects on measurable teaching performance but may contribute to the development of factors such as motivation, commitment, and self-efficacy that ultimately enhance professional effectiveness.

The study of Huang et al. (2024) analyzed the impact of principal instructional leadership on the rural-urban instructional quality disparity, utilizing a sample of 2,274 teachers from 181 lower-secondary schools in China, with a specific focus on the mechanism of teacher professional development. The findings indicate substantial disparities in three dimensions of instructional quality (i.e., supportive climate, effective management, and cognitive activation) between rural and urban schools.

On the other hand, according to Aquino et al. (2021), school heads are agents of change who have a big impact on the educational environment by exchanging information, making social connections, taking part in mentorship programs, and encouraging progress. The study concluded that the variance in leadership methods seen by school heads and instructors is essential, affirming that their responses are much improved. The performance of teachers is steady regardless of age, educational attainment, or notable contributions. Regarding teaching position and years of experience, head teachers exhibit greater teaching efficiency than both instructors and master teachers.

While numerous studies have established positive associations between instructional leadership and teacher-related outcomes, some researchers argue that teacher performance is also shaped by factors beyond leadership practices. Educational attainment, years of teaching experience, access to professional development opportunities, personal motivation, and organizational support have been identified as significant contributors to teacher effectiveness. These findings indicate that instructional leadership should be examined alongside other contextual and individual variables that may influence professional performance.

V. Instructional Leadership, Supervision, and Professional Development

According to Bago (2008), the development of teaching and learning is the main goal of supervision of education. To achieve this, instructional leaders should assist teachers, particularly novices, in carrying out or completing their given tasks as effectively as possible. This can be accomplished by offering the required direction and support through a range of intervention techniques, including coaching, mentorship, clinical supervision, and other measures aimed at boosting instructors' self-esteem and pedagogical abilities. To make the transition time easier and less stressful for new instructors in particular, supervisors should attend to their needs and worries.

The study of McBrayer et al. (2020) discovered that overseeing and evaluating education, together with monitoring student progress, were substantial positive predictors of leadership self-efficacy for the full sample of respondents, whereas managing curriculum was nearly significant. This pattern changed when the sample was segmented into principals and assistant principals. Educational leaders and key stakeholders may utilize these findings for

reflective practice and to strategize professional development aimed at skill enhancement for school improvement.

The study of Ortiz et al. (2025) highlighted that instructional leadership is a fundamental component that must be integrated with all other facets of leadership and governance in public schools in the Philippines. Their findings indicated that among several instructional leadership methods, dispersed instructional leadership was predominantly employed by school leaders to involve their teachers in providing effective and efficient instruction. Consequently, an enhancement in remote instructional leadership affects the heightened obstacles faced in resource management. School administrators encountered significant administrative difficulties when they extensively employed distributed instructional leadership approaches.

Professional development remains a fundamental component of instructional leadership because it directly contributes to teacher competence and instructional improvement. Effective school leaders serve as facilitators of continuous learning by providing opportunities for training, mentoring, coaching, and collaborative learning. Through these initiatives, teachers are better equipped to respond to changing educational demands and implement effective teaching strategies that enhance student learning outcomes.

VI. Contemporary Trends and Global Perspective on Instructional Leadership

Recent developments in educational leadership highlight a shift from traditional supervisory roles toward collaborative and distributed leadership approaches. Contemporary instructional leaders are expected not only to oversee instruction but also to empower teachers, facilitate shared decision-making, and cultivate professional learning communities. These emerging perspectives reflect the increasing complexity of educational environments and underscore the evolving role of school leaders in promoting organizational effectiveness and instructional excellence.

Ismail et al. (2021) found that the instructional leadership of the deputy principal has a direct and beneficial correlation with school effectiveness. The moderation test revealed that school level influences the association between the deputy principal's instructional leadership and school effectiveness, with a more pronounced interaction effect at the secondary level than at the primary level. The findings have significant implications for the philosophy and practice of instructional leadership and school success.

Akomodi (2025) examines the crucial function of instructional leadership within the educational framework, highlighting its substantial influence on student performance and teaching quality. Instructional leaders are responsible for creating a vision for academic achievement, promoting a collaborative environment among instructors, and employing data to guide instructional choices. The imperative for emerging leaders to promote exemplary leadership over substandard practices is underscored, since successful leadership correlates with enhanced teacher morale, increased student involvement, and overall school performance. The report asserts that instructional leaders must embrace a CEO mentality, assuming responsibility for educational outcomes and spearheading strategic initiatives that foster excellence in teaching and learning.

Based on reviews of the literature from several Asian nations, we discovered that effective instructional leadership techniques can improve instructors' work by fortifying the organizational belief system. These elements may also promote learning among students (Dewi, D. N., 2021).

The reviewed literature highlights the importance of instructional leadership in enhancing school effectiveness, teacher development, and instructional quality. Studies consistently emphasize the roles of school leaders in defining school goals, managing instructional programs, and promoting a positive learning climate. Several studies have reported positive relationships between instructional leadership and teacher performance, motivation, and professional growth, while others suggest that teacher effectiveness is also influenced by factors such as teaching experience, educational attainment, and professional development opportunities. Despite the growing body of research on instructional leadership, limited studies have examined its influence on the professional performance of elementary teachers in Legislative District 6 of the Division of Isabela. Hence, this study was conducted to provide localized evidence on the relationship between school heads' instructional leadership and teachers' professional performance.

METHODS

Research Design

The study employed a descriptive-correlational research design to describe the school heads' instructional leadership practices and how they influence teachers' professional performance.

Respondents and Locale of the Study

The respondents were 98 public elementary school teachers, selected through random sampling from ninety-eight (196) public elementary schools in the municipalities of Echague, San Isidro, and San Guillermo, Isabela.

Research Instrument

A researcher-made questionnaire was used, consisting of three parts: (1) level of instructional leadership practices of school heads as perceived by the teachers, (2) perceived professional performance of teachers, and (3) challenges encountered by the teachers regarding the instructional leadership of their school heads. The questionnaire underwent content validation by three experts in educational leadership and research methodology. Their comments and recommendations were incorporated into the final version of the instrument. A pilot test involving teachers outside the study locale was conducted to determine reliability. Cronbach's alpha coefficient of 0.80 was obtained in the reliability analysis, which indicates that the instrument has a substantial internal consistency.

Data Gathering Procedure and Analysis

Prior to the conduct of the study, the researcher secured official approval from the Schools Division Superintendent through the school heads before distributing the final questionnaires. Ethical guidelines were strictly followed; all participants volunteered and were assured of total confidentiality and anonymity. To ensure accurate and complete data, the questionnaires were distributed and collected on mutually agreed-upon dates. Once gathered, the data were systematically organized and analyzed using three main statistical tools. Frequency and percentage were used to summarize the respondents' demographic profile and the leadership challenges teachers face. Weighted means were used to measure the overall quality of the school heads' leadership practices and the teachers' professional performance. Finally, the Pearson Product-Moment Correlation Coefficient was applied to determine the relationship between leadership practices and teacher performance, which provided the

empirical evidence needed to understand how professional development influences daily instructional practices.

Ethical Considerations

This study strictly adhered to established ethical standards for research involving human participants. Before collecting data, official permission was secured from the Schools Division Superintendent and school heads, and voluntary informed consent was obtained from all respondents. Participants were fully briefed on the study's purpose and assured of complete confidentiality, anonymity, and the right to withdraw at any time without penalty. To maintain privacy, no personal identifiers were collected, all data were used solely for academic purposes, and handling complied fully with the Data Privacy Act of 2012 (RA 10173). Finally, the researcher maintained absolute honesty, accuracy, and integrity throughout data collection, analysis, and reporting, strictly avoiding any fabrication, falsification, or misrepresentation.

RESULTS AND DISCUSSIONS

Instructional Leadership Practices of School Heads

Table 1 presents the instructional practices of the school heads in terms of clearly communicating the school's goals.

Table 1. Instructional Leadership Practices of School Heads in terms of Defining the School Mission

Items	Mean	Qualitative Description
1. The school head clearly communicates the school's instructional goals to teachers.	4.16	Agree
2. The school head ensures that teachers understand the school's mission and vision.	4.06	Agree
3. The school head aligns school goals with teaching and learning priorities.	3.94	Agree
4. The school head consistently reminds teachers of the school's instructional direction.	3.98	Agree
5. The school head encourages teachers to work toward shared instructional objectives.	4.07	Agree
Grand Mean	4.04	Agree

The findings reveal that the respondents agree that their school heads effectively communicate the school's instructional goals, mission, vision, instructional direction, and shared objectives.

Among the indicators, the item stating that the school head clearly communicates the school's instructional goals to teachers obtained the highest mean of 4.16, suggesting that school heads are effective in conveying educational objectives and expectations to teachers. This implies that teachers are well informed about the direction and priorities of the school, which may contribute to improved instructional practices and professional performance.

Meanwhile, ensuring that teachers understand the school's mission and vision (4.06), encouraging teachers to work toward shared instructional objectives (4.07), consistently reminding teachers of the school's instructional direction (3.98), and aligning school goals with teaching and learning priorities (3.94) were all rated positively. These results indicate that

school heads demonstrate a consistent commitment to communicating the priorities and strategic direction of the school.

The grand mean of 4.04, with a qualitative description of "Agree," signifies that school heads generally exhibit strong instructional leadership in defining the school mission. Hallinger (1985), meanwhile, emphasized that defining the school mission is a fundamental aspect of instructional leadership, focusing on the establishment and communication of clear school goals that guide and unify teachers' efforts toward improved instructional performance.

Table 2. Instructional Leadership Practices of School Heads in terms of Managing the Instructional Program

Items	Mean	Qualitative Description
1. The school head regularly observes classroom instruction to monitor teaching practices.	4.14	Agree
2. The school head provides timely and constructive feedback to improve instruction.	3.91	Agree
3. The school head ensures proper implementation of the curriculum across grade levels.	4.08	Agree
4. The school head monitors teachers' instructional performance systematically.	4.14	Agree
5. The school head supports teachers in improving their instructional strategies.	4.47	Strongly Agree
Grand Mean	4.15	Agree

Table 2 presents the instructional leadership practices of school heads in terms of managing the school's instructional programs.

The findings reveal that all indicators were positively assessed by the respondents, indicating that school heads actively perform their responsibilities in supervising and improving instructional practices within the school.

Among the indicators, supporting teachers in improving their instructional strategies obtained the highest mean of 4.47 with a qualitative description of "Strongly Agree." This suggests that school heads highly prioritize teacher development by providing guidance, encouragement, and assistance aimed at enhancing classroom instruction.

Meanwhile, providing timely and constructive feedback to improve instruction obtained the lowest mean of 3.91, although still interpreted as "Agree." This indicates that while feedback mechanisms are generally practiced, there may still be opportunities to strengthen the consistency and effectiveness of instructional feedback provided to teachers.

Overall, the table yielded a grand mean of 4.15 with a qualitative description of "Agree," indicating that school heads demonstrate effective instructional leadership in managing instructional programs. Bush (2025) also reinforces that managing the instructional program is a core function of instructional leadership that focuses on the direct oversight of teaching and learning processes to improve school effectiveness.

Table 3. Instructional Leadership Practices of School Heads in terms of Promoting the School Learning Climate

Items	Mean	Qualitative Description
1. The school head fosters a school environment that supports effective teaching and learning.	3.82	Agree
2. The school head encourages collaboration and teamwork among teachers.	3.82	Agree
3. The school head recognizes teachers' instructional efforts and achievements.	3.86	Agree
4. The school head supports teachers' professional growth and development.	4.43	Strongly Agree
5. The school head promotes a positive and motivating school atmosphere.	3.83	Agree
Grand Mean	3.95	Agree

Table 3 shows the instructional leadership practices of school heads in terms of promoting a positive school learning climate. The findings indicate that the respondents generally perceive school heads as effective in cultivating a working environment that encourages teacher growth, collaboration, and motivation.

Notably, the item stating that the school head supports teachers' professional growth and development obtained the highest mean of 4.43, with a qualitative description of "Strongly Agree." This demonstrates that school heads place significant emphasis on enhancing teachers' competencies and professional advancement through continuous support and development opportunities.

The studies of Capillanes (2025) and Gabutan et al. (2025) highlighted that promoting a conducive learning climate is a key function of instructional leadership that contributes to improved teacher effectiveness and school outcomes. Hence, such a working environment should be sustained to support teachers' instructional effectiveness.

Professional Performance of the Teachers

The succeeding tables provide the professional performance of the teachers as measured by the dimensions of instructional competence, classroom management, assessment and evaluation practices, professional commitment, and their participation in professional development activities.

Table 4. Professional Performance of Teachers in terms of Instructional Competence

Items	Mean	Qualitative Description
1. I plan lessons that align with learning competencies and objectives	3.85	Agree
2. I use appropriate teaching strategies to enhance student learning.	4.17	Agree
3. I demonstrate mastery of the subject matter I teach.	4.40	Strongly Agree
4. I adjust my teaching methods to address students' learning needs.	4.56	Strongly Agree
5. I effectively engage students during classroom instruction.	4.59	Strongly Agree
Grand Mean	4.31	Strongly Agree

Table 4 presents the professional performance of teachers in terms of instructional competence. The results reveal a grand mean of 4.31, interpreted as "Strongly Agree," indicating a high level of instructional competence among the teachers. This finding suggests that the respondents perceive themselves as capable of effectively planning, delivering, and adapting instruction to facilitate student learning and achievement.

Among the indicators, effectively engaging students during classroom instruction ($M = 4.59$), adjusting teaching methods to address students' learning needs ($M = 4.56$), and demonstrating mastery of the subject matter taught ($M = 4.40$) received the highest ratings, all interpreted as "Strongly Agree." These findings indicate that teachers are highly capable of promoting student participation, responding to diverse learning needs, and delivering content with confidence and accuracy. Such competencies are essential for maintaining an effective learning environment and supporting students' academic development.

Meanwhile, using appropriate teaching strategies to enhance student learning ($M = 4.17$) and planning lessons that align with learning competencies and objectives ($M = 3.85$) were rated as "Agree." Although these indicators received relatively lower ratings, the results remain favorable and suggest opportunities for further enhancement in instructional planning and pedagogical practice. Overall, the findings imply that teachers possess strong instructional competence, which should be sustained and continuously strengthened through professional development and instructional support programs.

In accordance, Avenido & Buquia (2024) assert that with high instructional competence, teachers show better pedagogical effectiveness, which leads to better learning outcomes.

Table 5. Professional Performance of Teachers in terms of Classroom Management

Items	Mean	Qualitative Description
1. I maintain an orderly and disciplined classroom environment.	4.27	Strongly Agree
2. I establish clear classroom rules and routines.	4.28	Strongly Agree
3. I manage pupil behavior effectively during instructional activities.	4.14	Agree
4. I create a respectful and productive learning environment.	4.28	Strongly Agree
5. I address classroom disruptions fairly and consistently.	4.54	Strongly Agree
Grand Mean	4.30	Strongly Agree

Table 5 presents the professional performance of teachers in terms of classroom management. The results reveal a grand mean of 4.30, interpreted as "Strongly Agree," which suggests that the respondents demonstrate a high level of competence in managing their classrooms. This finding further implies that teachers are effective in maintaining learning environments that are organized, respectful, and conducive to student engagement and academic success. Effective classroom management is essential for maximizing instructional time and creating conditions that support positive learning experiences.

Among the indicators, addressing classroom disruptions fairly and consistently obtained the highest mean ($M = 4.54$), followed by establishing clear classroom rules and routines ($M = 4.28$) and creating a respectful and productive learning environment ($M = 4.28$), all interpreted as "Strongly Agree." These findings indicate that teachers are committed to

maintaining order and promoting positive classroom interactions through consistent expectations and equitable disciplinary practices.

Overall, the findings imply that teachers possess strong classroom management skills, which should be sustained and continuously enhanced to support a positive, disciplined, and productive learning environment. This substantiates the study of Baul (2001), which highlighted that classroom management is significantly linked to teacher competence and learners' academic performance.

Table 6. Professional Performance of Teachers in Terms of Assessment and Evaluation Practices

Items	Mean	Qualitative Description
1. I use appropriate assessment tools to measure student learning.	4.64	Strongly Agree
2. I provide timely feedback to students regarding their progress.	4.14	Agree
3. I use assessment results to improve my teaching strategies.	4.18	Agree
4. I align assessments with intended learning outcomes.	4.19	Agree
5. I regularly evaluate students' academic performance.	4.18	Agree
Grand Mean	4.27	Strongly Agree

Table 6 presents the professional performance of teachers in terms of assessment and evaluation practices. The results reveal a grand mean of 4.27, interpreted as "Strongly Agree," indicating that the respondents demonstrate a high level of competence in assessing and evaluating student learning. This finding suggests that teachers employ assessment practices that support the monitoring of student progress and the achievement of intended learning outcomes.

Among the indicators, using appropriate assessment tools to measure student learning obtained the highest mean ($M = 4.64$), interpreted as "Strongly Agree." This result indicates that teachers are confident in selecting and utilizing assessment methods that accurately measure learners' knowledge, skills, and competencies. The finding reflects a strong commitment to evidence-based evaluation practices that support informed instructional decision-making and student achievement.

Meanwhile, aligning assessments with intended learning outcomes ($M = 4.19$), using assessment results to improve teaching strategies ($M = 4.18$), regularly evaluating students' academic performance ($M = 4.18$), and providing timely feedback to students regarding their progress ($M = 4.14$) were rated as "Agree." Although these indicators received comparatively lower ratings, the results remain positive and suggest opportunities for further strengthening formative assessment practices and feedback mechanisms. Saefurrohman & Balinas (2016) emphasized that classroom assessment is an integral part of teaching and learning, and assessment practices strongly reflect teacher instructional competence and performance.

Table 7. Professional Performance of Teachers in terms of Professional Commitment

Items	Mean	Qualitative Description
1. I perform my teaching responsibilities with dedication and professionalism.	4.67	Strongly Agree
2. I comply with school policies and professional standards.	4.70	Strongly Agree
3. I demonstrate responsibility in accomplishing assigned tasks.	4.26	Strongly Agree
4. I show commitment to the goals and vision of the school.	4.67	Strongly Agree
5. I uphold ethical standards in my professional practice.	4.73	Strongly Agree
Grand Mean	4.61	Strongly Agree

Table 7 presents the professional performance of teachers in terms of professional commitment. The results reveal a grand mean of 4.61, interpreted as "Strongly Agree." This indicates that teachers demonstrate strong dedication to their professional responsibilities, adherence to institutional expectations, and commitment to maintaining high standards of practice.

Among the indicators, upholding ethical standards in professional practice obtained the highest mean ($M = 4.73$), followed by complying with school policies and professional standards ($M = 4.70$). Likewise, performing teaching responsibilities with dedication and professionalism ($M = 4.67$) and showing commitment to the goals and vision of the school ($M = 4.67$) also received very high ratings.

Overall, the findings indicate that teachers highly value ethical conduct, professionalism, and alignment with the school's mission and objectives.

Table 8. Professional Performance of Teachers in Terms of Participation in Professional Development Activities

Items	Mean	Qualitative Description
1. I actively participate in seminars, trainings, and workshops.	4.62	Strongly Agree
2. I apply what I learn from professional development activities to my teaching.	4.36	Strongly Agree
3. I seek opportunities to enhance my professional skills.	4.73	Strongly Agree
4. I engage in continuous learning to improve my teaching performance.	4.33	Strongly Agree
5. I collaborate with colleagues during professional development activities.	4.63	Strongly Agree
Grand Mean	4.53	Strongly Agree

Table 8 presents the professional performance of teachers in terms of participation in professional development activities. The results reveal a grand mean of 4.53, interpreted as "Strongly Agree." This suggests that teachers recognize the importance of continuous learning and actively participate in activities that enhance their knowledge, skills, and professional

competencies. Such engagement contributes to instructional improvement and supports the delivery of quality education.

Among the indicators, seeking opportunities to enhance professional skills obtained the highest mean ($M = 4.73$), followed by collaborating with colleagues during professional development activities ($M = 4.63$) and actively participating in seminars, trainings, and workshops ($M = 4.62$), all interpreted as "Strongly Agree." These findings indicate that teachers are proactive in pursuing professional growth and value collaborative learning experiences that contribute to their professional and instructional development.

Likewise, applying learning gained from professional development activities to teaching ($M = 4.36$) and engaging in continuous learning to improve teaching performance ($M = 4.33$) also received ratings of "Strongly Agree." These findings imply that teachers not only participate in professional development opportunities but also utilize acquired knowledge and skills to enhance their classroom practices. Overall, the results indicate that teachers demonstrate a strong commitment to professional growth, which should be sustained to support instructional excellence and improved educational outcomes.

Table 9. Influence of instructional leadership practices of school heads on the professional performance of teachers

Instructional Leadership Practices	Estimate	p-value	Overall Fit Measures			
			R	R ²	F-value	p-value
1. Defining the School Mission	-0.02	0.98	0.11	0.01	0.40	0.76
2. Managing the Instructional Program	-0.04	0.38				
3. Promoting the School Learning Climate	0.01	0.98				

Independent Variable: Professional Performance of Teachers

Table 9 presents the influence of instructional leadership practices of school heads on the professional performance of teachers. The regression analysis revealed that the overall model was not statistically significant ($F = 0.40$, $p = 0.76$), which indicates that the dimensions of instructional leadership examined did not significantly influence teachers' professional performance. The model explained only 1% of the variance in professional performance ($R^2 = 0.01$), suggesting a very weak explanatory power.

Consequently, none of the individual dimensions of instructional leadership practices significantly influenced teachers' professional performance, namely defining the school mission ($\beta = -0.02$, $p = 0.98$), managing the instructional program ($\beta = -0.04$, $p = 0.38$), and promoting the school learning climate ($\beta = 0.01$, $p = 0.98$). These findings imply that teachers' professional performance may be shaped more strongly by other organizational, personal, or contextual factors beyond the instructional leadership practices considered in this study. The results further suggest that while instructional leadership remains important in strengthening school effectiveness, its direct contribution to teachers' professional performance may not always be evident, particularly in contexts where teachers already demonstrate consistently high levels of professional competence.

The result of the present study corroborates the study of Gkolia, Belias, & Koustelios (2014), who found that instructional leadership does not always have a direct or strong effect

on teacher instructional competence and influence is often indirect through school culture and motivation rather than actual teaching skills.

CONCLUSION AND FUTURE WORKS

The study concludes that school heads generally demonstrate effective instructional leadership practices in defining the school mission, managing instructional programs, and promoting a positive school learning climate, while teachers exhibit high levels of professional performance in terms of instructional competence, classroom management, assessment and evaluation, professional commitment, and participation in professional development activities. However, the regression analysis revealed that instructional leadership practices did not significantly influence teachers' professional performance, suggesting that teacher performance may be shaped by other organizational, personal, and contextual factors beyond the leadership dimensions examined in this study. These findings indicate that although instructional leadership contributes to creating a supportive educational environment, its direct effect on teachers' professional performance may be limited, particularly in settings where teachers already demonstrate consistently high levels of competence and professionalism.

Future studies may investigate other potential determinants of teachers' professional performance, such as teacher self-efficacy, job satisfaction, work motivation, organizational commitment, school culture, workload, and availability of instructional resources. Researchers may also employ more advanced analytical approaches, such as mediation, moderation, or structural equation modeling, to examine the indirect pathways through which instructional leadership influences teacher outcomes.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this study. This research was conducted objectively, and no financial or personal relationships have influenced the results and interpretations presented in this paper.

DECLARATION OF AI USE

The authors declare that artificial intelligence (AI) tools such as ChatGPT and Grammarly were used solely to assist in language refinement, grammar correction, and formatting of the manuscript. All intellectual content, data analysis, interpretations, and conclusions presented in this study are the original work of the authors. The use of AI did not influence the research design, data collection, analysis, or the integrity of the findings.

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