

Data-Driven School Leadership and Instructional Supervision Practices as Predictors of Teachers Professional Performance in Public Elementary Schools

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ABSTRACT

This study examined the influence of data-driven school leadership and instructional supervision practices on teachers' professional performance in selected public elementary schools in Sierra Bullones District, Bohol Province during the School Year 2025–2026. Employing a descriptive-correlational research design, the study involved 70 respondents, including school heads, teachers, and instructional supervisors, selected through universal sampling. Data were collected using a validated researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, Pearson r , t -test, and ANOVA at a 0.05 level of significance.

Findings revealed that data-driven school leadership (Grand Mean = 4.02) and instructional supervision practices (Grand Mean = 4.07) were both “often implemented.” Teachers' professional performance was rated “high” (Grand Mean = 4.19), with instructional effectiveness obtaining the highest rating. Correlation analysis showed a significant moderate positive relationship between data-driven leadership and teacher performance ($r = 0.62$, $p < 0.05$) and between instructional supervision and teacher performance ($r = 0.68$, $p < 0.05$), indicating that both variables significantly influence teaching effectiveness. No significant differences were found when grouped by school size; however, significant differences were observed based on resource availability, highlighting its impact on implementation.

Major challenges identified included heavy teaching workload, limited ICT resources, lack of training in data-driven decision-making, and insufficient instructional supervision time. The study concludes that effective leadership and supervision practices enhance teacher performance, but their full potential is constrained by systemic limitations. It recommends strengthening capacity-building programs, improving resource allocation, enhancing monitoring systems, and promoting collaborative practices to optimize instructional outcomes.

Keywords: Data-driven leadership, instructional supervision, teacher professional performance, public elementary schools, educational management, Philippines, DepEd, data-based decision-making

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Effective educational leadership plays a crucial role in improving teachers' professional performance and student learning outcomes. In the Philippine context, particularly under the Department of Education

(DepEd), school heads are expected to demonstrate strong instructional leadership to support teachers in delivering quality education. Instructional leadership involves guiding teachers, monitoring classroom practices, and providing continuous feedback to enhance teaching effectiveness. Studies have shown that principals who actively engage in instructional leadership significantly contribute to teachers' professional development and improved classroom performance (He et al., 2024; Dutta & Sahney, 2022).

In public elementary schools, especially in geographically isolated and resource-constrained areas, leadership practices must go beyond traditional administrative roles. Data-driven leadership has emerged as a vital approach in modern school management, enabling principals to use both quantitative and qualitative data in decision-making. Through the analysis of student assessment results, classroom observations, and teacher performance indicators, school leaders can identify gaps in instruction and implement targeted interventions (Banoğlu et al., 2022; Alonzo et al., 2024). This approach is particularly relevant in the Philippine education system, where schools are encouraged to adopt evidence-based practices to improve learning outcomes and accountability.

Instructional supervision serves as a key mechanism in strengthening teacher performance by providing structured support, mentoring, and feedback. Effective supervision practices, such as classroom observation, coaching, and collaborative reflection, help teachers improve their instructional strategies and adapt to diverse learner needs. Research indicates that supportive supervision enhances teachers' self-efficacy, motivation, and instructional creativity, which leads to better teaching performance and student achievement (Naguit, 2024; Muttaqin et al., 2023). When combined with data-driven leadership, supervision becomes more targeted and responsive to actual classroom needs.

Furthermore, the integration of technology and data systems in school leadership allows principals to monitor instructional processes more effectively. ICT-based data systems enable real-time tracking of student progress and teacher performance, facilitating timely interventions and informed decision-making. However, the utilization of such systems remains a challenge in many public schools due to limited resources, lack of training, and infrastructure constraints (Alonzo et al., 2024; Kustitskaya et al., 2023). This highlights the need for school leaders to maximize available data and resources in improving instructional quality.

Empirical studies emphasize that teacher professional performance is influenced by a combination of leadership practices, instructional supervision, and data utilization. Principals who foster collaborative environments, provide continuous professional support, and use data strategically are more likely to enhance teacher competence and instructional innovation (Banoğlu et al., 2022; Yalçın et al., 2025). This suggests that leadership and supervision are interconnected processes that collectively contribute to teacher development and school improvement.

Despite the growing emphasis on data-driven leadership and instructional supervision, there remains a gap in understanding how these practices operate in local public elementary school settings. In districts such as Sierra Bullones, where schools may face resource limitations and contextual challenges, it is essential to examine how principals implement these strategies to support teacher performance. Addressing this gap will provide valuable insights into effective leadership practices that are contextually appropriate and sustainable.

This study is therefore anchored on the premise that principals' administrative practices, instructional supervision, and data-driven leadership significantly influence teacher professional performance. By examining these variables within the local context, this research aims to identify effective strategies that can enhance teacher performance in public elementary schools. The findings are expected to support

school leaders, policymakers, and the Department of Education (DepEd) in strengthening leadership practices, promoting data-informed decision-making, and improving the overall quality of education.

Theoretical Framework

This study is anchored on three interrelated theories: **Instructional Leadership Theory**, **Transformational Leadership Theory**, and **Goal-Setting Theory**, which collectively explain how school leadership practices influence teacher professional performance.

Instructional Leadership Theory emphasizes the central role of school principals in improving teaching quality and student outcomes through supervision, monitoring, and instructional support. Principals are expected to guide teachers by setting academic goals, observing classroom practices, and providing feedback that enhances instructional effectiveness. Studies show that strong instructional leadership positively influences teacher development, motivation, and classroom performance (He et al., 2024; Dutta & Sahney, 2022). This theory supports the idea that teacher performance is shaped not only by individual capability but also by structured leadership and supervision practices within the school.

Complementing this, **Transformational Leadership Theory** explains how principals inspire and motivate teachers to exceed expectations and engage in continuous professional growth. Transformational leaders promote a shared vision, encourage innovation, and build trust within the school community. Through practices such as individualized support, intellectual stimulation, and inspirational motivation, principals can enhance teachers' commitment, self-efficacy, and willingness to adopt improved instructional strategies (Nguyen et al., 2025; Yalçın et al., 2025). This theory highlights that leadership is not only managerial but also relational, influencing teachers' attitudes and performance through empowerment and collaboration.

Meanwhile, **Goal-Setting Theory** provides a framework for understanding how clearly defined goals influence teacher performance. According to this theory, specific, measurable, and achievable goals enhance motivation and task performance. In the school context, principals who set clear instructional targets and performance expectations enable teachers to focus their efforts and improve their instructional practices. Continuous monitoring and feedback further reinforce goal attainment and professional growth (Dutta & Sahney, 2022; Muttaqin et al., 2023). This aligns with the practice of instructional supervision, where feedback mechanisms guide teachers toward achieving desired outcomes.

In addition, data-driven decision-making serves as a practical extension of these theories by enabling principals to use evidence in setting goals, monitoring performance, and guiding instructional improvements. Through the use of educational data, school leaders can identify performance gaps, design targeted interventions, and evaluate teaching effectiveness (Banoğlu et al., 2022; Alonzo et al., 2024). This integration strengthens leadership practices by making them more objective, systematic, and responsive to actual school needs.

Instructional supervision is also embedded within this framework as a mechanism that operationalizes leadership practices. Through structured observation, coaching, and mentoring, principals directly influence teachers' classroom behavior and instructional quality. Research indicates that effective supervision improves teacher self-efficacy, instructional creativity, and adherence to curriculum standards, ultimately leading to improved performance (Naguit, 2024; Chaula, 2023).

This theoretical framework posits that teacher professional performance is influenced by the interaction of instructional leadership, transformational leadership, goal-setting practices, and data-driven decision-making. These elements work together to create a supportive and performance-oriented school environment where teachers are guided, motivated, and empowered to improve their instructional

practices. This framework provides the foundation for examining how principals' leadership and supervisory practices contribute to teacher performance in public elementary schools.

THE PROBLEM

Statement of the Problem

This study evaluates the influence of data-driven school leadership and instructional supervision practices on teachers' professional performance in selected public elementary schools of Sierra Bullones District, Bohol Province during the school year 2025–2026. It aims to identify effective strategies for improving instructional quality and teacher performance in the context of public basic education.

Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age and gender;
 - 1.2 Educational attainment;
 - 1.3 Length of teaching experience;
 - 1.4 Position or designation in the school;
 - 1.5 Participation in leadership or supervisory trainings; and
 - 1.6 Familiarity with school policies and instructional guidelines?
2. To what extent is data-driven school leadership practiced in terms of:
 - 2.1 Use of data and evidence-based strategies in instructional planning;
 - 2.2 Use of technology and data systems in decision-making;
 - 2.3 Data-informed resource allocation and instructional support; and
 - 2.4 Collaborative goal-setting based on school performance data?
3. To what extent are instructional supervision practices implemented in terms of:
 - 3.1 Monitoring of classroom instruction and teacher performance;
 - 3.2 Provision of professional development opportunities;
 - 3.3 Conduct of performance feedback and coaching sessions; and
 - 3.4 Implementation of mentoring and supervisory support systems?
4. What is the level of teachers' professional performance in terms of:
 - 4.1 Instructional effectiveness and lesson delivery;
 - 4.2 Classroom management and student engagement;
 - 4.3 Professional growth and self-efficacy; and
 - 4.4 Contribution to student learning outcomes?
5. Is there a significant relationship between:
 - 5.1 Data-driven school leadership and teachers' professional performance?
 - 5.2 Instructional supervision practices and teachers' professional performance?
6. Is there a significant difference in the level of implementation of data-driven leadership and instructional supervision practices when grouped according to:
 - 6.1 School size; and
 - 6.2 Availability of school resources?
7. What challenges or barriers do principals and teachers encounter in implementing data-driven leadership and instructional supervision practices?
8. Based on the findings, what recommendations can be proposed to enhance instructional supervision, teacher professional performance, and overall school effectiveness in the Sierra Bullones District?

Null Hypothesis

1. There is no significant relationship between data-driven school leadership and teachers' professional performance in the selected public elementary schools.
2. There is no significant relationship between instructional supervision practices and teachers' professional performance in the selected public elementary schools.
3. There is no significant difference in the level of implementation of data-driven school leadership and instructional supervision practices when grouped according to school size.
4. There is no significant difference in the level of implementation of data-driven school leadership and instructional supervision practices when grouped according to availability of school resources.

Significance of the Study

This study evaluated the influence and effectiveness of data-driven school leadership and instructional supervision practices on teachers' professional performance in selected public elementary schools in Sierra Bullones District, Bohol Province. The findings of this study are expected to provide relevant and practical contributions to various stakeholders, particularly in strengthening leadership practices and improving the quality of education in alignment with the goals of the Department of Education (DepEd).

School Heads (Principals). The study provides school heads with evidence-based insights on how data-driven leadership and instructional supervision practices can enhance teacher performance. It will help principals improve their planning, monitoring, and feedback mechanisms by using data effectively in decision-making. The results may also guide them in designing targeted professional development programs, strengthening instructional supervision strategies, and promoting a culture of accountability and continuous improvement within their schools.

Teachers and School Personnel. Teachers will benefit from this study through a clearer understanding of how leadership and supervision practices influence their professional growth and classroom performance. The findings highlight the importance of data-informed teaching, collaborative goal-setting, and continuous feedback in improving instructional effectiveness. This may encourage teachers to actively engage in professional development, enhance classroom practices, and align their teaching strategies with school goals and learner needs.

Department of Education (DepEd). The results of this study provide valuable data that can support the Department of Education (DepEd) in strengthening existing programs related to instructional leadership, such as school-based management (SBM), Results-Based Performance Management System (RPMS), and Learning Action Cells (LAC). The findings may inform the development of policies, training modules, and leadership development initiatives that promote data-driven decision-making and effective instructional supervision across public schools.

Policymakers and Educational Stakeholders. Education policymakers and stakeholders can use the findings to design more responsive and context-based policies that address the needs of schools, particularly those in resource-constrained settings. Insights on school size and resource availability may guide equitable resource allocation, program implementation, and support systems. This contributes to the development of sustainable, evidence-based strategies that enhance teacher performance and overall school effectiveness.

Future Researchers. This study contributes to the growing body of knowledge on educational leadership, instructional supervision, and teacher performance in the Philippine context. It provides a foundation for future studies that may explore related variables such as teacher motivation, school climate, and student

outcomes. Future researchers may also extend this study through longitudinal designs, comparative analyses, or the integration of emerging technologies in educational leadership and supervision.

RESEARCH METHODOLOGY

This section describes the research methodology employed in the study, including the research design, flow of the study, research environment, respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures, and definition of terms.

Research Design

The study employed a comparative-correlational research design. The comparative component examined differences in data-driven leadership and instructional supervision practices among selected public elementary schools in Sierra Bullones District, Bohol Province. This analysis considered contextual factors such as school size, resource availability, and teacher experience that could influence instructional outcomes. It provided a side-by-side evaluation of practices including lesson planning, classroom observation, teacher feedback, and use of educational data for decision-making.

The correlational component investigated whether a significant relationship existed between the implementation of data-driven school leadership and instructional supervision practices and teachers' professional performance. By analyzing quantitative data, the study determined the extent to which leadership approaches, supervisory methods, and support mechanisms affected teacher effectiveness, classroom management, and student learning outcomes.

Flow of the Study

The inputs of this study included demographic profiles of teacher respondents from the selected schools. These profiles covered variables such as age, gender, teaching experience, educational attainment, position or role within the school, and participation in professional development or training programs.

The study also examined the level of implementation of data-driven school leadership and instructional supervision practices in terms of program planning, data utilization, teacher coaching, feedback mechanisms, monitoring of instructional practices, and stakeholder involvement. These components assessed how school administrators executed leadership and supervision initiatives and the extent to which evidence-based practices were applied in daily operations.

Furthermore, the study evaluated teachers' professional performance based on outcomes such as instructional quality, classroom management, student engagement, and overall teaching effectiveness. This provided a comprehensive assessment of both teacher competency and the influence of school leadership on professional growth.

Finally, the research identified challenges and barriers encountered by school administrators and teachers in implementing data-driven leadership and instructional supervision practices, including limitations in resources, time constraints, varying levels of teacher readiness, and adherence to supervisory protocols. Understanding these factors provided insights into areas requiring program refinement, capacity-building, and policy support, ultimately supporting the development of more effective and data-informed educational practices.

Environment

This study was conducted in selected public elementary schools within the Sierra Bullones District, Bohol Province, which were chosen for their active implementation of data-driven leadership and instructional supervision practices aimed at improving teacher professional performance. These schools represented a mix of rural and semi-urban settings, providing a comprehensive understanding of how leadership and supervision practices were applied in diverse educational environments.

The selected schools varied in size, resources, and student population, allowing for a comparative evaluation of leadership and supervision practices. Some schools focused primarily on teacher capacity building, curriculum delivery, and classroom observation, while others emphasized data-driven decision-making, performance monitoring, and instructional coaching. This variation enabled the study to explore contextual factors that influenced the effectiveness of school leadership and instructional supervision practices.

By including schools with differing operational environments and levels of leadership engagement, the study aimed to identify best practices, challenges, and strategies that affected teacher professional performance. The comparative nature of the study provided insights into how data-driven leadership and structured instructional supervision practices contributed to teaching effectiveness, student learning outcomes, and overall school performance.

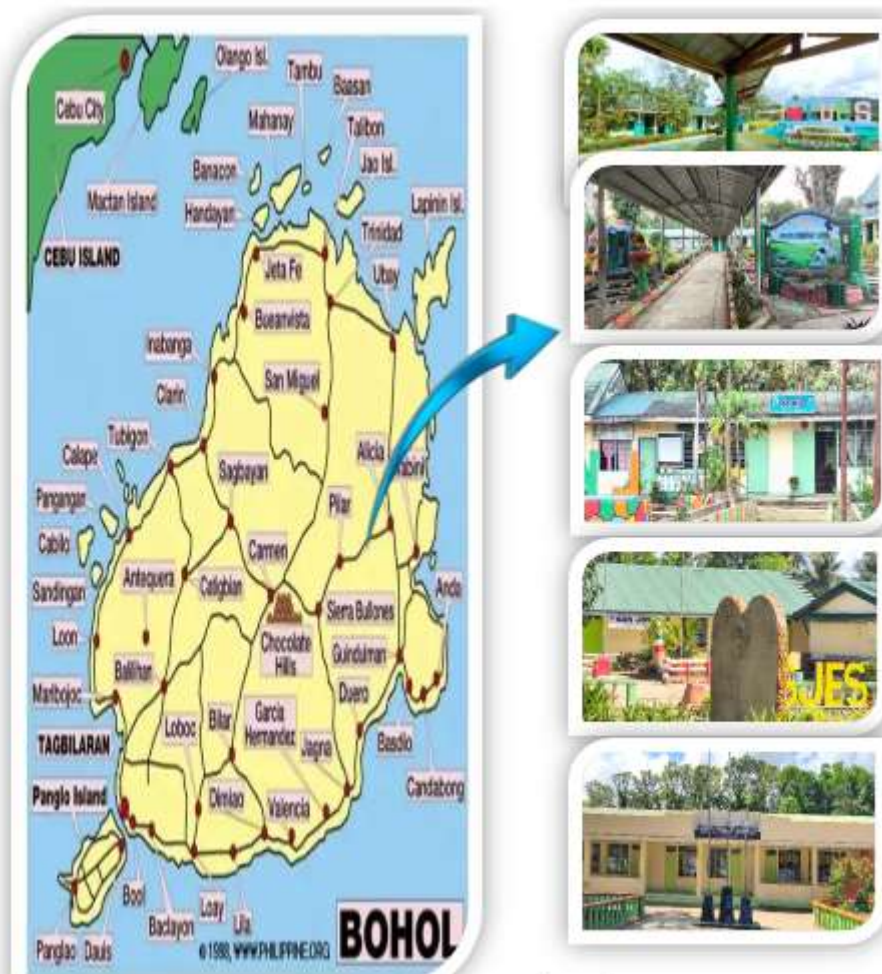


Figure 3.
Locale of the Study

Respondents

The respondents of this study were school principals/School Heads, teachers, and other instructional supervisors from the selected public elementary schools in Sierra Bullones District, Bohol Province—specifically Bugsoc Elementary School, La Union Elementary School, San Juan Elementary School, San Jose Elementary School, Sierra Bullones Central Elementary School under the supervision of **Cefrenito F. Escalante** and **Arlene D. Dano**. The study employed a universal sampling technique, involving all qualified personnel who met the inclusion criteria.

The inclusion criteria were as follows:

- a) Respondents were officially assigned to either of the selected schools during the data collection period;
- b) Respondents had at least one (1) year of experience in their current role; and
- c) Respondents voluntarily agreed to participate in the study.

This selection process ensured that respondents possessed sufficient knowledge and direct involvement in leadership and instructional supervision practices, providing credible and well-rounded perspectives on school management and teacher professional performance.

Table I
Distribution of Respondents

NamSchool / Unit	Principal/School Head	Teachers	Total (f)	Percentage (%)
Bugsoc Elementary School	1	19	20	29%
La Union Elementary School	1	7	8	11%
San Jose Elementary School	1	7	8	11%
San Juan Elementary School	1	8	9	13%
Sierra Bullones Central Elementary	1	24	25	36%
Total	5	65	70	100%

This distribution indicated a total of 70 respondents representing five key public elementary schools in Sierra Bullones District. The inclusion of multiple schools and different school leadership ensured diversity in experiences, engagement in data-driven practices, and instructional supervision strategies. This comparative framework strengthened the study's validity by providing insights into how school leadership and supervision practices were implemented, monitored, and evaluated across different school settings within the district.

Instrument

The primary instrument used in this study was a **researcher-made structured questionnaire**, which was adapted and modified from established frameworks on instructional leadership, data-driven decision-making, and instructional supervision, as well as aligned with the standards and guidelines of the Department of Education (DepEd), particularly in relation to school-based management (SBM), Results-Based Performance Management System (RPMS), and instructional supervision practices. This ensured that the instrument was contextually relevant and reflective of the actual practices in public elementary schools.

The questionnaire underwent content validation by a panel of experts composed of school principals, master teachers, and research specialists. Their feedback was used to refine the clarity, relevance, and

appropriateness of the items. After validation, the instrument was pilot-tested among a group of teachers and school personnel who were not included in the actual respondents of the study to assess its reliability and comprehensibility.

To establish internal consistency, the instrument was subjected to reliability testing using Cronbach's Alpha. The results yielded a coefficient within the acceptable range ($\alpha \geq 0.70$), indicating that the instrument was reliable and suitable for data collection.

The instrument consisted of four parts:

Part I. Demographic Profile of Respondents

This section gathered information on age, gender, highest educational attainment, length of teaching experience, position or designation, participation in leadership or supervisory trainings, and familiarity with school policies and instructional guidelines.

Part II. Data-Driven School Leadership Practices

This section measured the extent to which principals apply data-driven leadership, including the use of evidence-based strategies, data-informed planning, use of technology and data systems, and collaborative goal-setting.

Part III. Instructional Supervision Practices

This section assessed supervision practices such as classroom observation, monitoring of teacher performance, provision of professional development, feedback and coaching sessions, and mentoring support.

Part IV. Teachers' Professional Performance

This section evaluated teacher performance in terms of instructional effectiveness, classroom management, professional growth, and contribution to student learning outcomes.

Parts II, III, and IV were measured using a **five-point Likert scale**, with responses ranging from:

5 – Always Implemented / Strongly Agree

4 – Often Implemented / Agree

3 – Sometimes Implemented / Neutral

2 – Rarely Implemented / Disagree

1 – Never Implemented / Strongly Disagree

The data gathered from this instrument served as the basis for analyzing the relationship between data-driven school leadership, instructional supervision practices, and teachers' professional performance. It also helped identify gaps and areas for improvement in leadership and supervision practices within public elementary schools in the Sierra Bullones District.

Data Gathering Procedure

This study followed a systematic, ethical, and data privacy-compliant process to ensure the accuracy, reliability, and integrity of the data collected.

First, the researcher prepared and submitted a **formal letter of request** to the District Supervisor of Sierra Bullones District, Bohol Province, seeking permission to conduct the study in selected public elementary schools. Upon approval, separate request letters were also addressed to the respective school heads to secure their consent and cooperation in administering the research instrument. Coordination with school administrators was conducted to determine appropriate schedules for data collection without disrupting regular instructional activities.

Prior to data collection, **ethical considerations** were strictly observed. Respondents were provided with an informed consent form explaining the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without penalty. They were assured that their responses would be treated with strict confidentiality and used solely for academic purposes.

In compliance with the Republic Act No. 10173, all personal data collected were handled responsibly and securely. No personally identifiable information was disclosed in any part of the study. Data were anonymized, encoded, and stored securely, and access was limited only to the researcher and authorized personnel involved in the study.

After securing permissions and consent, the validated **researcher-made questionnaire** was distributed personally to the respondents during agreed schedules. Clear instructions were provided to ensure proper understanding of each section of the instrument. Respondents were given approximately 20–30 minutes to complete the questionnaire, and the researcher remained available to provide clarification when necessary.

Upon completion, all questionnaires were collected, checked for completeness, and organized for data processing. The data were then encoded and submitted to a statistician for analysis using appropriate statistical tools, including descriptive statistics, correlation, and comparative analysis. These analyses were used to determine the level of implementation of data-driven school leadership and instructional supervision practices, as well as their relationship with teachers' professional performance.

Finally, the results were interpreted and analyzed under the guidance of the research adviser. Findings were presented in alignment with the research questions and null hypotheses. Throughout the entire process, the researcher ensured adherence to ethical standards, confidentiality protocols, and professional research practices.

Statistical Treatment of Data

The following statistical tools and procedures were utilized to analyze, present, and interpret the data collected in this study:

Frequency and Percentage Distribution. These were used to describe the demographic profile of the respondents in terms of age, gender, educational attainment, length of teaching experience, position or designation, participation in trainings, and familiarity with school policies. This provided a clear summary of respondent characteristics and served as a basis for contextualizing the findings.

Weighted Mean. This was employed to determine the level of implementation of **data-driven school leadership** and **instructional supervision practices**, as well as the level of teachers' professional performance. Mean scores were computed to assess how frequently these practices were implemented and how teachers rated their performance.

The results were interpreted using a predefined Likert scale to describe the extent of implementation and performance levels.

Pearson Product-Moment Correlation Coefficient (r). This statistical tool was used to determine the significant relationship between:

- (1) data-driven school leadership and teachers' professional performance; and
- (2) instructional supervision practices and teachers' professional performance.

This analysis identified the strength and direction of the relationship between the independent and dependent variables.

t-test for Independent Samples.

This test was used to determine whether there was a significant difference in the level of implementation of leadership and supervision practices when respondents were grouped according to **school size** (e.g., small vs. large schools).

One-Way Analysis of Variance (ANOVA).

This was applied to determine whether there was a significant difference in the level of implementation of leadership and supervision practices when respondents were grouped according to availability of school resources (e.g., low, moderate, high resource levels). If significant differences were found, post hoc analysis was conducted to identify specific group differences.

All statistical analyses were conducted at a **0.05 level of significance**, and results were interpreted accordingly to accept or reject the null hypotheses.

Scoring Procedure – Responses to the questionnaire were measured using a five-point Likert scale, interpreted as follows:

Weight	Range	Response Category	Verbal Description
5	4.21 – 5.00	Strongly Agree	The respondent completely agrees with the statement. Evidence strongly supports the practice.
4	3.41 – 4.20	Agree	The respondent generally agrees. There is a positive leaning toward the statement.
3	2.61 – 3.40	Neutral	The respondent neither agrees nor disagrees. No strong opinion either way.
2	1.81 – 2.60	Disagree	The respondent generally disagrees, with some reservations.
1	1.00 – 1.80	Strongly Disagree	The respondent completely disagrees. Evidence does not support the practice.

This scale provided a standardized measure for evaluating both the level of implementation of leadership and supervision practices and their perceived effectiveness on teacher professional performance in the selected schools.

DEFINITION OF TERMS

To ensure clarity and understanding, the following key terms used in this study were operationally defined: Comparative Analysis. The process of comparing the implementation and effectiveness of leadership and instructional supervision practices across selected public elementary schools to identify best practices, similarities, and differences.

Data-Driven School Leadership. The systematic use of data by school principals and administrators to guide decision-making, policy development, and resource allocation to improve teacher performance, student learning, and overall school effectiveness.

Demographic Profile. Background information of the respondents, including age, gender, highest educational attainment, length of service, rank or position, and participation in relevant trainings or professional development activities.

Effectiveness. The degree to which leadership and supervision practices achieve their intended goals, such as improving teacher professional performance, enhancing instructional quality, and promoting student learning outcomes.

Instructional Supervision. Structured practices, processes, and strategies implemented by school leaders and supervisors to monitor, support, and enhance the teaching and learning process, including classroom observations, mentoring, and teacher performance evaluations.

Level of Implementation. The extent to which data-driven leadership and instructional supervision practices are carried out in schools, including planning, resource allocation, teacher mentoring, classroom monitoring, and stakeholder engagement.

Monitoring and Evaluation (M&E). The ongoing process of assessing, reviewing, and analyzing the implementation and impact of leadership and supervision practices to identify strengths, gaps, and areas for improvement.

Personnel Participation. The involvement, cooperation, and engagement of school principals, teachers, and instructional supervisors in implementing leadership and supervision practices.

Policy Enforcement. The adherence to and application of existing school policies, DepEd guidelines, and national education laws aimed at promoting effective teaching and supervision.

Relevant Trainings and Seminars. Professional development programs, workshops, and seminars attended by school personnel that enhanced their knowledge and skills in instructional supervision, leadership, classroom management, and teacher performance improvement.

Resource Management. The organized and efficient utilization of school resources, including teaching materials, technological tools, and personnel, to optimize instructional outcomes and teacher development.

School Units. Public elementary schools selected for the study in Sierra Bullones District, Bohol Province, including La Union Elementary School and other designated schools implementing leadership and supervision practices.

Teacher Mentoring. Guidance and support provided by school leaders or instructional supervisors to enhance teachers' instructional skills, classroom management, and professional growth.

Teacher Performance Enhancement Plan. The proposed output of the study, consisting of strategic interventions, programs, and policies aimed at improving instructional supervision, school leadership practices, and overall teacher professional performance in the selected schools.

Teacher Professional Performance. The ability of teachers to effectively plan, deliver, and assess instruction, engage students, and achieve learning outcomes, as influenced by school leadership and supervision practices.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a comprehensive review of relevant literature and studies that provide a foundation for understanding the relationship between data-driven school leadership, instructional supervision, and teacher professional performance. The related literature highlights theoretical frameworks, principles, and best practices in school leadership, instructional coaching, and teacher development, while the related studies offer empirical evidence on how leadership and supervision practices influence teaching effectiveness and student outcomes. The synthesis of these sources identifies gaps, informs the research design, and supports the development of strategies to enhance teacher performance and school management in the Sierra Bullones District, Bohol Province.

Related Literature

The role of school principals as instructional leaders has been widely recognized as a critical factor in promoting teacher professional development. He, Guo, and Abazie (2024) emphasized that principals who actively engage in instructional leadership enhance teachers' competencies by providing guidance, mentoring, and structured feedback, ultimately leading to improved classroom practices and student outcomes.

Instructional leadership practices, such as classroom observation, feedback provision, and curriculum oversight, have a direct impact on teachers' performance. Naguit (2024) found that school heads who regularly supervise instructional processes and facilitate collaborative learning among teachers significantly influence teaching quality and professional growth.

The school climate, shaped by leadership, also plays a pivotal role in teacher performance. Dutta and Sahney (2022) reported that positive principal leadership fosters a supportive environment, increases teacher job satisfaction, and correlates with higher student achievement, highlighting the interplay between leadership and organizational culture.

Teacher self-efficacy has been identified as a mediator between principal leadership and teacher performance. Elfira et al. (2024) demonstrated in the Indonesian context that principals' instructional support strengthens teachers' belief in their abilities, thereby enhancing instructional effectiveness and promoting innovation in classroom strategies.

Academic supervision, when combined with managerial competence and teacher empowerment, enhances performance outcomes. Muttaqin et al. (2023) showed that principals who exhibit strong administrative skills and empower teachers create commitment-driven environments, which mediate the positive effects of leadership on teacher output.

School plant management, including resource allocation and facility maintenance, is another leadership dimension influencing performance. Azubuike (2024) found that principals who ensure adequate infrastructure and personnel support positively affect school improvement and instructional quality in secondary schools.

Curriculum leadership and instructional coaching are integral to effective teaching. Chiazor, Osagiede, and Nwabuisi (2025) highlighted that principals who actively coach teachers, align curriculum goals with teaching practices, and provide continuous professional development opportunities foster higher-quality instruction and improved learning outcomes.

Legal and institutional factors, such as regulatory compliance and technology integration, also shape teacher performance. Nyarko et al. (2025) noted that adherence to educational regulations and leveraging technological tools enable teachers to deliver more consistent and accountable instruction in developing country settings.

Trust and professionalism are critical components of instructional leadership. Yalçın, Atasoy, and Göçen (2025) emphasized that school leaders who cultivate professional trust and empower teachers promote autonomy, accountability, and higher instructional quality across classrooms.

Technology leadership practices of school principals facilitate the development of a learning organization culture. Banoğlu, Vanderlinde, and Aesaert (2022) argued that integrating ICT in management and instructional supervision strengthens communication, professional collaboration, and teacher learning in public K-12 schools.

Big data and knowledge management systems support data-driven instructional leadership. Xu et al. (2022) demonstrated that universities employing big data-based teaching evaluation systems improve

curriculum delivery and teacher accountability, suggesting the relevance of technology in educational supervision.

Instructional supervision impacts student academic performance by shaping teacher practices. Muhire and Andala (2023) reported in Rwanda that consistent observation, feedback, and mentoring by school supervisors significantly improved history teachers' instructional methods, leading to measurable improvements in student achievement.

Educational institutions benefit from structured data management for decision-making. Kustitskaya et al. (2023) highlighted that designing institutional databases enhances administrative efficiency, instructional supervision, and evidence-based policy formulation in higher education settings.

Clinical supervision practices also influence teacher emotions and engagement. Chaula (2023) revealed that Tanzanian school heads' supportive supervision reduced teacher anxiety and increased motivation, demonstrating the importance of emotional intelligence in leadership practices.

Innovative classroom management practices predict student academic success. Manafa (2025) showed that teachers employing active learning strategies, differentiated instruction, and collaborative activities significantly increased student engagement and performance in public secondary schools.

Strategic planning by school leaders contributes to quality assurance in teaching. Egbe et al. (2024) emphasized that well-planned instructional supervision, aligned with institutional goals, improves teacher accountability, professional development, and overall educational outcomes.

Language proficiency also mediates academic achievement. Azkiyah et al. (2023) reported that in non-English medium schools, teachers' ability to communicate effectively in English influenced students' comprehension and academic performance, highlighting the role of professional competence in teaching. Integrating technology in leadership strengthens instructional supervision. Banoğlu, Vanderlinde, and Aesaert (2022) reiterated that principals who adopt educational technology facilitate collaborative teaching practices, data monitoring, and learning culture enhancement.

Leadership practices and teacher professional development are moderated by training. Akram et al. (2024) found that principals' identified leadership behaviors improve teaching performance when complemented by targeted professional development, demonstrating the importance of continuous capacity building.

Teacher challenges and school head support are predictive of teaching effectiveness in multigrade classrooms. Cutamora (2026) demonstrated that overcoming resource constraints, providing instructional guidance, and supporting teachers in diverse learning environments enhanced teaching quality, underlining the interconnectedness of leadership, supervision, and teacher performance.

Related Studies

Job satisfaction among educators has been closely linked to teacher performance and instructional effectiveness. Tria (2023) highlighted that satisfied teachers demonstrate higher engagement, commitment, and willingness to adopt innovative teaching practices, suggesting that workplace conditions and leadership support are critical factors influencing professional outcomes.

Buante et al. (2026) explored the lived experiences of public-school administrators implementing the Philippine Informal Reading Inventory (Phil-IRI) in Eastern Visayas. The study found that administrators' hands-on involvement and adaptive strategies significantly improved reading instruction, indicating the value of practical leadership in program implementation and teacher guidance.

Rashid, Subhan, and Imran (2022) examined the impact of workload, work-life balance, and supervisory support on teacher performance. They found that supportive supervision reduces stress and burnout,

thereby improving instructional quality, highlighting the mediating role of emotional and organizational support in sustaining effective teaching.

Rini (2022) emphasized that transformational leadership in the education era 4.0 strengthens instructional practices and teacher motivation. Principals adopting visionary and participative approaches foster innovation, collaborative learning, and continuous professional development, which collectively enhance overall school performance.

Informal coaching practices within higher education have been shown to boost faculty performance. Nguyen et al. (2025) reported that when leaders provide individualized feedback and mentoring, supported by organizational recognition, teachers and instructors exhibit improved instructional competence and professional engagement.

Kilag et al. (2023) investigated the interplay of work motivation, job satisfaction, and administrative support on teacher performance. Their findings suggest that teachers who are motivated and supported by competent administrators demonstrate higher instructional quality and commitment, reinforcing the importance of structured managerial support.

Teacher quality management has a measurable effect on student achievement. Guo, Azar, and Ahmad (2023) reviewed literature indicating that supervision, evaluation, and professional development programs aligned with teacher competencies result in improved classroom performance and better student learning outcomes.

Leadership styles of principals directly influence teacher performance. Sarwar, Tariq, and Zhan Yong (2022) found that participative and transformational leadership approaches enhance teacher engagement, accountability, and innovative teaching methods, suggesting that leadership orientation shapes educational effectiveness.

Damanik and Widodo (2024) examined teaching creativity and professional performance, highlighting that integrating digital literacy, grit, and instructional quality into pedagogical strategies enhances teacher effectiveness. Principals supporting creativity and technology use foster more dynamic and responsive classroom environments.

Yohannes and Wasonga (2021) linked school leadership styles to teacher job satisfaction, showing that supportive, participative, and transformational leadership increases teacher morale and reduces turnover. This demonstrates that teacher well-being is a critical component of institutional performance.

Emotional intelligence plays a significant role in educators' performance. Khassawneh et al. (2022) reported that teachers with higher emotional intelligence, supported by emotionally intelligent leaders, handle classroom challenges more effectively and maintain positive student relationships, ultimately enhancing learning outcomes.

Thien and Liu (2024) explored instructional leadership and teacher professional learning, finding that self-efficacy mediates the relationship between leadership and professional development. Principals who provide clear guidance, feedback, and capacity-building opportunities improve teachers' confidence and instructional skills.

Mutunga (2023) demonstrated that principals' administrative practices, including planning, resource allocation, and supervision, directly influence students' academic performance. Structured and consistent administrative support ensures that teachers have the tools and guidance needed for effective instruction.

Amzat, Yanti, and Suswandari (2022) investigated the effects of principal instructional and distributed leadership on teacher professional development. Their findings indicated that shared leadership models promote collaborative growth, continuous learning, and enhanced teacher competencies.

Khan et al. (2023) emphasized the role of organizational justice in linking leadership styles and academic performance. Fair, transparent, and equitable administrative practices increase teacher motivation and engagement, leading to improved instructional outcomes and institutional effectiveness.

Amirian, Amirian, and Kouhsari (2023) examined the effects of emotional intelligence, increasing job demands, and subjective well-being on teacher performance. They highlighted gender-based differences, showing that supportive leadership tailored to individual needs improves teacher performance under high-pressure environments.

Dami et al. (2022) studied principal self-efficacy for instructional leadership, linking it to teacher engagement, job satisfaction, and retention. Principals confident in their instructional roles foster environments where teachers feel supported, motivated, and equipped to deliver quality education.

Alshameri et al. (2026) explored effective educational supervision in Yemen, using hybrid fuzzy Delphi and clustering methods to identify technical barriers. Their study revealed that targeted leadership interventions and structured supervision significantly improve teacher performance, demonstrating the importance of systematic, context-specific administrative support in overcoming challenges.

Synthesis of Review of Related Literature and Studies

The literature and studies reviewed highlight the central role of school principals' instructional and transformational leadership in shaping teacher performance and professional development. Research consistently demonstrates that principals' leadership practices, including instructional supervision, mentoring, and distributed leadership, significantly influence teacher efficacy, classroom management, and student outcomes (He, Guo, & Abazie, 2024; Naguit, 2024; Dutta & Sahney, 2022; Elfira et al., 2024; Muttaqin et al., 2023; Azubuikwe, 2024; Chiazor, Osagiede, & Nwabuisi, 2025; Nyarko et al., 2025). Principals who adopt transformational, participative, and technology-driven leadership approaches foster environments that encourage continuous professional growth, innovation, and engagement among teachers (Yalçın, Atasoy, & Göçen, 2025; Banoğlu, Vanderlinde, & Aesaert, 2022; Xu et al., 2022; Muhire & Andala, 2023; Kustitskaya et al., 2023). Moreover, effective instructional leadership positively impacts teacher self-efficacy, job satisfaction, and motivation, which in turn enhances student academic achievement and institutional quality (Chaula, 2023; Manafa, 2025; Egbe et al., 2024; Azkiyah et al., 2023; Akram et al., 2024; Cutamora, 2026). These findings underscore the critical interplay between leadership style, teacher competence, and professional development in achieving holistic educational outcomes.

Empirical studies also emphasize the significance of administrative support, managerial competence, and organizational justice in sustaining high teacher performance and institutional effectiveness. Tria (2023) and Kilag et al. (2023) illustrate that work motivation, administrative backing, and job satisfaction are key determinants of teacher engagement and instructional quality, while Rashid, Subhan, and Imran (2022) highlight the mediating role of stress and work-life balance in influencing performance. Research on transformational and distributed leadership models indicates that principals who actively coach, provide feedback, and facilitate collaborative problem-solving create positive work climates that promote teacher commitment and professional growth (Rini, 2022; Nguyen et al., 2025; Guo, Azar, & Ahmad, 2023; Sarwar, Tariq, & Zhan Yong, 2022; Damanik & Widodo, 2024; Yohannes & Wasonga, 2021). Furthermore, studies reveal that leadership support for instructional innovation, curriculum leadership, and technology integration enhances teaching effectiveness and fosters a culture of continuous learning (Khassawneh et al., 2022; Thien & Liu, 2024; Amzat, Yanti, & Suswandari, 2022; Khan et al., 2023; Amirian, Amirian, & Kouhsari, 2023; Dami et al., 2022). These findings collectively suggest that teacher performance is not

solely dependent on individual capabilities but is strongly shaped by the quality of leadership and organizational structures within schools.

Additionally, contextual and technical factors, including teacher emotional intelligence, resource management, and institutional regulations, play a pivotal role in professional effectiveness. Studies indicate that teachers' emotional intelligence mediates their response to instructional leadership, influencing classroom management, student engagement, and instructional quality (Khassawneh et al., 2022; Amirian, Amirian, & Kouhsari, 2023; Dami et al., 2022). Similarly, effective administrative practices, including school plant management, strategic planning, supervision, and technology-based teaching evaluation, provide the framework for systematic professional development and quality assurance (Azubuike, 2024; Banoğlu, Vanderlinde, & Aesaert, 2022; Xu et al., 2022; Kustitskaya et al., 2023; Egbe et al., 2024; Alshameri et al., 2026). Leadership practices that integrate informal coaching, participatory decision-making, and data-driven management not only strengthen teacher performance but also ensure alignment with institutional goals and student learning needs (Nguyen et al., 2025; He, Guo, & Abazie, 2024; Elfira et al., 2024; Cutamora, 2026). The interplay of technical, managerial, and interpersonal leadership competencies demonstrates that holistic principal effectiveness requires a balance between policy enforcement, professional support, and innovation-oriented guidance.

Finally, the synthesis of these studies underscores that teacher performance, instructional quality, and student achievement are outcomes of multifaceted leadership influences, institutional culture, and professional development opportunities. Principals' instructional leadership, when combined with emotional intelligence, transformational practices, administrative competence, and supportive supervision, creates an enabling environment that maximizes teacher potential and learning outcomes (He, Guo, & Abazie, 2024; Naguit, 2024; Dutta & Sahney, 2022; Elfira et al., 2024; Muttaqin et al., 2023; Rini, 2022; Amzat, Yanti, & Suswandari, 2022; Khan et al., 2023; Tria, 2023; Buante et al., 2026; Rashid, Subhan, & Imran, 2022; Kilag et al., 2023; Sarwar, Tariq, & Zhan Yong, 2022; Damanik & Widodo, 2024; Yohannes & Wasonga, 2021; Khassawneh et al., 2022; Thien & Liu, 2024; Mutunga, 2023; Amirian, Amirian, & Kouhsari, 2023; Dami et al., 2022; Alshameri et al., 2026; Banoğlu, Vanderlinde, & Aesaert, 2022; Akram et al., 2024; Cutamora, 2026). Collectively, the reviewed literature and studies establish a robust evidence base demonstrating that effective principal leadership, contextual support, and structured professional development are interdependent elements critical to sustaining high-performing educators and achieving measurable student success in contemporary school settings.

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study. The research aimed to evaluate the influence of data-driven school leadership and instructional supervision practices on teachers' professional performance in selected public elementary schools of Sierra Bullones District, Bohol Province during the school year 2025–2026. The study utilized a descriptive-correlational research design with a quantitative approach to examine relationships and differences among variables. Data were analyzed across key domains, including data-driven leadership practices, instructional supervision practices, and teachers' professional performance. Additionally, demographic variables such as age, gender, educational attainment, teaching experience, position/designation, participation in trainings, familiarity with DepEd policies, school size, and resource availability were considered to provide contextual insights into the implementation of leadership and supervision practices.

Summary

The study assessed the level of implementation of **data-driven school leadership** in terms of evidence-based instructional planning, use of technology and data systems, data-informed resource allocation, and collaborative goal-setting. It also examined the level of implementation of **instructional supervision practices**, including classroom monitoring, provision of professional development opportunities, performance feedback and coaching, and mentoring and supervisory support systems.

Furthermore, the study evaluated **teachers' professional performance** across four major indicators: instructional effectiveness and lesson delivery, classroom management and student engagement, professional growth and self-efficacy, and contribution to student learning outcomes. The study also analyzed the **relationship** between leadership practices and teacher performance, as well as the **differences** in implementation when grouped according to school size and availability of school resources. In addition, the study identified **challenges and barriers** encountered by teachers and school leaders in implementing data-driven leadership and instructional supervision, such as limited resources, lack of training, and heavy workload. Correlational analysis was conducted to determine the strength of relationships among variables, while analysis of variance (ANOVA) was used to examine differences across groups.

Summary Results

Table 34.
Summary of Results

Major Area	Key Findings (Quantitative)	Overall Result	Interpretation
Demographic Profile	Majority aged 31–35 (29%); Female (69%); Bachelor's degree (54%); 4–6 years experience (29%)	—	Respondents are mostly mid-career, degree holders, and actively engaged in teaching
Data-Driven Leadership	Grand Mean = 4.02	High	Leadership practices are often implemented
Instructional Supervision	Grand Mean = 4.07	High	Supervision practices are consistently implemented
Teacher Performance	Grand Mean = 4.19	High	Teachers demonstrate strong professional performance
Relationship (Leadership Performance) vs	$r = 0.62, p = 0.000$	Significant	Moderate positive relationship
Relationship (Supervision Performance) vs	$r = 0.68, p = 0.000$	Significant	Moderate positive relationship
School Size Difference	$p > 0.05$	Not Significant	Implementation is consistent regardless of school size
Resource Availability Difference	$p < 0.05$	Significant	Resources significantly affect implementation

Challenges/Barriers	Workload (74%), Limited resources (70%), ICT limitations (68%)	High constraint	Resource and capacity issues affect implementation
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Findings

The findings revealed that both data-driven school leadership and instructional supervision practices were often implemented, with grand mean scores of 4.02 and 4.07, respectively. Among leadership indicators, collaborative goal-setting obtained the highest mean, while data-informed resource allocation showed relatively lower implementation, indicating areas for improvement. In terms of instructional supervision, performance feedback and coaching sessions were rated highest, emphasizing the importance of continuous feedback in enhancing teaching practices.

Teachers' professional performance was rated high (Grand Mean = 4.19), with instructional effectiveness achieving the highest rating. This indicates that teachers are generally competent in lesson delivery, classroom management, and professional development. However, slightly lower scores in student learning outcomes suggest a need for strengthening strategies that directly impact student achievement.

Correlation analysis revealed a moderate positive and statistically significant relationship between data-driven leadership and teacher performance ($r = 0.62$, $p = 0.000$), as well as between instructional supervision and teacher performance ($r = 0.68$, $p = 0.000$). This implies that improvements in leadership and supervision practices are associated with increased teacher effectiveness.

Comparative analysis showed that school size did not significantly affect implementation, indicating consistency of practices across small, medium, and large schools. However, availability of school resources significantly influenced both leadership and supervision practices, confirming that resource adequacy plays a crucial role in effective implementation.

The study also identified major challenges, including heavy teaching workload, limited school resources, inadequate ICT infrastructure, and lack of training in data-driven decision-making, which hinder the optimal implementation of leadership and supervision practices.

Conclusions

Based on the findings, it can be concluded that data-driven school leadership and instructional supervision practices are effectively implemented in public elementary schools and significantly contribute to enhancing teachers' professional performance. The presence of structured leadership practices, continuous supervision, and collaborative engagement supports teachers in improving instructional quality and classroom effectiveness.

The significant positive relationships between leadership practices and teacher performance confirm that effective leadership and supervision are critical drivers of teacher development and instructional improvement. Instructional supervision, particularly feedback and coaching, was found to have a stronger influence, highlighting its direct impact on classroom practices.

The lack of significant differences across school sizes suggests that implementation is generally uniform; however, the significant influence of resource availability indicates that adequate resources are essential in maximizing the effectiveness of leadership and supervision practices.

Despite positive outcomes, the study concludes that **system-related challenges**, particularly in terms of resources, workload, and training, continue to limit the full potential of data-driven leadership and instructional supervision.

Recommendations

1. **Strengthen Capacity Building Programs.** The Department of Education and school administrators should provide regular training on data-driven decision-making, instructional supervision, and the use of ICT tools to enhance teachers' competencies.
2. **Improve Resource Allocation.** Schools should be provided with adequate instructional materials, ICT infrastructure, and budget support to facilitate effective implementation of leadership and supervision practices.
3. **Enhance Monitoring and Feedback Systems.** Schools should establish systematic monitoring mechanisms, including regular classroom observations, performance reviews, and data-based feedback systems.
4. **Promote Collaborative Practices.** Encourage teacher collaboration through Learning Action Cell (LAC) sessions, peer mentoring, and participatory decision-making to strengthen professional growth.
5. **Reduce Teacher Workload.** School administrators should manage workload distribution to allow teachers more time for instructional planning, supervision participation, and professional development.
6. **Strengthen Mentoring and Coaching Programs.** Implement structured mentoring systems for new and less experienced teachers to improve instructional skills and confidence.
7. **Ensure Policy Awareness and Alignment.** Conduct regular orientations on DepEd policies and instructional guidelines to ensure consistent implementation across schools.
8. **Future Research.** Future studies may explore longitudinal impacts of data-driven leadership and instructional supervision, include qualitative approaches, and examine additional variables such as student achievement and school performance indicators.

CHAPTER 5

OUTPUT OF THE STUDY DATA-DRIVEN LEADERSHIP AND INSTRUCTIONAL SUPERVISION ENHANCEMENT PLAN RATIONALE

The implementation of data-driven school leadership and instructional supervision practices in public elementary schools is essential in improving teachers' professional performance and ensuring quality education delivery. These practices enable school leaders to utilize data in planning, decision-making, monitoring, and evaluation, while also providing structured supervision through coaching, mentoring, and professional development. The findings of the study revealed that although both leadership and supervision practices were often implemented, there remain critical areas that require enhancement, particularly in terms of resource availability, ICT integration, teacher workload, and capacity-building opportunities.

Furthermore, the study identified several challenges, including limited access to data systems, insufficient ICT resources, lack of training in data-driven decision-making, and heavy teaching workload, which hinder the effective implementation of leadership and supervision practices. The significant relationship between leadership, supervision, and teachers' performance highlights the need for a structured and strategic intervention plan.

Thus, a Data-Driven Leadership and Instructional Supervision Enhancement Plan is proposed to address these gaps, strengthen leadership capacity, optimize instructional supervision, and improve overall teacher performance. This plan aims to provide systematic strategies that promote evidence-based practices, continuous professional development, and efficient resource utilization within public elementary schools.

OBJECTIVES

This plan aims to:

1. Strengthen the implementation of data-driven leadership practices in instructional planning and decision-making.
2. Enhance instructional supervision through effective monitoring, feedback, coaching, and mentoring systems.
3. Improve teachers' professional performance in terms of instructional effectiveness, classroom management, and student outcomes.
4. Increase access to and utilization of ICT tools and data systems for school management and instruction.
5. Provide continuous professional development opportunities for teachers and school leaders.
6. Address challenges related to limited resources, workload, and training gaps.
7. Promote collaborative goal-setting and participatory decision-making among school personnel.
8. Ensure alignment of school practices with DepEd policies and instructional guidelines.

SCHEME OF IMPLEMENTATION

Table 34.

Data-Driven Leadership and Instructional Supervision Enhancement Plan

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
Data-Driven Instructional Planning	Improve use of data in lesson planning	Conduct workshops on data analysis, use assessment data in planning, develop data-driven lesson plans	50,000	School MOOE / DepEd Support	One year	School Heads, Master Teachers	Improved lesson plans, data utilization reports	NA	NA
ICT and Data Systems Integration	Enhance use of technology in decision-making	Provide training on LIS, EBEIS, dashboards; improve ICT	70,000	DepEd ICT Fund / LGU	One year	ICT Coordinators, School Heads	Increase ICT usage, system reports, teacher feedback	NA	NA

		access; establish data systems							
Resource Allocation and Instructional Support	Optimize use of school resources	Allocate resources based on needs assessment; prioritize instructional materials ; monitor resource use	60,000	School Funds / LGU Support	One year	School Heads, Admin Staff	Resource allocation reports, improved teaching materials	NA	NA
Collaborative Goal- Setting	Strengthen shared decision- making	Conduct planning sessions, involve teachers in goal- setting, align goals with school data	30,000	School MO OE	One year	School Heads, Teachers	Documented plans, participation rate, goal alignment	NA	NA
Classroom Monitoring	Improve instructional supervision practices	Conduct regular observations, provide structured observation tools, monitor teaching performance	40,000	School Funds	One year	School Heads, Head Teachers	Observation reports, improved teaching performance	NA	NA

Professional Development Programs	Enhance teacher competencies	Conduct seminars, LAC sessions, workshops, and training programs	80,000	DepEd Training Fund	One year	Training Coordinators	Number trained, evaluation results, improved skills	NA	NA
Feedback and Coaching	Strengthen teacher support systems	Provide regular feedback, conduct coaching sessions, implement performance reviews	40,000	School Funds	One year	School Heads, Master Teachers	Feedback reports, teacher improvement indicators	NA	NA
Mentoring and Support Systems	Support new and struggling teachers	Establish mentoring programs, peer support groups, and coaching sessions	35,000	School Funds	One year	Senior Teachers, Mentors	Mentoring records, improved teacher performance	NA	NA
Workload Management	Reduce teacher workload barriers	Review workload distribution, provide support staff, streamline administrative tasks	20,000	School Funds	One year	School Heads	Reduced workload reports, teacher satisfaction	NA	NA
Policy Awareness	Improve understanding	Conduct policy	25,000	DepEd /	One year	School Heads	Increase policy	NA	NA

ss and Alignme nt	nding of DepEd policies	orientatio n seminars, distribute guideline s, monitor complian ce		Scho ol Fund s			awarene ss, complia nce reports		
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