International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Instructional Leadership Practices toward Teachers' Performance

Alma M. Boligor[1], Marichu M. Baja[2], Lenwel Jean B. Banol[3]

ABSTRACT

This study examined the instructional leadership practices of school heads and their relationship with teachers' performance in Tabunoc Central Elementary School, Lutao Elementary School, and Inabanga Elementary School in the Municipality of Inabanga, Bohol, during School Year 2026–2027. Specifically, it assessed instructional leadership practices in terms of defining school vision, mission, and goals; curriculum and instructional management; instructional supervision and classroom observation; professional development and capacity building; monitoring learners' academic progress; data-driven decision-making; learning environment and school climate; coaching and mentoring; and stakeholder collaboration. It also examined teachers' performance across seven professional dimensions and determined the relationship between instructional leadership practices and teachers' performance. The study involved 120 teacher-respondents. The findings revealed that instructional leadership practices obtained an overall composite mean of 4.02, verbally interpreted as High. Learning environment and school climate received the highest mean of 4.16, while coaching and mentoring obtained the lowest mean of 3.94. Teachers' performance obtained an overall composite mean of 4.10, also interpreted as High. Learning environment received the highest mean of 4.17, whereas personal growth and professional development obtained the lowest mean of 4.04. Correlation analysis indicated a significant positive relationship between instructional leadership practices and teachers' performance ($r = 0.62$, $p < .001$). This finding suggests that higher instructional leadership ratings were associated with higher teachers' performance ratings, although the correlational result does not establish causation. Based on these findings, an Instructional Leadership Enhancement Program was proposed to strengthen coaching and mentoring, instructional supervision, professional development, curriculum management, data-driven decision-making, learner progress monitoring, and stakeholder collaboration. The proposed program aims to equip school heads with practical strategies for supporting teachers' professional growth and enhancing instructional effectiveness in the selected public elementary schools in Inabanga, Bohol.

Keywords: Instructional Leadership, School Heads, Teachers' Performance, Coaching And Mentoring, Instructional Supervision, Professional Development, Elementary Education

CHAPTER 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION

Rationale of the Study

School leadership has increasingly been recognized as one of the most influential school-based factors affecting teachers' professional performance and, ultimately, student learning outcomes. While teachers directly facilitate classroom instruction, the quality of instructional leadership exercised by school heads significantly determines the effectiveness of curriculum implementation, classroom supervision,

professional development, and instructional improvement. The Organisation for Economic Co-operation and Development (OECD) has consistently identified school leadership as an important school-level factor in improving learner achievement. Likewise, the UNESCO Global Education Monitoring Report emphasizes that instructional leaders contribute substantially to educational quality by fostering collaborative learning cultures, strengthening teacher competencies, and promoting continuous instructional improvement. These international perspectives underscore the important role of instructional leadership in achieving quality education and institutional effectiveness (Kemethofer et al., 2025; Walker & Qian, 2022).

Globally, concerns regarding teacher effectiveness continue to challenge educational systems despite substantial investments in teacher development. According to UNESCO, approximately 69 million additional teachers are needed worldwide by 2030 to achieve Sustainable Development Goal 4 on quality education, emphasizing the need to address both teacher availability and instructional quality. Studies conducted in China, Singapore, Austria, Malaysia, and Nigeria have examined how principals' instructional leadership practices relate to teacher competence, instructional quality, teacher commitment, collective efficacy, and professional learning (Nguyen et al., 2022; Bellibaş et al., 2022; Bada et al., 2024; Thien et al., 2024; Liu et al., 2022). These findings highlight the importance of effective instructional leadership in strengthening teachers' confidence, instructional innovation, and teaching effectiveness, thereby supporting improved educational outcomes.

Within the Philippine educational context, improving instructional quality remains a priority because of persistent challenges reflected in national and international assessments. Results from the Programme for International Student Assessment (PISA) have shown that Filipino learners perform below the OECD average in reading, mathematics, and science, highlighting the need for stronger instructional systems and more effective school leadership. Furthermore, the Department of Education (DepEd) continues to implement reforms under the Basic Education Development Plan (BEDP) 2030 to improve learning outcomes through strengthened instructional supervision, teacher professional development, and school leadership capacity. These national concerns emphasize the importance of school heads exercising effective instructional leadership to support teachers' classroom performance and improve learner achievement.

Recent Philippine studies further support the importance of instructional leadership in improving educational outcomes. Research conducted by Magdaraog (2024), Rodulfa (2023), Magboo et al. (2023), Lacaza and Dioso (2025), Romero (2024), and Saro et al. (2025) has examined the relationships between instructional leadership and teachers' motivation, self-efficacy, work engagement, instructional competence, and instructional supervision. Similarly, studies by Hernandez et al. (2023), Ciocon (2023), Adto-Morallos (2022), and Hungo et al. (2023) have explored how effective school leadership contributes to organizational management, professional growth, ethical leadership, and school improvement. Collectively, these studies highlight instructional leadership as an important factor in supporting teacher effectiveness and institutional performance in Philippine schools.

Despite these significant contributions, several research gaps remain. First, many previous studies have focused on the relationship between instructional leadership and individual teacher outcomes, such as work engagement, motivation, job satisfaction, or self-efficacy, without examining teachers' overall performance across multiple professional dimensions. Second, studies conducted in particular urbanized areas and provincial school divisions may not fully represent the experiences of teachers in other local educational settings. Third, further investigation is needed to determine how specific dimensions of

instructional leadership relate to teachers' performance and which practices may warrant greater attention in school leadership development. Moreover, ongoing curriculum reforms, digital transformation, and instructional recovery initiatives underscore the need for context-specific empirical evidence on school heads' instructional leadership practices and teachers' performance.

The present study also addresses methodological considerations in previous literature. Some investigations have relied primarily on teachers' perceptions and self-reported questionnaires, which may be affected by response and social-desirability biases. To address this concern, the present study will clearly distinguish teachers' perceptions of school heads' instructional leadership practices from the assessment of teachers' performance. Where authorized access is granted, official Results-Based Performance Management System (RPMS) records or relevant Key Result Area (KRA) performance evidence may be used to support the assessment of teachers' performance, subject to applicable institutional policies and data privacy requirements. The study will focus on **Tabunoc Central Elementary School, Lutao Elementary School, and Inabanga Elementary School in the Municipality of Inabanga, Bohol**. These three selected public elementary schools will provide the local context for examining instructional leadership practices and their relationship with teachers' performance. Through this localized inquiry, the study seeks to contribute context-specific evidence that may help address the limited understanding of these variables in the selected elementary schools.

The conduct of this study is further anchored in Philippine laws and educational policies that promote quality school leadership and teacher development. Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, establishes the responsibilities of school heads in managing school operations and promoting improved teaching and learning outcomes. Similarly, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provides the policy foundation for strengthening the quality of basic education, curriculum implementation, and teacher preparation and development. DepEd Order No. 42, s. 2017, which adopts the Philippine Professional Standards for Teachers (PPST), and DepEd Order No. 24, s. 2020, which adopts the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH), provide professional standards that guide teacher performance and school leadership. These policies reinforce the importance of instructional supervision, coaching, mentoring, professional support, and continuous improvement in teaching and learning.

The study is likewise supported by theoretical perspectives that explain the role of instructional leadership in teacher effectiveness. Hallinger's Instructional Leadership Model emphasizes defining the school mission, managing instructional programs, and promoting a positive school learning climate as essential leadership functions. Complementing this perspective, Transformational Leadership Theory explains how visionary leadership, motivation, collaboration, and professional support can encourage teachers to improve their performance and pursue professional growth. These theoretical foundations provide a basis for examining how instructional leadership practices relate to teachers' instructional competence, professional commitment, motivation, and development, which are important considerations in sustained school improvement.

Considering the growing complexity of educational leadership in the twenty-first century, empirical evidence is needed to understand how school heads implement instructional leadership practices and how these practices relate to teachers' performance within specific local educational settings. Examining these variables in Tabunoc Central Elementary School, Lutao Elementary School, and Inabanga Elementary School may provide valuable insights for school heads, teachers, education officials, policymakers, and

professional development providers. The findings may also inform leadership development programs, instructional supervision frameworks, mentoring systems, and school improvement initiatives consistent with the Department of Education's priorities.

Therefore, this study aims to determine the extent of instructional leadership practices of school heads and examine their relationship with teachers' performance in Tabunoc Central Elementary School, Lutao Elementary School, and Inabanga Elementary School in the Municipality of Inabanga, Bohol, during School Year 2026–2027. Specifically, it seeks to assess instructional leadership practices across the identified dimensions, determine teachers' performance across the selected professional dimensions, and establish whether a significant relationship exists between instructional leadership practices and teachers' performance. The findings will serve as a basis for developing a proposed **Instructional Leadership Enhancement Program** designed to strengthen instructional supervision, coaching and mentoring, professional development, curriculum management, data-driven decision-making, and stakeholder collaboration. Ultimately, the study is expected to contribute to educational leadership research and support initiatives aimed at improving instructional quality, teacher effectiveness, and learner outcomes within the Philippine basic education system.

Theoretical Framework

The present study is primarily anchored on the **Instructional Leadership Theory** developed by **Hallinger and Murphy (1985)**, which emphasizes that the foremost responsibility of school heads is to improve teaching and learning by providing effective instructional leadership. The theory proposes that school leaders directly influence educational quality through three interrelated dimensions: defining the school mission, managing the instructional program, and promoting a positive school learning climate. Defining the school mission involves establishing and communicating clear educational goals that guide teachers toward achieving the school's vision. Managing the instructional program requires school heads to supervise classroom instruction, monitor curriculum implementation, evaluate teaching practices, and ensure instructional effectiveness. Promoting a positive school learning climate involves providing professional development opportunities, recognizing teachers' accomplishments, maintaining high academic expectations, and fostering collaboration among educators. Hallinger and Murphy argued that these leadership functions enable school heads to become instructional leaders who continuously support teachers in improving their professional competence and instructional practices, thereby enhancing student learning outcomes.

The relevance of Instructional Leadership Theory has been supported by numerous international studies. Bellibaş et al. (2022) concluded that instructional leadership positively influences teachers' instructional practices by strengthening collaborative learning and professional agency. Similarly, Nguyen et al. (2022) found that school heads who consistently practice instructional leadership significantly improve teachers' competencies and instructional effectiveness. Kemethofer et al. (2025) further reported that instructional leadership contributes to higher instructional quality and improved student achievement through continuous teacher supervision and professional support. Likewise, Dutta and Sahney (2022) established that instructional leadership positively affects school climate, teacher job performance, and learner achievement. These findings indicate that effective instructional leadership enables school heads to strengthen teachers' instructional competence, thereby improving educational outcomes.

The theory is likewise supported by recent Philippine studies. Magdaraog (2024) found that instructional leadership practices significantly influence teachers' motivation and professional competence. Magboo et al. (2023) concluded that instructional leadership behavior positively affects teachers' work engagement,

while Rodulfa (2023) reported that instructional leadership enhances teachers' sense of efficacy during the implementation of blended learning. Similarly, Romero (2024) established that shared instructional leadership significantly improves teachers' self-efficacy, whereas Saro et al. (2025) emphasized that classroom observations, mentoring, coaching, professional development, and instructional supervision positively influence teachers' instructional performance and students' academic success. Collectively, these studies affirm that instructional leadership remains one of the strongest determinants of teacher effectiveness and school improvement.

The study is likewise anchored on the **Transformational Leadership Theory** introduced by **Bass (1985)**, which explains that leaders influence organizational performance by inspiring, motivating, and empowering their followers to exceed expected levels of performance. Bass proposed four essential dimensions of transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Through these leadership behaviors, school heads become role models who inspire teachers to pursue excellence, encourage innovative teaching strategies, provide individualized mentoring, and promote continuous professional learning. Unlike traditional administrative leadership, transformational leadership focuses on developing teachers' commitment, professional competence, creativity, and organizational engagement, thereby creating a collaborative school culture that supports instructional excellence.

Numerous empirical investigations support the application of Transformational Leadership Theory in educational leadership. Kareem et al. (2023) found that transformational leadership significantly strengthens teachers' organizational commitment and professional engagement. Likewise, Alzoraiki et al. (2023) reported that transformational leadership enhances sustainable teaching performance by increasing teachers' commitment and motivation. Furthermore, Alzoraiki et al. (2024) concluded that transformational leadership improves school culture and teachers' instructional performance, while Maqbool et al. (2022) demonstrated that transformational leadership encourages instructional innovation, professional competence, and academic excellence. These findings suggest that transformational leadership complements instructional leadership by motivating teachers to continuously improve their instructional practices and professional performance.

The theoretical foundations of this study are further strengthened by existing Philippine laws and educational policies that institutionalize instructional leadership and teacher development. **Republic Act No. 9155**, otherwise known as the **Governance of Basic Education Act of 2001**, establishes school heads as instructional leaders responsible for providing academic supervision, curriculum implementation, instructional monitoring, teacher mentoring, and school improvement. The law decentralizes school governance by empowering school heads to exercise leadership that directly improves teaching quality and learner achievement. Consequently, Republic Act No. 9155 provides the legal foundation for examining how instructional leadership practices contribute to teachers' professional performance.

Similarly, **Republic Act No. 10533**, or the **Enhanced Basic Education Act of 2013**, institutionalized the K to 12 Basic Education Program to ensure that every Filipino learner receives quality, learner-centered, and globally competitive education. The law emphasizes that quality education depends largely on competent teachers and effective instructional leadership. It further mandates continuous professional development, curriculum enhancement, and instructional improvement to strengthen educational outcomes. Within the context of the present study, Republic Act No. 10533 reinforces the importance of instructional leadership in ensuring effective curriculum implementation and improving teachers' instructional competence.

The present study is likewise guided by **DepEd Order No. 42, s. 2017**, which institutionalized the **Philippine Professional Standards for Teachers (PPST)**. The PPST serves as the national framework that defines teacher quality across seven professional domains, including content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting, community linkages, and personal growth and professional development. These standards provide clear performance indicators for evaluating teachers' professional competence and instructional effectiveness. Since teachers' performance serves as the dependent variable of the study, the PPST provides the appropriate framework for assessing teachers' instructional quality and professional growth.

Furthermore, **DepEd Order No. 24, s. 2020** institutionalized the **Philippine Professional Standards for School Heads (PPSSH)** as the national competency framework for school leaders. The PPSSH identifies instructional leadership as one of the essential leadership domains expected of every school head. It emphasizes strategic leadership, curriculum management, instructional supervision, teacher mentoring, professional development, school improvement planning, stakeholder engagement, and organizational management. Through these competencies, school heads are expected to create learning environments that support teachers' professional development and instructional excellence. Consequently, the PPSSH provides the legal framework supporting the independent variable of the present study, which focuses on instructional leadership practices of school heads.

The integration of the Instructional Leadership Theory of Hallinger and Murphy (1985), the Transformational Leadership Theory of Bass (1985), Republic Act No. 9155, Republic Act No. 10533, DepEd Order No. 42, s. 2017 (PPST), and DepEd Order No. 24, s. 2020 (PPSSH) provides a comprehensive theoretical and legal foundation for the present study. Collectively, these theories and legal mandates explain that school heads are expected to exercise effective instructional leadership through supervision, mentoring, curriculum management, professional development, and collaborative leadership to strengthen teachers' professional competence. Guided by these theoretical and legal foundations, the present study examines how instructional leadership practices of school heads contribute to enhanced teachers' performance and improved instructional quality, which represent the expected outcomes of the study.

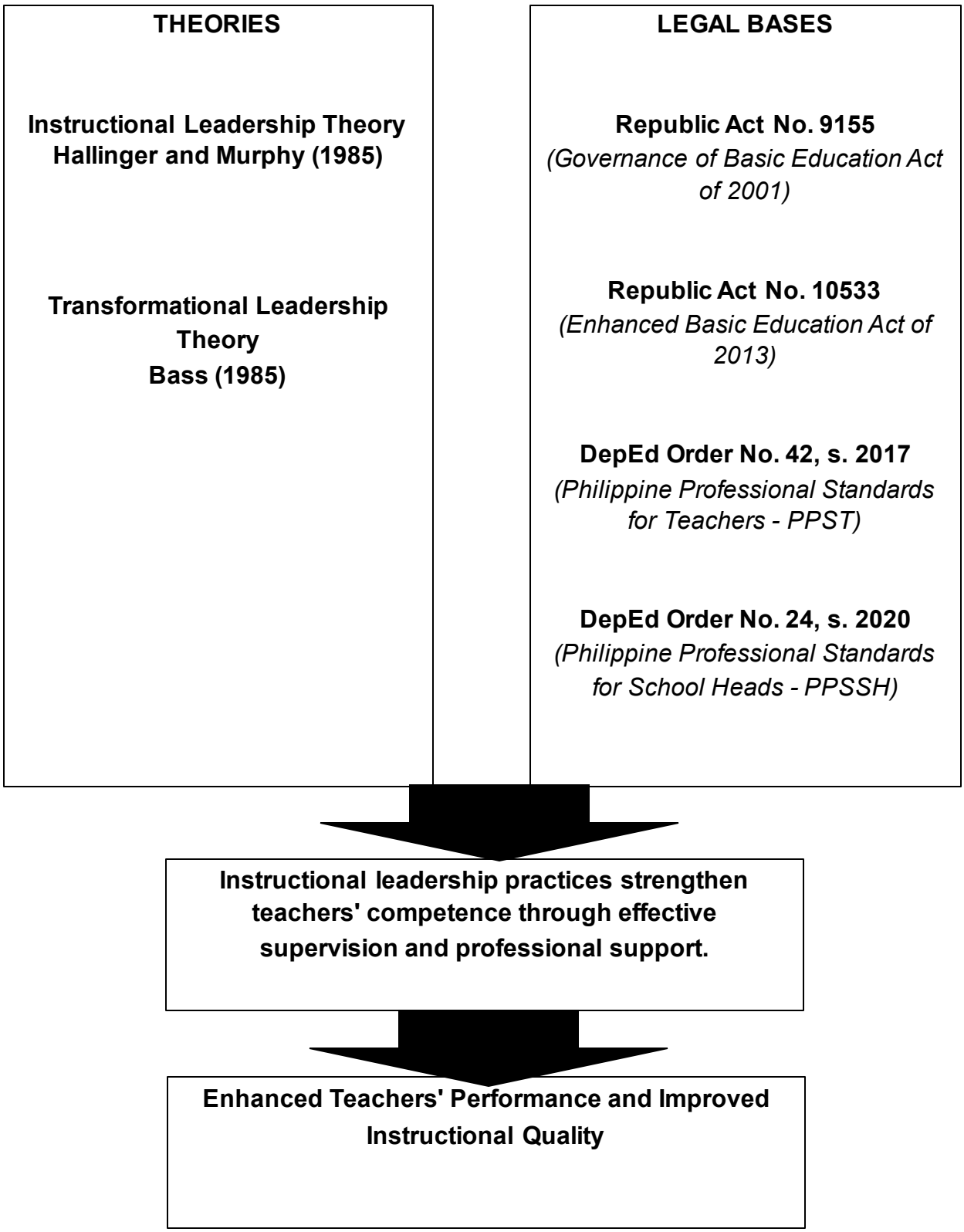


Figure 1.
Theoretical Framework

THE PROBLEM

Statement of the Problem

This study seeks to determine, as perceived by teachers, the instructional leadership practices of school heads and their relationship with teachers' performance in selected public secondary schools in Cebu City during School Year 2026–2027. Teachers' performance will be considered using applicable Results-Based Performance Management System (RPMS) indicators and Key Result Areas (KRAs), aligned with the relevant Philippine Professional Standards for Teachers (PPST) domains. The findings will serve as the basis for developing a proposed Instructional Leadership Enhancement Program to strengthen teachers' performance and improve instructional quality.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:

1.1.Age;
1.2.Gender;
1.3.Highest educational attainment;
1.4.Position or teaching designation;
1.5.Length of teaching experience; and
1.6.Relevant trainings and seminars attended related to instruction and professional development?

2. What is the extent of instructional leadership practices of school heads as perceived by teachers in terms of:

2.1.Defining the school vision, mission, and goals;
2.2.Curriculum and instructional management;
2.3.Instructional supervision and classroom observation;
2.4.Professional development and capacity building;
2.5.Monitoring learners' academic progress;
2.6.Data-driven decision-making;
2.7.Learning environment and school climate;
2.8.Coaching and mentoring; and
2.9.Stakeholder collaboration?

3. What is the level of teachers' performance based on available RPMS/KRA indicators and aligned with the relevant PPST domains in terms of:

3.1.Content knowledge and pedagogy;
3.2.Learning environment;
3.3.Diversity of learners;
3.4.Curriculum planning and implementation;
3.5.Assessment and reporting;
3.6.Community linkages and professional engagement; and
3.7.Personal growth and professional development?

4. Is there a significant relationship between the instructional leadership practices of school heads and teachers' performance?
5.
6. Based on the findings of the study, what Instructional Leadership Enhancement Program may be proposed to strengthen teachers' performance and improve instructional quality?

CHAPTER 2
SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study entitled "Instructional Leadership Practices of School Heads Toward Teachers' Performance." The study examined the instructional leadership practices of school heads and teachers' performance in Tabunoc Central Elementary School, Lutao Elementary School, and Inabanga Elementary School in the Municipality of Inabanga, Bohol, during School Year 2026–2027. The study involved 120 teacher-respondents.

Specifically, the study described the teacher-respondents in terms of age, gender, highest educational attainment, teaching position, length of teaching experience, and relevant trainings and seminars attended. It determined the extent of instructional leadership practices in terms of defining the school vision, mission, and goals; curriculum and instructional management; instructional supervision and classroom observation; professional development and capacity building; monitoring learners' academic progress; data-driven decision-making; learning environment and school climate; coaching and mentoring; and stakeholder collaboration. It also assessed teachers' performance in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning and implementation, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Finally, it examined the relationship between instructional leadership practices and teachers' performance as a basis for proposing an Instructional Leadership Enhancement Program.

Summary

The study focused on the instructional leadership practices of school heads and teachers' performance in the three selected public elementary schools in the Municipality of Inabanga, Bohol, namely Tabunoc Central Elementary School, Lutao Elementary School, and Inabanga Elementary School. The teacher-respondents' demographic and professional characteristics were described to provide context for interpreting their assessments of instructional leadership practices and teachers' performance during School Year 2026–2027.

Instructional leadership practices were examined across nine dimensions: defining the school vision, mission, and goals; curriculum and instructional management; instructional supervision and classroom observation; professional development and capacity building; monitoring learners' academic progress; data-driven decision-making; learning environment and school climate; coaching and mentoring; and stakeholder collaboration. These dimensions covered the leadership practices intended to support curriculum implementation, improve instructional delivery, strengthen teachers' professional competencies, and promote a conducive learning environment.

Teachers' performance was assessed across seven dimensions: content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning and implementation, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. These dimensions provided a basis for describing teachers' reported professional practices and identifying areas that may benefit from further development.

Frequency counts and percentages were used to summarize the demographic and professional profiles of the respondents. Weighted means and composite means were used to describe instructional leadership practices and teachers' performance. Pearson's correlation was reported to examine the relationship between instructional leadership practices and teachers' performance. The findings served as the basis for identifying areas for improvement and proposing an Instructional Leadership Enhancement Program.

Summary of Results

Table 26
Summary of Results

Major Area	Key Findings	Overall Result	Interpretation
Profile of the Teacher-Respondents	The profile covered age, gender, educational attainment, teaching position, teaching experience, and relevant trainings and seminars.	Descriptive results	Provides background information about the participating teachers.
Defining School Vision, Mission, and Goals	Composite Mean = 4.09	High	School heads were generally perceived to communicate and promote school goals.
Curriculum and Instructional Management	Composite Mean = 4.06	High	Curriculum implementation and instructional guidance were rated favorably.
Instructional Supervision and Classroom Observation	Composite Mean = 3.97	High	Supervision practices were rated favorably, with opportunities to strengthen follow-up coaching.
Professional Development and Capacity Building	Composite Mean = 3.97	High	Professional development practices were rated favorably, with room to improve relevance and access.
Monitoring Learners' Academic Progress	Composite Mean = 3.99	High	Monitoring practices were generally evident.
Data-Driven Decision-Making	Composite Mean = 4.01	High	The use of information for instructional and school decisions was rated favorably.
Learning Environment and School Climate	Composite Mean = 4.16	High	This was the highest-rated instructional leadership dimension.
Coaching and Mentoring	Composite Mean = 3.94	High	This was the lowest-rated instructional leadership dimension and a priority for improvement.
Stakeholder Collaboration	Composite Mean = 4.01	High	Collaboration with stakeholders was generally rated favorably.

Overall Instructional Leadership Practices	Overall Composite Mean = 4.02	High	Teachers generally perceived school heads' instructional leadership positively.
Content Knowledge and Pedagogy	Composite Mean = 4.09	High	Teachers rated their content knowledge and pedagogical practices favorably.
Learning Environment	Composite Mean = 4.17	High	This was the highest-rated teachers' performance dimension.
Diversity of Learners	Composite Mean = 4.09	High	Teachers reported favorable practices in responding to learner diversity.
Curriculum Planning and Implementation	Composite Mean = 4.10	High	Curriculum-related practices were rated favorably.
Assessment and Reporting	Composite Mean = 4.15	High	Assessment and reporting practices were rated favorably.
Community Linkages and Professional Engagement	Composite Mean = 4.09	High	Professional engagement was rated favorably.
Personal Growth and Professional Development	Composite Mean = 4.04	High	This was the lowest-rated teachers' performance dimension, although it remained High.
Overall Teachers' Performance	Overall Composite Mean = 4.10	High	Teachers generally rated their performance favorably.
Instructional Leadership Practices and Teachers' Performance	Pearson \(r = 0.62\); \(p < .001\), as reported	Significant Positive Relationship	Higher instructional leadership ratings were associated with higher teachers' performance ratings.
Proposed Research Output	Instructional Leadership Enhancement Program	Proposed Program	Provides a proposed framework for strengthening instructional leadership practices.

structional leadership alone causes improvements in teachers' performance.

Findings

Based on the presentation, analysis, and interpretation of the data, the study yielded the following findings:

1. Profile of the Teacher-Respondents. The study described the 120 teacher-respondents in terms of age, gender, highest educational attainment, teaching position, length of teaching experience, and relevant

trainings and seminars attended. These characteristics provided background information for understanding the respondents' assessments of instructional leadership practices and teachers' performance.

2. Extent of Instructional Leadership Practices of School Heads. Instructional leadership practices obtained an overall composite mean of 4.02, verbally interpreted as High. Among the nine dimensions, learning environment and school climate ranked highest, with a composite mean of 4.16, followed by defining the school vision, mission, and goals, with a mean of 4.09. Data-driven decision-making and stakeholder collaboration each obtained a mean of 4.01, while monitoring learners' academic progress obtained 3.99. Instructional supervision and classroom observation and professional development and capacity building each received 3.97. Coaching and mentoring ranked lowest, with a composite mean of 3.94. These findings identify coaching, mentoring, supervision, and professional development as potential priorities for strengthening instructional leadership.
3. Level of Teachers' Performance. Teachers' performance obtained an overall composite mean of 4.10, verbally interpreted as High. Learning environment ranked highest, with a composite mean of 4.17, followed by assessment and reporting at 4.15 and curriculum planning and implementation at 4.10. Content knowledge and pedagogy, diversity of learners, and community linkages and professional engagement each obtained a mean of 4.09. Personal growth and professional development ranked lowest, with a composite mean of 4.04, although it remained within the High category. These findings suggest the importance of sustaining effective classroom practices while providing additional opportunities for professional growth.
4. Relationship Between Instructional Leadership Practices and Teachers' Performance. The reported correlation analysis showed a positive relationship between instructional leadership practices and teachers' performance, with a Pearson correlation coefficient of $r = 0.62$ and a reported significance value of $p < .001$. At the 0.05 level of significance, the reported result indicates a statistically significant relationship. Thus, the null hypothesis of no significant relationship would be rejected if the reported statistics are confirmed using the actual respondent-level data. The finding indicates an association between higher instructional leadership ratings and higher teachers' performance ratings; however, it does not establish a causal relationship.
5. Basis for the Instructional Leadership Enhancement Program. The findings identified coaching and mentoring, instructional supervision, professional development and capacity building, and personal growth and professional development as possible areas for improvement. These dimensions may serve as priorities in preparing an Instructional Leadership Enhancement Program intended to strengthen school heads' instructional leadership practices and support teachers' continuing professional development.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The demographic and professional profiles of the teacher-respondents provide relevant context for understanding their assessments of instructional leadership practices and teachers' performance in the selected public elementary schools in the Municipality of Inabanga, Bohol, namely Tabunoc Central Elementary School, Lutao Elementary School, and Inabanga Elementary School.
2. The instructional leadership practices of school heads were generally rated High. Learning environment and school climate emerged as a relative strength, indicating that teachers favorably perceived the efforts of school heads to maintain a conducive school environment. Nevertheless,

coaching and mentoring, instructional supervision, and professional development remain important areas for further strengthening.

3. Teachers' performance was generally rated High across the seven assessed dimensions. Learning environment and assessment and reporting were among the highest-rated areas, while personal growth and professional development received the lowest rating. These results suggest that continued professional learning and opportunities for reflective practice may help sustain and improve teachers' professional competencies.
4. The reported significant positive relationship between instructional leadership practices and teachers' performance indicates that higher ratings of instructional leadership were associated with higher ratings of teachers' performance. This supports the relevance of instructional leadership in school improvement efforts. However, the correlational design does not establish that instructional leadership directly causes improved teacher performance.
5. The findings provide a basis for proposing an Instructional Leadership Enhancement Program that emphasizes coaching and mentoring, instructional supervision, relevant professional development, and continuous monitoring of instructional practices. The program should be guided by verified findings and adapted to the actual needs and resources of the participating schools.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Strengthen Coaching and Mentoring. School heads should establish regular coaching and mentoring schedules to provide teachers with continuing instructional guidance. Post-observation conferences should identify strengths, areas for improvement, and specific action steps. Experienced teachers and master teachers may also be encouraged to share effective teaching practices through peer mentoring and collaborative learning.
2. Improve Instructional Supervision and Classroom Observation. School heads should ensure that classroom observations are followed by constructive, specific, and evidence-based feedback. Teachers should be given opportunities to discuss instructional challenges, reflect on their practices, and develop practical strategies for improvement. Follow-up observations may be conducted to monitor progress and determine the usefulness of the support provided.
3. Enhance Professional Development and Capacity Building. School heads should organize professional development activities based on teachers' identified needs and professional goals. Learning Action Cell sessions, workshops, seminars, demonstration teaching, and collaborative lesson planning may focus on curriculum implementation, instructional strategies, assessment practices, differentiated instruction, and appropriate educational technology. The relevance and application of these activities should be monitored.
4. Support Teachers' Personal Growth and Professional Development. Teachers should be encouraged to participate in relevant training programs, pursue continuing education, engage in reflective practice, and conduct action research when appropriate. School heads should help teachers identify suitable professional development opportunities and apply their learning to classroom instruction. Support should be responsive to teachers' individual responsibilities and professional goals.
5. Sustain Effective Learning Environments. Teachers and school heads should continue promoting safe, orderly, respectful, and inclusive learning environments. Effective classroom management strategies and practices that encourage learner participation may be shared through peer observation, collaborative planning, and professional learning activities.

6. Strengthen Data-Driven Decision-Making. School heads should use appropriate school information, classroom-observation evidence, assessment results, and authorized teacher-performance records to identify instructional priorities and professional support needs. Data should be interpreted carefully and handled in accordance with applicable privacy requirements and school policies.
7. Promote Stakeholder Collaboration. School heads should maintain communication and collaboration with teachers, parents, community stakeholders, and relevant education personnel to support school improvement initiatives. Collaborative planning and consultation may help align instructional leadership activities with school goals and the needs of the school community.
8. Develop the Instructional Leadership Enhancement Program. The proposed program should include clear objectives, activities, responsible persons, timelines, resource requirements, and monitoring indicators. Priority areas may include coaching and mentoring, instructional supervision, professional development, and teachers' personal growth. The proposed program should be reviewed by school heads and relevant education personnel before implementation.
9. Monitor and Evaluate Program Implementation. After implementation, the Instructional Leadership Enhancement Program should be evaluated using appropriate evidence, such as teacher feedback, participation records, follow-up observation results, and relevant instructional indicators. Any claim that the program improves teachers' performance should be supported by evaluation results rather than inferred from the correlation reported in the study.
10. Conduct Further Research. Future researchers may conduct similar studies in other public elementary schools or with larger and more diverse populations. Further studies may examine additional variables, such as school leadership styles, teacher motivation, professional development opportunities, school climate, and access to instructional resources. Longitudinal or mixed-methods research may provide additional insight into how instructional leadership practices relate to teachers' professional performance over time.

CHAPTER 4
OUTPUT OF THE STUDY
ENHANCED INSTRUCTION GUIDE FOR LEARNERS WITH SPECIAL NEEDS
RATIONALE

The findings of the study entitled "The Influence of Classroom Support on the Social and Academic Development of Learners with Special Needs in Selected Public Elementary Schools" provide a basis for developing an Enhanced Instruction Guide for Learners with Special Needs. The study was conducted in Tabunoc Central School in Talisay City, Cebu, and Lutao Elementary School in Inabanga, Bohol, during School Year 2026–2027. It examined classroom-support practices and their relationships with the social and academic development of learners with special needs, as assessed by teacher-respondents.

The findings revealed that classroom support obtained an overall mean of 3.44, verbally interpreted as Very High. Among the six dimensions, inclusive classroom environment and positive reinforcement obtained the highest composite mean of 3.56, followed by individualized instructional assistance and guided learning at 3.51, classroom participation and engagement at 3.48, differentiated instruction at 3.44, appropriate learning materials at 3.34, and social interaction and cooperative learning at 3.33. Although the overall level of classroom support was very high, the comparatively lower ratings for learning materials and social interaction indicate areas where teachers may further strengthen their instructional practices.

The results also showed that the social development of learners with special needs obtained an overall mean of 3.11, interpreted as High. Classroom participation received the highest composite mean of 3.16, followed by cooperation and teamwork at 3.13, relationships with classmates and sense of belonging at 3.12, communication and interpersonal interaction at 3.09, and social confidence at 3.03. These findings indicate that learners demonstrated social-development behaviors across the assessed dimensions, while communication, confidence, and meaningful interaction remained areas for continued support.

Similarly, academic development obtained an overall mean of 3.12, interpreted as High. Participation in instruction and motivation toward learning both received composite means of 3.18, followed by engagement in learning at 3.13, task completion at 3.07, and understanding of lesson concepts and development of academic skills at 3.03. These results suggest that teachers observed positive academic participation and motivation among learners with special needs. However, the comparatively lower ratings for task completion and understanding and application of lesson concepts indicate the importance of providing clear instructions, manageable learning tasks, guided practice, appropriate instructional materials, and regular feedback.

The correlation analysis further revealed a significant positive relationship between classroom support and social development, with a correlation coefficient of ($r = 0.62$) and a significance value of ($p < .001$). A significant positive relationship was also found between classroom support and academic development, with a correlation coefficient of ($r = 0.68$) and a significance value of ($p < .001$). These findings indicate that higher classroom-support ratings were associated with higher teacher-assessed social- and academic-development ratings. Nevertheless, the correlational findings do not establish that classroom support alone causes improvements in learner development.

In response to these findings, the proposed Enhanced Instruction Guide for Learners with Special Needs is designed to provide teachers with practical and adaptable strategies for improving classroom-support practices. The guide emphasizes differentiated instruction, individualized instructional assistance, accessible learning materials, meaningful classroom participation, structured social interaction, inclusive classroom environments, and positive reinforcement. It also encourages systematic monitoring of learners' social and academic progress so that instructional strategies can be adjusted according to documented needs and learning objectives.

The proposed guide is intended to help teachers translate the identified instructional priorities into classroom practices. For differentiated instruction, teachers may adjust lesson content, activities, pacing, and assessment methods according to learners' abilities and educational needs. For individualized instructional assistance, teachers may use modeling, guided practice, manageable task steps, appropriate prompting, and constructive feedback. To improve the accessibility of learning materials, teachers may prepare visual aids, concrete learning resources, adapted worksheets, simplified instructions, and alternative response formats that are appropriate to the lesson objectives and the needs of individual learners.

The guide also places emphasis on social development and classroom inclusion. Teachers may organize structured cooperative activities, provide opportunities for communication and turn-taking, encourage respectful peer interaction, and establish predictable classroom routines. Positive reinforcement should recognize learners' effort, progress, and meaningful participation while respecting individual differences and avoiding practices that may cause embarrassment or stigmatization. These approaches should be implemented flexibly, with consideration for learners' preferences, communication methods, strengths, and individual circumstances.

In addition, the guide encourages teachers to monitor learner progress using classroom observations, work samples, activity records, appropriate assessments, and individualized learning objectives. Collaboration among classroom teachers, school administrators, relevant support personnel, and families may also be encouraged when appropriate and consistent with school procedures. Such coordination can help teachers identify instructional barriers, review learner progress, and plan suitable classroom support while protecting the confidentiality and dignity of learners.

The proposed Enhanced Instruction Guide for Learners with Special Needs may be implemented in Tabunoc Central School and Lutao Elementary School after review by qualified education professionals and approval by the appropriate school authorities. Its strategies should be adapted to the grade levels, instructional objectives, available resources, and documented support needs of learners. A pilot implementation and subsequent evaluation may be conducted to determine the guide's clarity, practicality, relevance, and usefulness in instructional planning.

Ultimately, the proposed guide aims to strengthen teachers' capacity to provide responsive and inclusive classroom support. By translating the study's findings into practical instructional strategies, it seeks to provide a structured resource for supporting meaningful social participation, academic engagement, and learning opportunities for learners with special needs.

OBJECTIVES

The **Enhanced Instruction Guide for Learners with Special Needs** aims to achieve the following objectives:

1. **Strengthen Differentiated Instruction.** Provide teachers with strategies for adjusting lesson content, teaching methods, learning activities, pacing, and assessment according to learners' abilities, strengths, and educational needs.
2. **Improve Individualized Instructional Assistance and Guided Learning.** Promote the use of clear directions, step-by-step instruction, modeling, guided practice, appropriate prompting, constructive feedback, and opportunities for independent learning.
3. **Enhance the Accessibility of Instructional Materials.** Encourage the preparation and use of visual aids, concrete learning resources, adapted worksheets, simplified instructions, graphic organizers, and alternative response formats suited to learners' needs.
4. **Promote Classroom Participation and Engagement.** Provide structured opportunities for learners to answer questions, participate in activities, complete tasks, express ideas, and demonstrate their understanding in appropriate ways.
5. **Strengthen Social Interaction and Cooperative Learning.** Encourage communication, cooperation, teamwork, turn-taking, and respectful peer interaction through structured and appropriately supported classroom activities.
6. **Maintain an Inclusive Classroom Environment.** Promote acceptance, respect for individual differences, positive reinforcement, supportive routines, and meaningful participation without discrimination or stigmatization.
7. **Support Social Development.** Integrate classroom strategies that encourage communication, interpersonal interaction, cooperation, social confidence, positive relationships with classmates, and a sense of belonging.
8. **Support Academic Development.** Incorporate instructional approaches that promote engagement in learning, participation in instruction, task completion, motivation, understanding of lesson concepts, and the development of academic skills.

9. **Strengthen Learner Progress Monitoring.** Provide practical procedures for documenting observations, reviewing learner outputs, tracking progress toward learning objectives, and adjusting classroom support when necessary.
10. **Promote Collaboration Among Teachers and Relevant Stakeholders.** Encourage appropriate coordination among classroom teachers, school administrators, relevant support personnel, and families in identifying learner needs and planning educational support.
11. **Provide a Practical Instructional Resource.** Develop a guide that teachers in Tabunoc Central School and Lutao Elementary School can adapt to their classroom contexts, available resources, grade levels, lesson objectives, and learners' individual needs.
12. **Establish a Basis for Continuous Improvement.** Recommend professional review, pilot implementation when appropriate, periodic evaluation, and subsequent revisions to improve the guide's usability and relevance to inclusive classroom practices.

CHAPTER 3
OUTPUT OF THE STUDY
INSTRUCTIONAL LEADERSHIP ENHANCEMENT PROGRAM FOR SCHOOL HEADS TOWARD IMPROVING TEACHERS' PERFORMANCE
RATIONALE

The findings of the study entitled "Instructional Leadership Practices of School Heads Toward Teachers' Performance" provide a basis for developing an Instructional Leadership Enhancement Program for School Heads Toward Improving Teachers' Performance. The study focuses on the instructional leadership practices of school heads and their relationship with teachers' performance in Tabunoc Central Elementary School, Lutao Elementary School, and Inabanga Elementary School in the Municipality of Inabanga, Bohol, during School Year 2026–2027. It examines instructional leadership practices in terms of defining the school vision, mission, and goals; curriculum and instructional management; instructional supervision and classroom observation; professional development and capacity building; monitoring learners' academic progress; data-driven decision-making; learning environment and school climate; coaching and mentoring; and stakeholder collaboration.

The findings revealed that instructional leadership practices obtained an overall composite mean of 4.02, verbally interpreted as High. Among the nine dimensions, learning environment and school climate obtained the highest composite mean of 4.16, followed by defining school vision, mission, and goals at 4.09. Curriculum and instructional management obtained a mean of 4.06, while data-driven decision-making and stakeholder collaboration both obtained 4.01. Monitoring learners' academic progress obtained 3.99, instructional supervision and classroom observation and professional development and capacity building both obtained 3.97, and coaching and mentoring obtained the lowest composite mean of 3.94.

These findings suggest that school heads demonstrate positive instructional leadership practices, particularly in maintaining a conducive learning environment and providing direction for school improvement. However, the comparatively lower ratings for coaching and mentoring, instructional supervision, and professional development indicate areas that may benefit from more systematic implementation. School heads may strengthen their leadership practices by providing regular instructional feedback, conducting focused classroom observations, facilitating professional learning activities, and supporting teachers in addressing instructional challenges.

The results further revealed that teachers' performance obtained an overall composite mean of 4.10, verbally interpreted as High. Among the seven dimensions, learning environment obtained the highest composite mean of 4.17, followed by assessment and reporting at 4.15. Curriculum planning and implementation obtained 4.10, while content knowledge and pedagogy, diversity of learners, and community linkages and professional engagement each obtained 4.09. Personal growth and professional development obtained the lowest composite mean of 4.04.

These results indicate that teachers demonstrate positive performance across the assessed professional dimensions. Nevertheless, the relatively lower rating for personal growth and professional development suggests the importance of providing additional opportunities for continuing professional learning, reflective practice, collaborative planning, and skills enhancement. School heads may support teachers by identifying professional learning needs, encouraging participation in relevant training, facilitating peer collaboration, and providing constructive feedback that promotes professional growth.

The relationship analysis also indicated a significant positive relationship between instructional leadership practices and teachers' performance, with a reported correlation coefficient of $r = 0.62$ and a significance value of $p < .001$. This finding suggests that higher ratings of instructional leadership practices were associated with higher ratings of teachers' performance. However, because the study uses a correlational approach, the result does not establish that instructional leadership practices alone cause improvements in teachers' performance. The reported statistical results should also be verified against the actual respondent-level data before the final manuscript is submitted.

In response to these findings, the proposed Instructional Leadership Enhancement Program is designed to strengthen the instructional leadership practices of school heads and provide structured support for teachers' professional performance. The program emphasizes coaching and mentoring, instructional supervision, professional development, curriculum and instructional management, data-driven decision-making, monitoring of learners' academic progress, maintenance of a positive learning environment, and collaboration with teachers and other relevant stakeholders.

The proposed program aims to translate the study's findings into practical school-based activities. For coaching and mentoring, school heads may establish regular consultation sessions, provide constructive feedback, and help teachers develop action plans to address identified instructional needs. For instructional supervision, they may conduct scheduled classroom observations, review lesson plans, and facilitate post-observation conferences focused on strengths, areas for improvement, and practical teaching strategies.

Professional development may be strengthened through school-based learning sessions, Learning Action Cell (LAC) activities, peer observation, demonstration teaching, collaborative lesson planning, and participation in relevant training programs. These activities should be aligned with teachers' professional needs, the Philippine Professional Standards for Teachers (PPST), and applicable Department of Education policies. School heads may also encourage teachers to reflect on their teaching practices and apply appropriate strategies in their classrooms.

The program also highlights the importance of data-driven decision-making and monitoring learners' academic progress. School heads and teachers may review authorized assessment results, classroom performance records, and other relevant school data to identify learning needs and determine appropriate instructional responses. Decisions should be guided by accurate information, professional judgment, and the specific learning contexts of the schools.

Furthermore, the program promotes a positive learning environment and stakeholder collaboration. School heads may sustain respectful professional relationships, encourage teacher participation in school

planning, and support communication among teachers, parents, and other stakeholders through established school procedures. Such collaboration may help align instructional priorities, identify challenges, and provide coordinated support for improving teaching and learning.

The Instructional Leadership Enhancement Program seeks to provide a practical framework for strengthening school heads' instructional leadership practices and supporting teachers' continuing professional development. Through focused supervision, meaningful coaching, collaborative learning, evidence-informed decision-making, and regular program evaluation, the proposed output aims to contribute to a supportive school environment where teachers can continually improve their professional practice and learners can benefit from more responsive instruction.

OBJECTIVES

The Instructional Leadership Enhancement Program for School Heads Toward Improving Teachers' Performance aims to achieve the following objectives:

1. Strengthen School Vision, Mission, and Goal Setting. Help school heads communicate school priorities clearly, align instructional activities with school goals, and encourage teachers to participate in planning and implementing instructional improvement initiatives.
2. Improve Curriculum and Instructional Management. Enhance school heads' capacity to support curriculum implementation, collaborative lesson planning, appropriate teaching strategies, and the alignment of instructional activities with prescribed learning competencies.
3. Enhance Instructional Supervision and Classroom Observation. Promote systematic classroom observations, constructive feedback, post-observation conferences, and follow-up activities that help teachers identify strengths and areas for professional improvement.
4. Strengthen Coaching and Mentoring Practices. Encourage regular professional conversations, individualized instructional guidance, peer mentoring, and the development of practical action plans based on teachers' identified instructional needs.
5. Promote Professional Development and Capacity Building. Provide opportunities for LAC sessions, workshops, demonstration teaching, peer learning, collaborative planning, and relevant professional development activities aligned with teachers' competencies and needs.
6. Improve the Monitoring of Learners' Academic Progress. Encourage the systematic review of authorized assessment results, learner outputs, and classroom performance records to identify learning difficulties and guide appropriate instructional interventions.
7. Strengthen Data-Driven Decision-Making. Develop school heads' and teachers' ability to use relevant school data in instructional planning, resource allocation, identification of priorities, and evaluation of teaching and learning initiatives.
8. Sustain a Positive Learning Environment and School Climate. Promote a safe, inclusive, respectful, and supportive school environment that encourages collaboration, professional accountability, and meaningful participation in teaching and learning.
9. Enhance Teachers' Professional Performance. Support teachers in strengthening content knowledge, pedagogy, classroom management, curriculum implementation, assessment practices, inclusive instruction, and professional engagement.
10. Support Personal Growth and Professional Development. Encourage teachers to engage in reflective practice, identify professional learning needs, establish development goals, and apply appropriate strategies to improve their teaching performance.

11. Promote Stakeholder Collaboration. Strengthen appropriate coordination among school heads, teachers, parents, and relevant stakeholders in supporting instructional priorities and school improvement initiatives.
12. Establish a Basis for Continuous Improvement. Provide procedures for monitoring program implementation, gathering feedback, evaluating activities, documenting accomplishments, and revising the program according to identified needs and available resources.

SCHEME OF IMPLEMENTATION

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
1. School Vision, Mission, and Goal Alignment Program	Strengthen school heads' ability to communicate instructional priorities and align school activities with established goals.	Conduct planning sessions; review school improvement priorities; involve teachers in setting instructional targets; communicate goals during meetings; and monitor progress toward agreed objectives.	₱5,000	School MOOE, subject to applicable guidelines; available school resources; approved assistance	Beginning of the school year and quarterly review	School Heads, Master Teachers, and Teacher Representatives	Review of school plans, meeting documentation, teacher feedback, and progress reports	To be completed during implementation	To be determined after implementation
2. Curriculum and	Improve school heads' capacity	Facilitate collaborative	₱8,000	School MOOE,	Within one school year	School Heads, Master Teachers	Review of lesson plans, instructi	To be completed during	To be determined after

Instructional Management Enhancement Program	to support curriculum implementation and effective instructional planning.	lesson planning; review instructional plans; conduct curriculum discussions; share effective teaching strategies; and provide guidance on instructional alignment and classroom implementation.		subject to applicable guidelines; available instructional resources		, Grade-Level Coordinators, and Classroom Teachers	onal materials, classroom observations, and teacher feedback	implementation	implementation
3. Instructional Supervision and Classroom Observation Program	Strengthen classroom supervision and provide teachers with constructive feedback for professional	Develop an observation schedule; conduct classroom observations in accordance with applicable policies;	₱8,000	School MOOE, subject to applicable guidelines; available school resources	Throughout the school year	School Heads, Master Teachers, and Authorized Instructional Supervisors	Classroom observation records, feedback forms, conference documentation, and follow-up action plans	To be completed during implementation	To be determined after implementation

	improvement.	hold post-observation conferences; identify strengths and areas for improvement; and provide follow-up support.							
4. Coaching and Mentoring Enhancement Program	Improve the provision of individualized instructional guidance and continuing professional support for teachers.	Conduct coaching sessions; establish mentoring partnerships when appropriate; discuss instructional challenges; develop individual action plans; and review progress during follow-up	₱7,500	School MOOE, subject to applicable guidelines; approved training funds; available school resources	Monthly or as needed throughout the school year	School Heads, Master Teachers, Mentors, and Classroom Teachers	Coaching logs, mentoring records, action plans, teacher reflections, and follow-up documentation	To be completed during implementation	To be determined after implementation

		meetings.							
5. Teacher Professional Development and Capacity-Building Program	Enhance teachers' knowledge, skills, and instructional competencies through relevant professional learning activities.	Conduct LAC sessions, workshops, demonstration teaching, peer learning, collaborative lesson planning, and relevant training activities aligned with identified teacher needs and applicable professional standards.	₱12,000	Approved training funds; School MOOE subject to applicable guidelines; authorized external assistance	Within one school year	School Heads, Master Teachers, LAC Facilitators, and Relevant Resource Persons	Attendance records, session evaluations, teacher reflections, lesson-plan reviews, and evidence of classroom application	To be completed during implementation	To be determined after implementation
6. Learner Academic Progress Monitoring Program	Strengthen the use of learner assessment information to identify instructional	Review authorized assessment results and learner outputs; identify learning	₱5,000	School MOOE, subject to applicable guidelines; existin	Quarterly monitoring throughout the school year	School Heads, Master Teachers, Classroom Teachers, and Relevant	Assessment summaries, learner progress records, intervention plans, and	To be completed during implementation	To be determined after implementation

	needs and support appropriate interventions.	gaps; discuss appropriate instructional responses; monitor learner progress; and document follow-up actions.		g school resources		Coordinators	documentation of instructional adjustments		
7. Data-Driven Instructional Decision-Making Program	Improve the use of relevant school data in planning, implementing, and evaluating instructional improvement activities.	Conduct data-review meetings; identify instructional priorities; use authorized school data to guide planning; develop evidence-informed action steps; and review the results	₱5,000	School MOOE, subject to applicable guidelines; available school resources	Quarterly throughout the school year	School Heads, Master Teachers, Grade-Level Coordinators, and Classroom Teachers	Meeting minutes, data summaries, instructional action plans, and progress-review reports	To be completed during implementation	To be determined after implementation

		of implemented strategies.							
8. Positive Learning Environment and School Climate Program	Sustain a safe, inclusive, respectful, and supportive learning environment for teachers and learners.	Promote respectful communication; reinforce inclusive practices; encourage collaborative problem-solving; address classroom and school concerns through appropriate procedures; and support positive professional relationships.	₱6,000	School MOOE, subject to applicable guidelines; available school resources; approved assistance	Within one school year	School Heads, Master Teachers, Classroom Teachers, and Relevant School Personnel	School climate feedback, classroom observation records, meeting documentation, and review of implemented support activities	To be completed during implementation	To be determined after implementation
9. Teacher Performance and Profess	Support teachers in reviewing their professional	Facilitate reflective practice; support professi	₱7,500	Approved training funds; School	Within one school year, with periodic reviews	School Heads, Master Teachers, and Classroo	Professional development plans, reflection	To be completed during implementation	To be determined after implementation

ional Growth Support Program	strengths, identifying development needs, and pursuing continuing improvement.	onal development planning; encourage participation in relevant learning activities; provide guidance on professional goals; and review progress in accordance with applicable school procedures and standards.		MOOE subject to applicable guidelines; available school resources		m Teachers	records, participation in learning activities, and authorized performance-review documentation		
10. Stakeholder Collaboration and Instructional Support Program	Strengthen appropriate collaboration among school heads, teachers, families, and	Conduct stakeholder consultations when appropriate; communicate school instructional	₱5,000	School MOOE, subject to applicable guidelines; approved school	Within one school year	School Heads, Classroom Teachers, Parents or Guardians, and Relevant Stakeholders	Meeting records, agreed action points, appropriate follow-up documentation, and stakehol	To be completed during implementation	To be determined after implementation

	relevant stakeholders in support of instructional priorities.	priorities; coordinate authorized support activities; discuss learner needs through established procedures; and document agreed actions.		or community support			der feedback		
11. Instructional Leadership Program Evaluation and Continuous Improvement	Assess the implementation and usefulness of the proposed enhancement program and identify areas for improvement.	Review implementation records; collect feedback from participating personnel; compare planned activities with completed activities; identify implementation challenges; and	₱6,000	School MOOE, subject to applicable guidelines; approved school resources	Initial review before implementation and periodic evaluation during the school year	School Heads, Master Teachers, Teacher Representatives, and Authorized Reviewers	Evaluation forms, implementation reports, teacher feedback, accomplishment records, and revision documentation	To be completed after review and implementation	To be determined based on evaluation findings

		revise the program based on documented evaluation findings.							
TOTAL PROPOSED BUDGET	—	—	₱75,000	Subject to availability and approval of funds	One school year	Participating Schools and Authorized Personnel	Consolidated implementation and evaluation report	To be determined	Subject to actual implementation

BIBLIOGRAPHY

1. Gading, S. J. L. (2024). Instructional leadership practices of the school heads to improve teachers performance. United International Journal for Research & Technology, 5(6). https://uijrt.com/
2. Sultan, F. M. M., Karuppannan, G., & Rumpod, J. (2022). Instructional leadership practices among headmasters and the correlation with primary schools' achievement in Sabah, Malaysia. English Language Teaching, 15(2), 50–60. https://doi.org/10.5539/elt.v15n2p50
3. Parveen, N., Rubab, U. E., Rahman, F., & Yousuf, M. I. (2023). Instructional leadership practices and students' academic achievement. Qlantic Journal of Social Sciences and Humanities, 4(4). https://doi.org/10.55737/qjssh.183216860
4. Bada, H. A., Tengku Ariffin, T. F., & Nordin, H. B. (2024). The effectiveness of teachers in Nigerian secondary schools: The role of instructional leadership of principals. International Journal of Leadership in Education, 27(1), 44–71. https://doi.org/10.1080/13603124.2020.1811899
5. Dutta, V., & Sahney, S. (2022). Relation of principal instructional leadership, school climate, teacher job performance and student achievement. Journal of Educational Administration, 60(2), 148–166. https://doi.org/10.1108/JEA-01-2021-0010
6. Masnawati, E., & Darmawan, D. (2022). School organization effectiveness: Educational leadership strategies in resource management and teacher performance evaluation. International Journal of Service Science, Management, Engineering, and Technology, 2(1). https://doi.org/10.61463/ijssmet.v2i1.32
7. Warman, Poernomo, S. A., Januar, S., & Amon, L. (2022). Leadership style and principal supervision in improving teacher performance at state high schools in Kutai Kartanegara Regency, East Kalimantan Province, Indonesia. Eduline: Journal of Education and Learning Innovation, 2(1). https://doi.org/10.35877/454RI.eduline581

8. Kareem, J., Patrick, H. A., Prabakaran, N., B, V., Tantia, V., M. P. M., P. K., & Mukherjee, U. (2023). Transformational educational leaders inspire school educators' commitment. Frontiers in Education, 8, Article 1171513. https://doi.org/10.3389/feduc.2023.1171513
9. Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshr, B. A. H. (2023). Impact of teachers' commitment to the relationship between transformational leadership and sustainable teaching performance. Sustainability, 15(5), Article 4620. https://doi.org/10.3390/su15054620
10. Bellibaş, M. Ş., Polatcan, M., & Kılınç, A. Ç. (2022). Linking instructional leadership to teacher practices: The mediating effect of shared practice and agency in learning effectiveness. Educational Management Administration & Leadership, 50(5), 812–831. https://doi.org/10.1177/1741143220945706
11. Hoque, K. E., & Raya, Z. T. (2023). Relationship between principals' leadership styles and teachers' behavior. Behavioral Sciences, 13(2), Article 111. https://doi.org/10.3390/bs13020111
12. Maqbool, S., Zafeer, H. M. I., Zeng, P., Mohammad, T., Khassawneh, O., & Wu, L. (2022). The role of diverse leadership styles in teaching to sustain academic excellence at secondary level. Frontiers in Psychology, 13, Article 1096151. https://doi.org/10.3389/fpsyg.2022.1096151
13. Alzoraiki, M., Ahmad, A. R., Ateeq, A., & Milhem, M. (2024). The role of transformational leadership in enhancing school culture and teaching performance in Yemeni public schools. Frontiers in Education, 9, Article 1413607. https://doi.org/10.3389/feduc.2024.1413607
14. Munna, A. S. (2023). Instructional leadership and role of module leaders. International Journal of Educational Reform, 32(1), 73–91. https://doi.org/10.1177/10567879211042321
15. Lambrecht, J., Lenkeit, J., Hartmann, A., Ehlert, A., Knigge, M., & Spörer, N. (2022). The effect of school leadership on implementing inclusive education: How transformational and instructional leadership practices affect individualised education planning. International Journal of Inclusive Education, 26(9), 943–957. https://doi.org/10.1080/13603116.2020.1752825
16. Nguyen, D., Ng, D., Luo, W., & Mansor, S. (2022). Exploring the relationships between instructional leadership and teacher competences: Singapore primary school teachers' perceptions. International Journal of Leadership in Education, 25(6), 919–940. https://doi.org/10.1080/13603124.2020.1731765
17. Kemethofer, D., Helm, C., & Warwas, J. (2025). Does educational leadership enhance instructional quality and student achievement? The case of Austrian primary school leaders. International Journal of Leadership in Education, 28(3), 461–485. https://doi.org/10.1080/13603124.2021.2021294
18. Walker, A., & Qian, H. (2022). Developing a model of instructional leadership in China. Compare: A Journal of Comparative and International Education, 52(1), 147–167. https://doi.org/10.1080/03057925.2020.1747396
19. Pardosi, J., & Utari, T. I. (2022). Effective principal leadership behaviors to improve the teacher performance and the student achievement. F1000Research, 10, Article 465. https://doi.org/10.12688/f1000research.51549.2
20. Hosseingholizadeh, R., Amrahi, A., & El-Farr, H. (2023). Instructional leadership, and teacher's collective efficacy, commitment, and professional learning in primary schools: A mediation model. Professional Development in Education, 49(3), 518–535. https://doi.org/10.1080/19415257.2020.1850510
21. Gümüş, S., Bellibaş, M. Ş., & Pietsch, M. (2022). School leadership and achievement gaps based on socioeconomic status: A search for socially just instructional leadership. Journal of Educational Admi-

nistration, 60(4), 419–438. https://doi.org/10.1108/JEA-11-2021-0213
22. Liu, Y., Li, L., & Huang, C. (2022). To what extent is shared instructional leadership related to teacher self-efficacy and student academic performance in China? School Effectiveness and School Improvement, 33(3), 381–402. https://doi.org/10.1080/09243453.2022.2029746
23. Sarwar, U., Tariq, R., & Yong, Q. Z. (2022). Principals' leadership styles and its impact on teachers' performance at college level. Frontiers in Psychology, 13, Article 919693. https://doi.org/10.3389/fpsyg.2022.919693
24. Sarwar, U., Tariq, R., & Yong, Q. Z. (2022). Principals' leadership styles and its impact on teachers' performance at college level. Frontiers in Psychology, 13, Article 919693. https://doi.org/10.3389/fpsyg.2022.919693
25. Sellami, A. L., Sawalhi, R., Romanowski, M. H., & Amatullah, T. (2022). Definitions of educational leadership: Arab educators' perspectives. International Journal of Leadership in Education, 25(5), 767–786. https://doi.org/10.1080/13603124.2019.1690701
26. Tang, J., Bryant, D. A., & Walker, A. D. (2022). School middle leaders as instructional leaders: Building the knowledge base of instruction-oriented middle leadership. Journal of Educational Administration, 60(5), 511–526. https://doi.org/10.1108/JEA-01-2022-0018
27. Hsieh, C.-C., Tai, S.-E., & Li, H.-C. (2026). Impact of school leadership on teacher innovativeness: Evidence from multilevel analysis of Taiwan TALIS 2018. Asia Pacific Journal of Education, 46(3), 835–852. https://doi.org/10.1080/02188791.2024.2397040
28. Magdaraog, R. B. (2024). Influence of instructional leadership practices of school heads on teachers' motivation and competence. United International Journal for Research & Technology, 6(4). https://uijrt.com/articles/v6/i4/UIJRTV6I40002.pdf
29. Magboo, J. A., Velasco, C. Q., & Luis, L. F. (2023). School heads' instructional leadership behavior and teachers' work engagement in public elementary schools. International Journal of Social Science Humanity & Management Research, 2(6), 421–434. https://doi.org/10.58806/ijsshmr.2023.v2i6no19
30. Lacaza, J. L. M., & Dioso, E. D. (2025). School principals' instructional leadership behavior and job satisfaction of teachers: A correlation. International Journal of Interdisciplinary Viewpoints, 1(4). https://doi.org/10.64612/ijiv.v1i4.32
31. Rodulfa, L. (2023). School heads' instructional leadership and teachers' sense of efficacy in the implementation of blended teaching modality in Sarangani Province. AIDE Interdisciplinary Research Journal, 2(1), 294–312. https://doi.org/10.56648/aide-irj.v2i1.35
32. Landawe, S. A., Cayabas, M. D., & Landawe, B. K. K. A. (2024). Supervisory competence and managerial behavior of school heads and teachers' performance in Southern Philippines. ERIC. https://eric.ed.gov/?id=ED650096
33. Ciocon, L. A. (2023). Professional characteristics and instructional leadership of school heads: Their relationship to the implementation of Special Education (SPED) program. AIDE Interdisciplinary Research Journal, 3(1), 338–360. https://doi.org/10.56648/aide-irj.v3i1.73
34. Hernandez, M. M., Mendoza, S. D. C., & Pacheco, M. M. (2023). Innovative leadership practices and management styles of school heads in the Schools Division of Bulacan. International Journal of Multidisciplinary: Applied Business and Education Research, 4(6), 1904–1913. https://doi.org/10.11594/ijmaber.04.06.16
35. Hernandez, M. M., Mendoza, S. D. C., & Pacheco, M. M. (2023). Innovative leadership practices and management styles of school heads in the Schools Division of Bulacan. International Journal of

Multidisciplinary: Applied Business and Education Research, 4(6), 1904–1913. https://doi.org/10.11594/ijmaber.04.06.16

36. Hungo, M. O., Casinillo, L., & Madrigal, D. V. (2023). Leadership and challenges: A phenomenological exploration of teacher-principals in the Philippines. Multidisciplinary: Applied Research and Innovation, 6(4). https://doi.org/10.52006/main.v6i4.805
37. Manangan, M. G. S. (2022). School leadership practices towards enhanced classroom management, school environment, and academic performance of students. American Journal of Humanities and Social Sciences Research, 6(3), 91–104.
38. Saro, J. M., Pelesco, E. N., Abiao, J. A., Longaquit, J. P., Apique, J. M., & Palanog, J. G. B. (2025). Extent of teachers' manifestation toward instructional supervision and assistance from school leaders: Its relationship to students' academic success. International Journal of Interdisciplinary Viewpoints, 1(5). https://doi.org/10.64612/ijiv.v1i5.38
39. Romero, M. X. (2024). Shared instructional leadership of school administrators: Its relationship to teachers' self-efficacy. Journal of Management Studies and Development, 3(1). https://doi.org/10.56741/jmsd.v3i01.521
40. Adto-Morallos, E. R. (2022). School head leadership qualities and school performance in the Pacific towns of Northern Samar. International Journal of Humanities and Innovation, 5(2), 61–66. https://doi.org/10.33750/ijhi.v5i2.149