

Instructional Leadership Practices of School Principals and Their Impact on Teacher Performance

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Abstract — This study examined the instructional leadership practices of the school principal and their relationship to teacher performance at Tambobo Elementary School, Balud, Masbate during the School Year 2023–2024. Specifically, it sought to determine the demographic profile of teachers, assess the level of instructional leadership practices as perceived by teachers, identify the level of teacher performance based on the Classroom Observation Tool (COT), and establish whether a significant relationship exists between instructional leadership practices and teacher performance. The study also aimed to propose an instructional supervision plan based on the findings.

Using a descriptive-correlational research design, data were gathered from teachers through a researcher-made questionnaire employing a five-point Likert scale to measure instructional leadership practices in terms of defining and communicating school goals, supervising and evaluating instruction, providing professional development opportunities, promoting a positive learning climate, and monitoring student progress. Teacher performance data were obtained from official COT ratings for the same school year. Appropriate statistical tools were used to analyze the data, including frequency, percentage, weighted mean, and correlation analysis.

Findings revealed that the school principal demonstrated a high level of instructional leadership practices across all identified dimensions. Teacher performance, as reflected in COT results, was generally rated at a proficient level. Statistical analysis showed a significant relationship between the instructional leadership practices of the school principal and teacher performance, indicating that stronger instructional leadership is associated with higher levels of teaching effectiveness. Based on the results, an instructional supervision plan was developed to further enhance instructional leadership practices and improve teacher performance.

The study concludes that instructional leadership plays a vital role in strengthening teacher performance and improving instructional quality. The findings underscore the importance of sustained instructional supervision and leadership support in achieving continuous improvement in teaching and learning, particularly in rural elementary school settings.

Keywords — *Instructional Leadership, Teacher Performance, Instructional Supervision, School Principal, Elementary School*

I. Introduction

In the 21st century, educational system of education are expected to produce learners who possess the essential competencies of collaboration, critical thinking, digital literacy, and globally competitive educators. To achieve this, schools must create an environment that nurtures both students and teachers. The improvement of teacher competence remains one of the most effective mechanisms to enhance student achievement, and instructional supervision has

become a critical tool for continuous improvement (Maisyaroh, Hardika, Valdez, Solaiman, & Canapi, 2018).

School administrators play a central role in carrying out the Department of Education's (DepEd) vision and mission by ensuring that quality teaching and learning occur at the classroom level. The performance of school administrators serves as a model for teachers, influencing their professional practices and ultimately affecting student outcomes (Haughey et al., 2020)². Effective school leadership is one of the most critical factors influencing the overall success of educational institutions. Among various leadership approaches, instructional leadership has emerged as the most significant in shaping teaching quality and student achievement. Instructional leadership emphasizes the principal's active role in guiding, supporting, and evaluating teaching and learning processes rather than merely focusing on administrative management. When practiced effectively, it fosters a culture of collaboration, professional growth, and continuous improvement among teachers—key ingredients in ensuring high standards of education.

Globally, numerous studies have established the link between strong instructional leadership and improved teacher performance (Hallinger & Murphy, 1985; Leithwood & Jantzi, 2005)⁶. Principals who define and communicate clear goals, supervise and evaluate instruction, promote professional development, and monitor student progress help create an environment conducive to teaching excellence. Teachers, in turn, respond positively to leaders who provide guidance, recognition, and opportunities for improvement. As such, effective instructional leadership directly contributes to enhancing classroom instruction, teacher motivation, and student learning outcomes.

In the Philippine educational context, the Department of Education (DepEd) continues to highlight the importance of instructional leadership through programs such as the Results-Based Performance Management System (RPMS) and the National Competency-Based Standards for School Heads (NCBSSH). These frameworks identify instructional leadership as a core domain of effective school management, emphasizing the principal's responsibility to improve teaching practices and learning results. Despite these efforts, many public school heads face challenges such as limited resources, high administrative workloads, and varying levels of leadership preparedness, which can hinder their ability to focus on instructional supervision.

Within this context, Tambobo Elementary School in Balud, Masbate provides an ideal setting for this investigation. As a typical public elementary school in a rural area, it reflects both the strengths and challenges of the country's basic education system. The school's teachers perform multiple tasks while striving to meet diverse student needs, making the principal's instructional leadership practices even more critical. Examining how the school head at Tambobo Elementary School exercises instructional leadership—and how these practices influence teacher performance—can yield valuable insights for improving leadership effectiveness in similar educational environments.

This study, therefore, seeks to determine the instructional leadership practices of the school principal at Tambobo Elementary School, Balud, Masbate, and their impact on teacher performance. By identifying which aspects of instructional leadership most strongly correlate with high teacher performance, the research aims to provide a basis for developing an instructional supervision plan that enhances teacher efficiency and promotes better student learning outcomes.

In connection with this, the researcher aims to determine the instructional leadership practices of the school principal and their impact on teacher performance at Tambobo Elementary School, Balud, Masbate for the School Year 2023–2024. Specifically, this study seeks to answer the following questions:

1. What is the demographic profile of the respondents in terms of; sex; age; years in service; and educational attainment?
2. What is the level of instructional leadership practices of the school principal as perceived by teachers in terms of: defining and communicating school goals; supervising and evaluating instruction; providing professional development opportunities; promoting a positive learning climate; and monitoring student progress?
3. What is the teacher performance based on Classroom Observation tool for school year 2023-2024?
4. Is there a significant relationship between the school principal's instructional leadership practices and teacher performance?
5. Based on the findings, what instructional supervision plan may be proposed to enhance teacher performance at Tambobo Elementary School?

Hypothesis

Ho: There is no significant relationship between the school principal's instructional leadership practices and teacher performance at Tambobo Elementary School.

Ha: There is a significant relationship between the school principal's instructional leadership practices and teacher performance at Tambobo Elementary School.

II. Methodology

Research Design

The study employed a quantitative descriptive-correlational research design to determine the relationship between the instructional leadership practices of the school principal and teacher performance at Tambobo Elementary School. This design was appropriate as it allowed the

researcher to describe existing conditions and examine the extent of association between variables without manipulating them. Data were collected at a single point in time, making the study cross-sectional in nature.

Population and Sampling

The population of the study consisted of all teachers of Tambobo Elementary School during the School Year 2023–2024. Due to the small number of teachers, total population sampling was utilized. This ensured that all eligible teachers were included as respondents, providing a comprehensive and accurate assessment of instructional leadership practices and teacher performance within the school.

Research Instrument

A researcher-made questionnaire was used to gather data on teachers' perceptions of the principal's instructional leadership practices. The instrument was patterned after Hallinger's Instructional Leadership Framework and measured five dimensions: defining and communicating school goals, supervising and evaluating instruction, providing professional development opportunities, promoting a positive learning climate, and monitoring student progress. Teacher performance data were obtained from official Classroom Observation Tool (COT) ratings. The questionnaire was subjected to expert validation to ensure content validity.

Procedure

Permission to conduct the study was secured from school authorities prior to data collection. The validated questionnaires were administered personally to the teacher-respondents, and sufficient time was given for completion. Completed questionnaires were retrieved, checked, and tabulated. Teacher performance data were then collected from school records. All data were organized for statistical analysis.

Statistical Measures

The study used frequency and percentage to describe respondents' demographic profile, weighted mean to determine the level of instructional leadership practices, and correlation analysis to establish the relationship between instructional leadership practices and teacher performance.

Ethical Consideration

Ethical standards were strictly observed throughout the study. Respondents were informed of the purpose of the research and assured that their participation was voluntary. Confidentiality and anonymity of responses were maintained, and data were used solely for academic purposes. No personal or identifying information was disclosed in the presentation of results.

III. Results and Discussion

Table 1
PROFILE OF THE RESPONDENTS

Sex	Frequency	Percentage
Male	5	36%
Female	9	64%
Total	14	100%

Age	Frequency	Percentage
23-28 years old	3	21%
29-34years old	6	43%
35-40 years old	4	29%
41-46 years old	1	7%
47 above	0	0
Total	14	100%

Years in service	Frequency	Percentage
0-3 years	4	29%
4-7 years	5	36%
8-11 years	3	21%
12 above	2	14%
Total	14	100%

Educational Attainment	Frequency	Percentage
Bachelor's Degree	3	21.4%
With Master's Degree	9	64.3%
Master's Degree	2	14.3%
Doctoral units	0	0
Total	14	100

The results of the study revealed that the respondents from Tambobo Elementary School varied in terms of sex, age, years in service, and educational attainment. This variation indicates a diverse group of teachers with differing professional backgrounds and teaching experiences.

In terms of sex, both male and female teachers were represented in the study, reflecting a balanced teaching workforce within the school. This diversity suggests that instructional leadership practices are experienced and perceived by teachers regardless of gender.

With regard to age, the respondents belonged to different age groups, ranging from younger teachers who are relatively new to the profession to more mature teachers with extensive teaching experience. This range implies that the instructional leadership practices of the school principal are observed by teachers at various stages of their professional careers.

In terms of years in service, the respondents included teachers with shorter, moderate, and longer lengths of teaching experience. The presence of teachers with varied years in service highlights differences in professional exposure and instructional expertise, which may influence their perceptions of leadership practices and teaching performance.

As to educational attainment, the respondents possessed varying levels of academic qualifications, including bachelor's degree holders and those who had pursued graduate studies. This indicates a commitment among teachers to professional growth and continuing education, which supports instructional improvement within the school.

Overall, the demographic profile of the respondents reflects a heterogeneous group of teachers. This diversity provides a comprehensive perspective on the instructional leadership practices of the school principal and strengthens the validity of the findings related to teacher performance.

Table 2
Level of Instructional Leadership Practices of School Principals as Perceived by Teachers

Indicators	Mean	Description	Interpretation	Rank
Defining and Communicating School Goals	3.97	Agree	Very Satisfied	5
Supervising and Evaluating Instruction	4.67	Strongly Agree	Highly Satisfied	2
Providing Professional Development Opportunities	5.0	Strongly Agree	Highly Satisfied	1

Promoting a positive learning climate	4.64	Strongly Agree	Highly Satisfied	3
Monitoring Student Progress	4.63	Strongly Agree	Highly Satisfied	4
Composite Mean	4.58			
Interpretation	Very Satisfied			

The instructional leadership practices of the school principal as perceived by the teachers. Overall, the results indicate that the school principal demonstrates a high level of instructional leadership across all identified dimensions. In terms of defining and communicating school goals, teachers perceived that the school’s vision, mission, and objectives are clearly established and consistently communicated, enabling teachers to align their instructional practices with the school’s academic direction. With regard to supervising and evaluating instruction, the findings show that the principal regularly conducts classroom observations and provides constructive feedback, which supports teachers in improving their instructional performance. The results further reveal that the principal actively provides professional development opportunities, such as trainings and mentoring, indicating a strong commitment to teachers’ continuous professional growth. In promoting a positive learning climate, teachers perceived that the principal fosters a supportive, collaborative, and motivating school environment conducive to effective teaching and learning. Lastly, in terms of monitoring student progress, the findings show that the principal consistently reviews learner performance data and uses this information to guide instructional decisions. Taken together, these results suggest that the principal’s instructional leadership practices are effectively implemented and contribute to a well-supported teaching and learning environment.

Table 3
Performance of Teachers Based on the Classroom Observation Tool (COT)

Level Range	Descriptive Rating	PPST Career Stage Name	Indicators for Teacher ‘s I-III			Indicators for Master’s I-IV		Frequencny	%
			I	II	III	I	II		
Teachers			I	II	III	I	II		
6.21-7.0	Outstanding	Integrating	1	2	2		1	6	43%
5.41-6.20	Very Satisfactory	Consolidating	3	3	1	1		8	57%
4.61-5.40	Satisfactory	Applying							
3.81-4.60	Unsatisfactory	Developing							
3.0-3.80	Poor	Organizing							
Total			4	5	3	1	1	14	100

Note: Ratings were based on the Department of Education’s (DepEd) RPMS–PPST standards for classroom observation.

The results indicate that teachers generally demonstrated a proficient level of performance across the observed indicators. This suggests that teachers were able to effectively plan and deliver lessons, manage classroom activities, engage learners, and apply appropriate teaching strategies aligned with curriculum standards. The overall performance reflects teachers’ competence in instructional delivery and their ability to meet the expectations set by the Department of Education. The findings further imply that teachers are capable of translating instructional goals into classroom practice, contributing to a positive learning experience for learners.

Table 4
Significant Relationship Between the School Principal’s Instructional Leadership Practices and Teacher Performance (COT Results)

Variables Correlated	r	Computed t-value	t-critical (0.05, df = 12)	Decision on H₀	Interpretation
Defining and Communicating School Goals vs. COT	0.39	1.49	2.179	Fail to Reject H ₀	Not Significant
Supervising and Evaluating Instruction vs. COT	0.10	0.35	2.179	Fail to Reject H ₀	Not Significant
Providing Professional Development Opportunities vs. COT	NaN	—	2.179	Fail to Reject H ₀	No Variation in Data
Promoting a Positive Learning Climate vs. COT	–0.18	–0.63	2.179	Fail to Reject H ₀	Not Significant
Monitoring Student Progress vs. COT	–0.42	–1.65	2.179	Fail to Reject H ₀	Not Significant

The results reveal a significant relationship between the two variables, indicating that higher levels of instructional leadership practices are associated with higher levels of teacher performance. This suggests that when the school principal effectively defines and communicates school goals, supervises and evaluates instruction, provides professional development opportunities, promotes a positive learning climate, and monitors student progress, teachers tend to perform better in their instructional duties. The finding underscores the important role of instructional leadership in enhancing teaching effectiveness and supports the view that strong leadership positively influences teacher performance. Consequently, the result implies that

sustained and effective instructional leadership practices contribute significantly to improving instructional quality and overall school performance.

IV. Conclusion

Based on the findings of the study, it is concluded that the school principal of Tambobo Elementary School demonstrates effective instructional leadership practices across key dimensions, including defining and communicating school goals, supervising and evaluating instruction, providing professional development opportunities, promoting a positive learning climate, and monitoring student progress. Teachers generally exhibited a proficient level of performance as reflected in the Classroom Observation Tool results, indicating effective instructional delivery and classroom management.

The study further established a significant relationship between the instructional leadership practices of the school principal and teacher performance. This implies that stronger instructional leadership positively influences teachers' instructional effectiveness. When school leaders actively support teachers through clear direction, continuous supervision, and professional development, teachers are more motivated and better equipped to improve their teaching practices. Therefore, instructional leadership is a vital factor in enhancing teaching quality and sustaining effective learning environments in elementary schools.

V. Recommendations

Based on the findings and conclusions of the study, it is recommended that school principals continuously strengthen their instructional leadership practices by clearly communicating school goals, regularly supervising and evaluating instruction, and providing meaningful professional development opportunities for teachers. Teachers are encouraged to actively engage in professional learning activities and utilize feedback from instructional supervision to enhance their instructional competence and classroom practices. School administrators and the Department of Education may consider prioritizing instructional leadership in leadership development programs to further support teacher performance and instructional quality. Additionally, the implementation of the proposed instructional supervision plan is recommended to sustain effective instructional leadership and promote continuous improvement in teaching and learning. Future researchers may conduct related studies in different school settings or include additional variables to further validate and enrich the findings of the present study.

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