

Instructional Leadership and Teachers' Effectiveness on Classroom Instruction

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Abstract

This study examined the relationship between teachers' perceptions of their principal's instructional leadership and their teaching effectiveness at Danao City Central School during School Year 2025–2026 as a basis for an action plan. Anchored on Instructional Leadership Theory, Student-Centered Leadership Theory, and Distributed Leadership Theory, the study employed a quantitative descriptive-correlational research design. Complete enumeration was used to include all 60 teachers in the school. Data were gathered through a modified and validated questionnaire adapted from Toratto et al. (2023) and Akram (2018) and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings revealed that teachers strongly agreed that their principal demonstrated effective instructional leadership in terms of effective use of resources, communication skills, serving as an instructional resource, and being visible and accessible. Teachers also rated themselves highly effective in subject matter knowledge, instructional planning and strategies, assessment practices, learning environment, and effective communication. Correlation analysis revealed a positive and significant relationship between instructional leadership and teaching effectiveness, with the strongest relationship observed between serving as an instructional resource and instructional planning and strategies. The study concluded that effective instructional leadership contributes significantly to enhanced teacher performance and classroom instruction. It recommends implementing an action plan focused on strengthening instructional leadership practices, professional development, mentoring, collaborative learning, and continuous instructional improvement. The study supports Sustainable Development Goal (SDG) 4: Quality Education by promoting effective teaching and learning through strengthened instructional leadership. It also aligns with SDG 8: Decent Work and Economic Growth by supporting professional development and leadership capacity building among educators. The study contributes to educational, institutional, and community sustainability by providing evidence that can guide school improvement initiatives, leadership enhancement, and the continuous development of teacher effectiveness.

Keywords: Assessment Practices, Instructional Leadership, Learning Environment, Professional Development, Teacher Effectiveness, Teaching Effectiveness, Quality Education

1. Introduction

Instructional leadership is a key factor in improving teaching quality and student learning outcomes. Effective school leaders establish clear goals, support teacher development, foster collaboration, and promote data-informed decision-making, thereby enhancing teacher effectiveness and school performance (Hallinger, 2025; Robinson, 2020). Despite its recognized importance, challenges related to instructional leadership and teacher effectiveness persist globally, nationally, and locally. These challenges necessitate investigations that can inform evidence-based interventions and policies. This study examines teachers' perceptions of instructional leadership and teacher effectiveness at Danao City Central School as a basis for developing an action plan to improve classroom instruction.

1.1 Instructional Leadership and Teacher Effectiveness in Classroom Instruction

Instructional leadership contributes significantly to effective teaching and learning by fostering professional growth, enhancing classroom management, and supporting instructional improvement. Instructional leaders influence teacher morale, student engagement, and overall school performance through strategic leadership practices and collaborative school cultures (Hallinger, 2025; Robinson, 2020). Effective classroom environments are strengthened when instructional leadership promotes teacher efficacy and student motivation (Putra, 2025). Empirical evidence further demonstrates a significant positive relationship between principals' instructional leadership practices and teacher effectiveness (Bada et al., 2024).

1.2 Themes and Insights from Related Literature on Instructional Leadership

The literature highlights several recurring themes regarding instructional leadership. Effective leaders establish clear educational goals, supervise instructional programs, support teacher learning, allocate resources strategically, and create positive learning environments. Leadership practices that emphasize professional development, collaboration, accountability, and continuous improvement contribute directly to enhanced teacher performance and student achievement.

Contemporary studies further emphasize the importance of distributed leadership approaches that empower teachers and promote collective responsibility for instructional improvement (Fromm et al., 2025).

1.3 Global, National, and Local Context of Instructional Leadership and Teacher Effectiveness

Globally, education systems continue to face shortages of qualified teachers, high attrition rates, and unequal distribution of educational personnel. UNESCO (2025) estimates that 44 million additional teachers are needed by 2030 to achieve universal education goals. Challenges in instructional leadership, including unclear goals, weak communication, and insufficient teacher support, further affect teaching quality and student learning outcomes. In the Philippines, educational challenges include teacher shortages, high student-to-teacher ratios, limited instructional innovation, infrastructural deficiencies, and insufficient parental involvement. School leaders often encounter workload constraints that limit their ability to provide effective instructional guidance and professional support to teachers (DepEd, 2024; Anabo, 2023). At Danao City Central School, challenges include inadequate classroom facilities, limited access to modern learning resources, insufficient teacher support programs, and underutilized instructional leadership practices. Concerns related to program development, assessment monitoring, community engagement, teacher training, and K–12 curriculum implementation continue to affect instructional quality (Danao City Comprehensive Development Plan, 2025; DepEd Division of Danao City, 2025).

1.4 Theoretical and Legal Foundations of Instructional Leadership and Teacher Effectiveness

This study is anchored on the Instructional Leadership Theory by Hallinger and Murphy's (1985), Student-Centered Leadership theory by Robinson et al.'s (2008), and Distributed Leadership Theory by Spillane, J. P. (2001). Instructional Leadership Theory emphasizes three dimensions: defining the school mission, managing instructional programs, and promoting a positive school learning climate. These dimensions support instructional improvement, teacher effectiveness, and student achievement. The framework remains relevant in addressing contemporary educational challenges, including technology integration, inclusive education, and data-driven instruction (Hallinger et al., 2020). Student-Centered Leadership theory by Robinson et al.'s (2008) focuses on leadership practices that directly affect teaching and learning through goal setting, strategic resource allocation, instructional coordination, teacher development, and maintaining an orderly learning environment. Research demonstrates that active engagement in these domains improves teacher effectiveness and student outcomes (Wallin et al., 2019). Distributed Leadership Theory by Spillane, J. P. (2001) views leadership as a shared responsibility among school stakeholders. This approach enhances collaboration, professional learning, and collective accountability for student achievement (Fromm et al., 2025). The study is also supported by key educational policies, including DepEd Order No. 24, s. 2020, which institutionalizes the Philippine Professional Standards for School Heads (PPSH); Republic Act No. 11713, or the Excellence in Teacher Education Act of 2022, which strengthens teacher education and leadership competencies; and Division Memorandum No. 253, s. 2022, which provides guidelines for implementing instructional supervision in schools (Department of Education, 2020; Department of Education, 2022).

1.5 Research Gaps and Rationale for Examining Instructional Leadership and Teacher Effectiveness at Danao City Central School

Despite extensive literature on instructional leadership, persistent gaps remain in understanding how leadership practices influence teacher effectiveness within specific school contexts. Global, national, and local challenges continue to affect instructional quality and student achievement. At Danao City Central School, limitations in instructional support, resource availability, professional development, and implementation of instructional programs highlight the need for context-specific investigation (Danao City Comprehensive Development Plan, 2025; DepEd Division of Danao City, 2025). This study addresses these gaps by examining teachers' perceptions of instructional leadership and their relationship with teacher effectiveness. Findings are expected to guide the development of targeted interventions and an action plan aimed at strengthening leadership practices and improving classroom instruction.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns primarily with SDG 4 – Quality Education, as it focuses on strengthening instructional leadership and enhancing teacher effectiveness to improve learning outcomes. The study also supports SDG 8 – Decent Work and Economic Growth by promoting professional development, leadership capacity building, and improved educational workforce performance. Through its emphasis on instructional quality, teacher support, and school improvement, the research contributes to the achievement of equitable and effective education.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes primarily to educational sustainability by supporting continuous improvement in teaching quality, leadership effectiveness, and learner achievement. It also promotes socio-economic sustainability, as improved educational outcomes strengthen human capital development and future workforce readiness. From an institutional sustainability perspective, the findings provide evidence that can guide policy development, leadership enhancement, and school improvement initiatives. Furthermore, the study supports community sustainability by fostering stronger educational systems capable of meeting the evolving needs of learners, educators, and stakeholders. Religious cults are socially isolated

groups that deviate from mainstream belief systems and often revolve around charismatic leadership, strict ideological control, and manipulative organizational structures. While some individuals join these groups in search of belonging, purpose, or spiritual fulfillment, many cults have been associated with coercion, exploitation, abuse, and criminal activities. The increasing concern regarding cult-related victimization highlights the need to examine the psychological, sociological, and criminological dimensions of these organizations, particularly their recruitment methods, systems of control, and effects on members and communities. This study focuses on the experiences of rescued members of the Socorro Bayanihan Services Incorporated (SBSI) in Socorro, Bucas Grande, Surigao del Norte. Allegations involving forced marriages, child exploitation, coercive control, financial manipulation, and paramilitary activities intensified public concern regarding the organization. Through the narratives of rescued members, the study seeks to understand the lived experiences of individuals during cult membership, assess the impact of government intervention programs, and identify aspirations for improving rehabilitation and reintegration initiatives.

2. Material and methods

2.1 Research Design

The study employed a quantitative descriptive research design to systematically assess teachers' perceptions of supervisory practices and their effects on classroom instruction. This design allowed the researcher to collect measurable data through an adapted questionnaire and analyze the extent to which instructional leadership practices influence teacher effectiveness. The study followed an Input–Process–Output framework. The input component consisted of the respondents' demographic characteristics, including age, sex, position rank, highest educational attainment, and years of teaching experience, as well as their perceptions of instructional leadership and teacher effectiveness. The process involved securing permission to conduct the study, obtaining respondents' consent, administering the survey questionnaire, and analyzing the collected data through appropriate statistical procedures. The output of the study was a proposed action plan intended to strengthen supervisory practices and enhance teacher effectiveness.

2.2 Locale of the Study

The study was conducted at Danao City Central School, a public elementary school located in Barangay Poblacion, Danao City, Cebu, approximately 32 kilometers north of Cebu City. As the central school of the Division of Danao City, it serves learners from Kindergarten to Grade 6 and is recognized for its commitment to academic excellence, innovative instructional practices, and active community involvement. The school integrates modern instructional technologies and learner-centered approaches to teaching and learning. Classrooms are equipped with LED screens and multimedia resources that facilitate interactive instruction. The institution also promotes inclusive and differentiated teaching strategies to address the diverse needs of learners. Its teaching force consists of 60 qualified educators, many of whom possess graduate degrees and actively participate in Learning Action Cell (LAC) sessions, peer mentoring, and collaborative instructional planning. The school is also recognized for its strong instructional leadership under an effective school head who fosters collaboration, accountability, and innovation among teachers (DepEd, Danao). Its supportive environment, efficient resource management, and focus on learner achievement make it an ideal setting for examining the relationship between instructional leadership and teacher effectiveness.

2.3 Respondents of the Study

The respondents of the study were the teachers of Danao City Central School. The school has a total teaching force of 60 teachers assigned across Kindergarten to Grade 6. These teachers served as the primary sources of information regarding instructional leadership practices and teacher effectiveness. All teachers in the school were included in the study to ensure a comprehensive assessment of the research variables. Their participation provided a complete representation of the teaching population and allowed the study to capture the collective perceptions and experiences of the entire faculty.

2.4 Sample and Sampling Procedure

The study employed complete enumeration, also known as total population sampling. All 60 teachers currently assigned to Danao City Central School were invited to participate. This sampling technique was deemed appropriate because of the manageable size of the population and the need to obtain a comprehensive understanding of instructional leadership and teacher effectiveness within the school. The respondents were equally distributed across the six grade levels, with ten teachers representing each grade level. This balanced distribution ensured that perspectives from all grade levels were adequately represented, providing a holistic view of instructional leadership practices and teaching effectiveness throughout the school.

2.5 Research Instrument

The study utilized a modified questionnaire adapted from Torrato, et al., (2023), entitled "Teachers' Perceptions on Instructional Leadership: Drawing Implications for Professional Development Program for Instructional Leaders," and Akram, M. (2018), entitled "Development and Validation of School Teacher Questionnaire." The instrument consisted of three sections. The first section gathered demographic information, including sex, age range, position rank, highest

educational attainment, and years of teaching experience. These variables were used to classify respondents and examine patterns related to their professional backgrounds. The second section measured teachers' perceptions of their principal's instructional leadership through four dimensions: Effective Use of Resources, Communication Skills, Serving as an Instructional Resource, and Being Visible and Accessible. Respondents rated each statement using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The third section assessed teacher effectiveness in the areas of Subject Matter Knowledge, Instructional Planning and Strategies, Assessment, and Learning Environment. Using the same five-point Likert scale, respondents evaluated their professional practices and effectiveness in delivering classroom instruction. These measures enabled the study to determine the relationship between instructional leadership and teacher effectiveness.

2.6 Data Gathering Procedure

Data collection was conducted in three stages. During the preliminary stage, the researcher submitted a formal transmittal letter to the school principal requesting permission to conduct the study. After approval was granted, an ocular visit was conducted to coordinate with school administrators and identify a focal person who would assist in the administration of the survey. The schedule for orientation and data collection was also finalized during this stage. During the data gathering stage, the researcher conducted an orientation to explain the objectives, procedures, and ethical considerations of the study. Respondents were informed about the confidentiality and anonymity of their responses and were given clear instructions on completing the questionnaire. The survey instruments were then distributed, and respondents were provided sufficient time to answer all items. Completed questionnaires were collected immediately to ensure proper handling and data integrity. In the post-data gathering stage, the researcher organized, tallied, and summarized the collected responses. The data were analyzed and interpreted using appropriate statistical procedures, and the results served as the basis for the development of a proposed action plan aimed at enhancing instructional supervisory practices and improving teacher effectiveness.

2.7 Data Analysis Techniques

The collected data were subjected to statistical analysis with the assistance of a statistician to ensure accuracy, validity, and reliability. Frequency counts and percentages were used to describe the demographic characteristics of the respondents, including age, sex, position rank, highest educational attainment, and years of teaching experience. Weighted mean and standard deviation were computed to determine the level of teachers' perceptions regarding instructional leadership and teacher effectiveness. Pearson Product-Moment Correlation Coefficient was employed to determine the strength and direction of the relationship between instructional leadership and teacher effectiveness and to test the significance of this relationship. All statistical analyses were performed using appropriate statistical software to ensure reliable interpretation of the results. Responses were interpreted using a five-point Likert scale. Scores ranging from 4.21 to 5.00 indicated Strongly Agree, 3.41 to 4.20 indicated Agree, 2.61 to 3.40 indicated Neutral, 1.81 to 2.60 indicated Disagree, and 1.00 to 1.80 indicated Strongly Disagree. These interpretations provided the basis for assessing the extent to which instructional leadership practices were demonstrated and how they influenced teacher effectiveness.

3. Results and Discussion

3.1 Profile of the Respondents

3.1.1 Age and Sex

The respondents were predominantly female (96.67%), while only 3.33% were male. Most teachers belonged to the older age groups, with 38.33% aged 46 years and above and 23.33% aged 41–45. Younger teachers comprised a smaller proportion of the workforce. These findings indicate a mature and experienced teaching population. The dominance of female teachers reflects the common gender distribution in the teaching profession. The underrepresentation of male teachers may be associated with traditional perceptions of teaching as a female-oriented profession (Kloepfer, 2025). Teacher demographics may influence responsiveness to instructional leadership and supervisory practices. Harris and Jones (2021), Reyes and Oropa (2025), and Santos et al. (2023) emphasize that age, experience, and gender dynamics affect teacher performance and the effectiveness of instructional supervision.

3.1.2 Teaching Position

Most respondents held the rank of Teacher III (70%), followed by Teacher II (13.33%), Master Teacher I (11.67%), and Teacher I (5%). This indicates that the majority of respondents occupied advanced teaching positions. The prevalence of higher-ranked teachers suggests a workforce with substantial professional experience and leadership capacity. Master Teachers likely contribute to mentoring and instructional support within the school. These findings support the importance of utilizing experienced teachers in peer coaching and instructional leadership initiatives. Similar conclusions were reported by Dingal (2025), Harris and Jones (2021), and Reyes and Oropa (2025), who emphasized the contribution of teacher leadership roles to instructional quality and professional growth.

3.1.3 Highest Educational Attainment

Most respondents had earned master's units (65%), while 25% had completed a master's degree. Only 6.67% held a bachelor's degree, and very few had doctorate units or doctorate degrees. The results suggest that teachers are academically qualified and committed to professional advancement. Graduate-level education may enhance teachers' understanding of instructional leadership and classroom practices. Dacer et al. (2025), Harris and Jones (2021), and Prudente et al. (2024) support the view that higher educational attainment contributes to teacher efficacy, leadership capacity, and sustained instructional effectiveness.

3.1.4 Teaching Experience

Most respondents (76.67%) had 13 or more years of teaching experience, while only a small percentage had less than ten years of service. The findings indicate a highly experienced teaching workforce capable of reflective practice and responsiveness to instructional supervision. Veteran teachers can significantly contribute to mentoring and collaborative learning within the school. These results are consistent with Kini and Podolsky (2016), The Learning Policy Institute (2023), and Dacer et al. (2025), who reported that teaching effectiveness and professional contribution increase with experience.

3.2 Teachers' Perceptions of the Principal's Instructional Leadership

3.2.1 Effective Use of Resources

Teachers strongly agreed that their principal effectively aligned resources with instructional goals, promoted productive use of instructional time, provided professional growth opportunities, utilized assessment tools, and communicated performance results. The overall rating was very high ($M = 4.74$). The findings indicate that teachers viewed resource management as a major strength of the principal's instructional leadership. Effective allocation of resources and communication of performance outcomes may contribute to teacher motivation and instructional improvement. These findings align with Torrato (2023), Reese et al. (2024), and Ghavifekr et al. (2025), who emphasized the importance of strategic resource utilization in promoting teacher development and instructional quality.

3.2.2 Communication Skills

Teachers strongly agreed that the principal effectively communicated goals and expectations, met with teachers regarding student progress, discussed academic performance results, utilized supervisory models, and expressed confidence in students' ability to learn. The aggregate mean was 4.73. The results suggest that communication serves as a key foundation of the principal's instructional leadership. Effective communication promotes collaboration, trust, accountability, and a shared commitment to student achievement. Similar findings were reported by Kambeya (2023), Çaybaş and Ordu (2022), and Reese et al. (2024), who highlighted communication as a critical factor influencing teacher motivation and school effectiveness.

3.2.3 Serving as an Instructional Resource

Teachers strongly agreed that the principal actively involved faculty in planning, conducted classroom observations, provided formative and summative feedback, promoted professional learning, and remained updated on curriculum and pedagogical developments. The overall mean was 4.80. The findings indicate that teachers perceived the principal as an active instructional leader who supports professional growth and instructional improvement. Consistent feedback, collaborative planning, and professional learning opportunities contribute to teacher efficacy and instructional quality. These results support the findings of Prince (2022), Ma and Marion (2024), and Finley (2023), who emphasized the importance of instructional support and professional development in enhancing teaching effectiveness.

3.2.4 Being Visible and Accessible

Teachers strongly agreed that the principal was visible and accessible through informal interactions, participation in school activities, recognition of teacher performance, and regular communication. The overall mean was 4.78. The results demonstrate that the principal maintained a strong leadership presence within the school community. Visibility and accessibility foster positive relationships, trust, and teacher morale, which are essential for effective instructional leadership. These findings are consistent with Torrato (2023), Jack (2023), and Moreno (2024), who found that leader visibility strengthens school climate and teacher commitment.

3.3 Perceived Level of Teachers' Effectiveness

3.3.1 Subject Matter Knowledge

Teachers strongly agreed that they possessed strong subject matter knowledge, effectively connected content to learning experiences, used varied teaching approaches, related lessons to real-life situations, and addressed learners' diverse needs. The aggregate mean was 4.84. The findings indicate a high level of competence in content knowledge and pedagogical application. Strong subject mastery enables teachers to facilitate meaningful learning and improve student understanding. These results support the findings of Jeschke et al. (2021), Copur-Gencturk (2023), and Denbel (2023), who emphasized the importance of content expertise in effective teaching.

3.3.2 Instructional Planning and Strategies

Teachers strongly agreed that they utilized diverse instructional strategies, adapted teaching methods to student needs, differentiated instruction, integrated resources and technology, and maintained student engagement. The overall mean was 4.86. The results suggest that teachers effectively planned and implemented instruction that promotes student understanding and participation. The use of varied approaches reflects responsiveness to learner needs and supports student-centered learning. These findings align with Darling-Hammond et al. (2017) and Munna (2021), who identified diversified instructional strategies as key contributors to teaching effectiveness.

3.3.3 Assessment Practices

Teachers strongly agreed that they regularly assessed student performance, provided timely feedback, maintained records, used multiple assessment strategies, and encouraged student improvement. The aggregate mean was 4.89. The findings indicate that assessment was effectively integrated into classroom instruction. Teachers used assessment results to monitor learning, guide instruction, and support student progress. These results are supported by Black and Wiliam (2020), Boud and Falchikov (2021), and Mendes and Soares (2022), who emphasized the role of assessment in enhancing learning outcomes and instructional effectiveness.

3.3.4 Learning Environment

Teachers strongly agreed that they created classrooms characterized by trust, respect, active participation, minimal disruptions, and support for all learners. The aggregate mean was 4.85. The results demonstrate that teachers fostered positive and inclusive learning environments that support academic and social development. Effective classroom environments contribute to student motivation, engagement, and achievement. Similar findings were reported by Adeyinka et al. (2020), Department of Education Philippines (2017), and Hattie (2025), who highlighted the importance of supportive classroom climates in improving learning outcomes.

3.3.5 Effective Communication

Teachers strongly agreed that they used appropriate language, explained lessons according to students' abilities, and responded effectively to student questions. The aggregate mean was 4.87. The findings indicate that teachers possessed strong communication skills that supported student understanding and engagement. Effective communication helps establish positive teacher-student relationships and facilitates meaningful learning experiences. These findings are consistent with Liu and Reynolds (2022), Khatoon and Abbas (2021), and Tan and Lai (2023), who emphasized the influence of communication on student achievement and instructional effectiveness.

3.4 Relationship Between Instructional Leadership and Teaching Effectiveness

All dimensions of instructional leadership showed positive and significant relationships with all dimensions of teacher effectiveness at the 0.01 level. The strongest relationship was observed between serving as an instructional resource and instructional planning and strategies ($r = .738$). Other notable relationships included being visible and accessible with subject matter knowledge ($r = .554$) and effective use of resources with assessment practices ($r = .524$). The findings indicate that stronger instructional leadership is associated with higher levels of teaching effectiveness. Principals who communicate effectively, manage resources strategically, provide instructional support, and remain accessible contribute to improved teacher performance across multiple instructional dimensions. These results support the findings of Zhang et al. (2025), Demirdag (2021), and Ting (2024), who reported that instructional leadership positively influences teacher self-efficacy, motivation, and instructional effectiveness. The results further suggest the need for continuous leadership development programs that strengthen principals' instructional leadership competencies and support improved educational outcomes.

4. Conclusion and Recommendations

The study concludes that teachers at Danao City Central School are highly experienced and academically qualified, with strong perceptions of their principal's instructional leadership and high levels of teaching effectiveness across all measured domains. The findings further revealed a positive and significant relationship between instructional leadership and teaching effectiveness, indicating that effective leadership practices in resource management, communication, instructional support, visibility, and accessibility contribute to improved classroom instruction, instructional planning, assessment practices, learning environment, and overall teacher performance.

The study recommends the implementation of the proposed Action Plan on Strengthening Instructional Leadership and Teacher Effectiveness to sustain and enhance existing leadership and instructional practices. School leaders, master teachers, and teachers should actively support professional development, mentoring, collaborative learning activities, feedback mechanisms, and instructional improvement initiatives, while the Department of Education should provide the necessary technical and resource support to ensure continuous improvement in instructional leadership and teaching

effectiveness.

The study was limited to 60 teachers from Danao City Central School during School Year 2025–2026 and utilized a descriptive-correlational design with data gathered through a questionnaire. The findings were based on teachers' perceptions and self-reported effectiveness and were confined to the variables examined, namely instructional leadership and teaching effectiveness, within a single school setting.

Compliance with ethical standards

The author declares no conflict of interest. This study received no external funding and was conducted at Danao City Central School with the participation of teachers who voluntarily took part after providing informed consent. Data were collected through a validated questionnaire, a non-invasive method of data gathering, and all responses were treated with strict confidentiality, with no identifying information disclosed. The author sincerely acknowledges the respondents and Danao City Central School for their cooperation and support in the completion of this study.

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