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The Impact of the Instructional Leadership Practices of the School Heads in Improving the Teachers' Pedagogical Competencies in the Private Elementary Schools in Division of Camarines Sur

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Abstract

This study examined the impact of school heads' instructional leadership practices on teachers' pedagogical competencies in private elementary schools in the Division of Camarines Sur during School Year 2025–2026. Anchored in Instructional Leadership, Transformational Leadership, Adult Learning, Social Learning, and Distributed Leadership theories, the study employed a descriptive-evaluative-correlational research design involving 95 school heads selected through purposive and stratified random sampling. Data were gathered using a validated, researcher-formulated 207-item questionnaire with a reliability coefficient of 0.95 and analyzed using frequency counts, weighted means, Kendall's Coefficient of Concordance, and chi-square tests. Findings indicated that instructional leadership practices were highly employed (overall weighted mean = 4.85), while their perceived impact on teachers' pedagogical competencies was Very Much Evident. Significant agreement was established in five of six instructional leadership dimensions and four of seven pedagogical competency dimensions. Challenges involving classroom observation, professional development, curriculum leadership, and data-based instructional monitoring were rated Much Serious (overall weighted mean = 3.53). Although respondents differed significantly in their rankings of challenges, they demonstrated significant agreement regarding proposed solutions ($W = 0.61$, $p<0.001$), which were assessed as Very Much Necessary. The study recommended sustained instructional supervision, coaching, mentoring, collaborative planning, professional development, and systematic performance monitoring. An instructional leadership improvement action plan was formulated to address identified challenges. The study supports Sustainable Development Goal 4 (Quality Education), particularly teacher development, and Sustainable Development Goal 17 (Partnerships for the Goals) through educational collaboration and stakeholder participation. Its sustainability contribution lies in strengthening educational quality, institutional governance, continuous professional development, technology integration, and collaborative school improvement.

Keywords: Collaborative Decision-Making, Data-Based Instructional Monitoring, Instructional Leadership, Instructional Supervision, Pedagogical Competencies, Private Elementary Schools, Professional Development, School Heads, Sustainable Development Goals, Teachers' Performance

1. Introduction

Instructional leadership is essential to improving teaching quality, strengthening teachers' pedagogical competencies, and promoting effective learning environments. School heads influence classroom instruction through educational goal setting, instructional supervision, professional development, collaborative decision-making, data-based monitoring, and the provision of instructional support. These practices contribute to teachers' competencies in lesson planning, instructional delivery, teaching strategies, classroom management, assessment and feedback, technology integration, and the utilization of learning resources. Despite educational reforms and professional development initiatives, challenges remain in ensuring consistent instructional leadership and effective classroom practices. This study examines the impact of instructional leadership practices on teachers' pedagogical competencies in private elementary schools in the Division of Camarines Sur during School Year 2025–2026. It also investigates leadership challenges, proposed solutions, and the formulation of an action plan toward quality education.

Instructional leadership encompasses the responsibilities of school heads in establishing educational priorities, supervising instruction, supporting professional growth, promoting collaborative school environments, and monitoring teaching effectiveness. These responsibilities directly relate to teachers' capacity to plan and deliver learner-centered instruction, manage classrooms, assess learning progress, integrate technology, and utilize appropriate instructional resources. In the Philippines, Article XIV, Section 1 of the 1987 Philippine Constitution establishes the right to accessible and quality education. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, recognizes school heads as instructional leaders responsible for curriculum implementation, staff development, and improved learning outcomes. Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, further emphasizes learner-centered, inclusive, contextualized, and research-based instruction. Republic Act No. 4670 and Republic Act No. 7836 reinforce teachers' professional development, competence, and accountability. These mandates are supported by DepEd Order No. 42, s. 2017, which established the Philippine Professional Standards for Teachers, and DepEd Order No. 35, s. 2016, which institutionalized Learning Action Cells as a school-based professional development strategy. DepEd Order No. 24, s. 2022, and DepEd Memorandum No. 54, s. 2023, likewise emphasize educational quality, institutional capacity, and curriculum improvement. The DepEd Quality Policy Statement further highlights effective leadership, evidence-based decision-making, competent teaching personnel, and continuous improvement. The MATATAG Curriculum, implemented in phases beginning in School Year 2024–2025, requires school heads to support teachers in strengthening foundational literacy and numeracy through appropriate instructional strategies. Similarly, the Academic Recovery and Accessible Learning Program, established through Republic Act No. 12028 and implemented under DepEd Order No. 018, s. 2025, emphasizes instructional interventions, learner assessment, and continuous monitoring. Nevertheless, educational challenges persist. In the 2022 Programme for International Student Assessment, Filipino learners obtained average scores of 355 in mathematics, 347 in reading, and 356 in science, below the corresponding OECD averages. The World Bank also reported approximately 91 percent learning poverty among Filipino children of late primary age. These concerns emphasize the importance of effective instructional supervision, teacher preparation, assessment, and professional support. Studies further establish the relevance of instructional leadership to teacher improvement. To, et. al., (2023) identified professional development and supportive teaching environments as important contributions of instructional leadership. To, et. al., (2023) emphasized professional learning communities and teacher commitment, while Shaked, (2024) highlighted instructional adaptation and learning continuity. Tubisabimana, and Mukulira, (2022) associated supervision and school-based development with teachers' professional growth, and He, et al., (2024) emphasized leadership practices supporting professional development. These findings provide the foundation for examining instructional leadership practices and teachers' pedagogical competencies in private elementary schools in Camarines Sur.

The reviewed literature identifies instructional supervision, professional development, collaborative leadership, teacher effectiveness, and school improvement as interconnected dimensions of instructional leadership. Instructional supervision and educational improvement are essential components of effective school leadership. Marshall (2024) examined principal instructional leadership practices in relation to student academic achievement, while Aureada (2021) investigated the instructional leadership responsibilities of school heads. Kolako (2024) examined principals' classroom observation practices and their influence on teaching and learning, highlighting classroom observation as an important area of instructional supervision. Crook (2023) explored administrators' and teachers' perceptions of instructional leadership in inclusive classrooms, providing a perspective on supervisory practices within diverse learning environments. Lewis (2024) investigated elementary principals' instructional support for science teaching, demonstrating the relevance of subject-specific instructional leadership. Similarly, Zapolnik (2023) examined principals' feedback practices in relation to student academic growth, emphasizing feedback as an important area of investigation in instructional supervision. Collectively, these studies provide a foundation for examining classroom observation, instructional guidance, teacher feedback, and the monitoring of instructional practices. Teacher performance and pedagogical competencies. Pacumba, (2024) found that human relations significantly influenced teacher performance, although instructional leadership

did not demonstrate a significant effect in that investigation. Berhanu (2025) reported that primary school heads' instructional leadership contributed to teacher effectiveness. Montales, et. al., (2024) examined relationships between school leadership and teacher performance, while Arombo, (2023) established a significant relationship between instructional competencies and leadership practices among master teachers serving as school head designates. Pacumba, (2024) also examined instructional leadership and teachers' work performance. These studies suggest that leadership-related outcomes vary according to the dimensions and educational settings examined. Professional development and collaborative leadership. He et al. (2024) identified a positive relationship between instructional leadership and teachers' continuous professional development. Tahir and Fatima (2023) emphasized instructional goals, professional learning, feedback, and supportive school culture. Magboo, et al., (2023) established a significant relationship between instructional leadership behavior and teachers' work engagement. He, et al., (2024) likewise identified instructional leadership as a predictor of professional development. These findings emphasize the importance of mentoring, coaching, professional learning communities, and collaborative instructional improvement. Professional development and collaborative leadership are interconnected dimensions of instructional improvement. Akiba et al. (2023) examined organizational support for teachers' professional learning across national contexts, while Lafferty et al. (2024) explored school leaders' perspectives on teachers' continuous professional development. Ventista and Brown (2023) conducted a systematic review of teachers' professional learning and its relationship with student learning outcomes. Christensen and Jerrim (2025), in a cross-national investigation of professional learning communities, identified positive relationships with teachers' job satisfaction, although relationships with self-efficacy and instructional clarity were generally weaker and varied across educational contexts. Liang et al. (2025) examined teacher empowerment in differentiated instruction and its implications for sustainable professional development. These studies underscore the importance of examining professional learning opportunities, collaborative practices, institutional support, and the sustainability of teacher development initiatives. Collaborative leadership and shared decision-making. Collaborative leadership and shared decision-making constitute important areas of educational management and school improvement. Adedeji and Adewale (2024) examined the relationship between leadership styles and committee effectiveness in secondary schools, while Facinabao et al. (2025) investigated teachers' engagement and motivation in school-based decision-making processes. Meyer et al. (2023) explored how principals' leadership practices may promote teacher collaboration and organizational change through school improvement initiatives. These investigations provide relevant perspectives on participatory leadership, collaborative organizational structures, teacher involvement, and shared responsibilities. In the context of private elementary schools, such literature supports examining how school heads encourage teachers' participation in instructional planning, school committees, professional discussions, and collective decision-making. Technology integration and data-based instructional monitoring have become increasingly relevant to effective instructional leadership. AlMaazmi (2023) investigated elementary school teachers' perceptions of digital technology integration into the instructional curriculum. Timotheou et al. (2023) reviewed the impact of digital technologies on education and the factors influencing schools' digital capacity and transformation. Lee et al. (2024) systematically examined the dimensions of teachers' data literacy, providing a framework for understanding the competencies involved in interpreting and utilizing educational information. UNESCO (2023) further emphasized the importance of critically evaluating the use of technology in education, particularly its appropriateness, accessibility, and educational value. These publications provide a foundation for examining how school heads support teachers in integrating instructional technologies, developing data-literacy competencies, and using digital resources to strengthen teaching and learning. Classroom management and learner-centered instruction. Classroom management and learner-centered instruction are important dimensions of teachers' pedagogical competencies. Wilkins et al. (2023) examined classroom management and facilitation approaches that promote school connectedness, providing a relevant perspective on the relationship between classroom practices and supportive learning environments. West and Manning (2023) addressed digital play in relation to creativity, collaboration, and critical thinking, offering a complementary perspective on technology-supported learning experiences. These publications contribute to the discussion of classroom environments, learner engagement, instructional resources, and approaches that encourage active participation. They also provide a basis for examining how instructional leadership supports teachers in maintaining positive classroom environments and selecting appropriate learning activities. Instructional leadership challenges. Chafa, and Adriani, (2025) identified time constraints and limited parental support as challenges affecting principals' instructional leadership. Ralebese, (2025) examined administrators' strategies for improving reading achievement, while Pacumba, (2024) investigated instructional leadership and teacher performance. Schmitz, et al., (2025) considered transformational leadership and technology integration, highlighting the relevance of leadership to instructional adaptation. Further studies by Acera, (2024), Dimatera, (2024), Grande, et al., (2024), Dorukbaşi, and Cansoy, (2024), Chafa, and Ncube, (2024), and Maxino, et al., (2025) examined leadership practices, instructional performance, professional learning, school change, and challenges affecting effective instructional management. Leadership interventions and action planning. Montales, et al., (2024) emphasized supervisory, interpersonal, and leadership competencies as essential to school improvement. Charernnit, et al., (2021) examined shared leadership, while Nirere et al. (2023) investigated instructional leadership practices in a rural school setting. Li, et al., (2023) highlighted teacher cooperation and instructional practices in improving learner achievement, and Nirere, et al., (2023) examined leadership influences on teachers' professional practices. Montales and Digo, (2024), Alagos, and Servillon,

(2024), Msigwa, et al., (2024), and Amancio (2024) further emphasized leadership competence, instructional improvement, professional support, and capacity-building initiatives. Collectively, the literature indicates that instructional leadership may strengthen teachers' pedagogical competencies through sustained supervision, professional development, collaboration, and instructional support. However, the findings also demonstrate differences in leadership effectiveness, measured outcomes, and school contexts, supporting further investigation within private elementary education.

At the global level, instructional leadership has been examined in relation to teacher effectiveness, professional development, curriculum management, and school improvement. Marshall (2024) investigated leadership self-efficacy in the United States, while Berhanu (2025) examined teacher effectiveness in Pakistan. Chafa and Adriani, (2025) identified instructional leadership challenges in Indonesia, and He et al. (2024) examined professional development in Rwanda. These studies demonstrate the importance of leadership practices while reflecting differences in educational environments and institutional conditions. More recent international investigations extend these perspectives. Tshabalala, (2024) emphasized educational goals, instructional resources, and staff development. Madalińska-Michalak and Flores, (2025) examined teacher and school resilience, while Hsieh, et al., (2025) explored instructional and distributed leadership in relation to teaching practices and collegial relationships. Berhanu (2025) investigated pedagogical leadership and teacher performance, whereas McGraw, et al., (2025) highlighted mentoring, collaboration, and leadership development. Ralebese, (2025) further examined the role of principals in curriculum reform and instructional supervision. In the Philippine context, studies have examined school heads' instructional leadership across different educational divisions. Aureada, (2021) investigated curriculum management and student achievement in Tayabas City. Arombo, (2023) examined instructional competencies and leadership practices in Bohol, while Sumapal, and Haramain, (2023) assessed instructional supervision in the Bangsamoro Autonomous Region in Muslim Mindanao. Magboo, et al., (2023) examined instructional leadership and teachers' work engagement in Quezon Province. Recent investigations by Battad, (2024), Pana, (2024), and Godes, and Dioso, (2024) addressed school heads' instructional leadership, teacher self-efficacy, and instructional supervision. Gabion, (2025) examined school heads' leadership experiences and teachers' perspectives, while Santos, (2025) investigated instructional leadership practices and teachers' competence. Locally, the Schools Division of Camarines Sur promotes educational improvement through initiatives such as the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) Program, which recognizes exemplary performance, innovation, and professional contributions. This institutional context highlights the importance of leadership development, teacher competence, and continuous instructional improvement. The present study focuses specifically on private elementary schools in the Division of Camarines Sur. Its findings are intended to provide context-specific evidence concerning school heads' instructional leadership practices, their perceived impact on teachers' pedagogical competencies, and the challenges requiring appropriate interventions.

The study is anchored in five complementary leadership and learning theories: Instructional Leadership Theory, Transformational Leadership Theory, Adult Learning Theory, Social Learning Theory, and Distributed Leadership Theory. These theories provide a foundation for understanding how school heads' instructional leadership practices may influence teachers' pedagogical competencies. Instructional Leadership Theory, as proposed by Hallinger and Murphy (1985), emphasizes the role of school heads in establishing educational goals, managing instructional programs, supervising teaching, and promoting a positive learning environment. This theory provides a foundation for examining how school heads' instructional responsibilities relate to teachers' pedagogical competencies. Transformational Leadership Theory, as developed by Bass (1985), explains how leaders inspire professional commitment, innovation, and shared organizational goals. This theory highlights the role of school heads in motivating teachers to improve their instructional practices through professional encouragement, individualized support, and collaborative improvement. Adult Learning Theory, as advanced by Knowles (1980), emphasizes self-directed, experience-based, and relevant professional learning. Within the context of the present study, this theory supports teachers' professional development through mentoring, coaching, training, and reflective instructional practices. Social Learning Theory, as explained by Bandura (1977), emphasizes learning through observation, modeling, and social interaction. This theory provides a basis for understanding how teachers strengthen their instructional competencies through classroom observation, constructive feedback, peer collaboration, and exposure to effective teaching practices. The social and collaborative dimensions of learning are further supported by Vygotsky's Sociocultural Perspective (Vygotsky, 1978), which emphasizes the importance of social interaction, guidance, and mediated learning in cognitive development. This perspective provides a complementary theoretical explanation for how teachers may develop instructional competencies through mentoring, peer collaboration, professional dialogue, and guided instructional practice. Within the present study, these concepts are relevant to the roles of school heads in facilitating professional learning communities, providing instructional coaching, and promoting collaborative teaching practices. Distributed Leadership Theory, as presented by Spillane (2006), recognizes leadership as a collaborative process involving school heads, teachers, and other stakeholders. This theory emphasizes shared decision-making, professional learning communities, and collective responsibility for instructional improvement. It provides a foundation for examining how collaborative leadership practices contribute to teachers' professional growth and

school improvement. Guided by these theoretical foundations, the study adopts a systems-oriented conceptual framework consisting of input, process, and output components. The inputs include educational policies, relevant theories, related literature, instructional leadership practices, and teachers' pedagogical competencies. The process involves assessing six dimensions of instructional leadership: setting clear educational goals, supervising and monitoring instruction, providing professional development opportunities, promoting a positive learning environment, utilizing data for instructional improvement, and encouraging collaboration and shared decision-making. The study also examines seven dimensions of teachers' pedagogical competencies: lesson planning and preparation, instructional delivery, teaching strategies, classroom management, assessment and feedback practices, technology integration, and the use of learning resources. Furthermore, the study evaluates respondents' agreement on the rank orders of the variables, identifies challenges related to classroom observation, professional development, curriculum leadership, and data-based instructional monitoring, and examines proposed solutions to these challenges. The expected output is an instructional leadership improvement action plan designed to strengthen school heads' instructional leadership practices and enhance teachers' pedagogical competencies toward improved educational quality.

Existing research has established relationships between instructional leadership and various educational outcomes, including school performance, teacher self-efficacy, professional development, work engagement, instructional supervision, and teaching effectiveness. However, these investigations differ in their educational settings, participants, and outcome measures. Marshall (2024) focused on leadership self-efficacy, while Pacumba, (2024) examined general leadership behaviors and teacher performance. Aureada, (2021) emphasized student achievement, and Li, et al., (2023) assessed overall school performance. He et al. (2024) concentrated on professional development, whereas Magboo, et al., (2023) investigated work engagement. Other studies addressed particular aspects of instructional leadership. Battad, (2024) examined teacher self-efficacy, while Dorukbaşi, and Cansoy, (2024) considered professional learning as a mediating factor in instructional practices. Hsieh et al., (2025) investigated distributed leadership and collegial relationships, and Santos, (2025) examined instructional leadership and teachers' competence. Although these studies provide relevant evidence, the reviewed literature does not establish a comprehensive assessment of the six instructional leadership dimensions and seven pedagogical competency dimensions specifically among private elementary schools in the Division of Camarines Sur. The present study addresses this contextual and empirical gap by determining the extent of instructional leadership practices, assessing their impact on teachers' pedagogical competencies, examining respondents' agreement on rank orders, identifying leadership challenges and proposed solutions, and formulating a corresponding action plan. Its rationale lies in generating locally relevant evidence that may guide instructional supervision, professional development, curriculum implementation, collaborative decision-making, and data-based instructional improvement in private elementary schools.

The study primarily aligns with Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Specifically, Target 4.c emphasizes increasing the supply of qualified teachers through effective teacher education, training, and professional development. By examining school heads' instructional leadership practices and their impact on teachers' pedagogical competencies, the study addresses important conditions for improving instructional quality. Its emphasis on professional development, classroom supervision, curriculum leadership, assessment, and technology integration supports the development of competent teachers capable of responding to diverse learning needs. The study also supports the educational objectives of the Philippine Professional Standards for Teachers, the Basic Education Development Plan 2030, the MATATAG Curriculum, and the Academic Recovery and Accessible Learning Program. These initiatives emphasize professional competence, inclusive instruction, foundational learning, and continuous educational improvement. The study further has relevance to SDG 17 (Partnerships for the Goals) through its consideration of collaboration, shared decision-making, and stakeholder participation in school improvement. Effective partnerships among school heads, teachers, parents, educational authorities, and community stakeholders may strengthen professional development initiatives and institutional support for quality education. Through the proposed action plan, the research seeks to provide a basis for improving instructional leadership and sustaining teacher development in private elementary schools.

The study contributes primarily to educational, institutional, socio-economic, technological, and community sustainability by examining how effective instructional leadership can support continuous improvements in teaching quality and professional competence. Educational sustainability is reflected in the study's emphasis on teachers' continuing professional development, instructional supervision, curriculum implementation, and pedagogical improvement. Strengthening teachers' competencies in lesson planning, instructional delivery, assessment, and classroom management may support consistent, inclusive, and learner-centered educational practices. Institutional and governance sustainability is addressed through school heads' responsibilities in educational goal setting, data-based decision-making, instructional monitoring, and collaborative leadership. Identifying leadership challenges and appropriate solutions may help schools develop more responsive supervision systems, professional development programs, and institutional improvement strategies. Socio-economic sustainability is relevant to the study through its emphasis on quality basic education and improved

learning opportunities. Strengthening teachers' pedagogical competencies may contribute to learners' acquisition of foundational knowledge and skills necessary for further education and future participation in society. Technological sustainability is reflected in the inclusion of technology integration as a dimension of teachers' pedagogical competencies. The study considers how instructional leadership supports teachers in utilizing digital tools, educational applications, and learning resources to improve classroom instruction and assessment. Community sustainability is supported through collaboration and shared decision-making among school heads, teachers, parents, and other stakeholders. These practices may strengthen school-community relationships, encourage shared responsibility, and promote collective participation in educational improvement. The study's multidisciplinary contribution therefore lies in connecting instructional leadership, professional development, institutional effectiveness, technological integration, and community participation within the broader objective of sustainable quality education. Its proposed action plan may provide a practical foundation for strengthening school leadership and teachers' pedagogical competencies in private elementary schools in the Division of Camarines Sur.

2. Material and methods

2.1 Research Design

The study utilized the descriptive-evaluative-correlational research method to determine the extent of instructional leadership practices employed by school heads and their impact on teachers' pedagogical competencies. Specifically, it examined educational goal setting, instructional supervision and monitoring, professional development opportunities, positive learning environments, data utilization, and collaboration and shared decision-making. It also assessed teachers' competencies in lesson planning, instructional delivery, teaching strategies, classroom management, assessment and feedback, technology integration, and utilization of learning resources. The research further identified challenges involving classroom observation, professional development, curriculum leadership, and data-based instructional monitoring, together with proposed solutions. Statistical procedures were employed to determine the significance of agreement among respondents' rank orders of the variables. The findings provided the basis for developing an instructional leadership improvement action plan.

2.2 Locale of the Study

The study was conducted in private elementary schools within the Division of Camarines Sur, Philippines, during School Year 2025–2026. The research setting encompassed private elementary schools distributed across the division's five congressional districts. These schools provided the institutional context for examining instructional leadership practices, teachers' pedagogical competencies, and challenges associated with instructional supervision and professional development.

2.3 Respondents of the Study

The respondents consisted of 95 school heads from private elementary schools in the Division of Camarines Sur. Of these, 15 respondents (16%) came from the First Congressional District, 15 (16%) from the Second Congressional District, 25 (26%) from the Third Congressional District, 23 (24%) from the Fourth Congressional District, and 17 (18%) from the Fifth Congressional District. These respondents provided information regarding instructional leadership practices, their impact on teachers' pedagogical competencies, challenges encountered, and solutions proposed for improving instructional leadership.

2.4 Sample and Sampling Procedure

The study described the use of purposive sampling to identify school heads from private elementary schools in the Division of Camarines Sur. It also specified stratified random sampling using Slovin's formula in selecting respondents across the five congressional districts. The final sample consisted of 95 school heads, distributed according to their respective districts. These sampling procedures were intended to obtain relevant information from school heads concerning instructional leadership practices and teachers' pedagogical competencies.

2.5 Research Instrument

Data were collected using a researcher-formulated questionnaire developed in accordance with the study objectives and anchored on relevant theories, educational laws, and Department of Education issuances concerning instructional leadership and teacher performance. The instrument contained 207 items organized into four major components. The first component comprised 65 items assessing six dimensions of instructional leadership practices, while the second contained 83 items evaluating seven dimensions of teachers' pedagogical competencies. The third component included 43 items identifying challenges related to classroom observation, professional development, curriculum leadership, and data-based instructional monitoring, whereas the fourth consisted of 16 items assessing proposed solutions. A five-point rating scale was used to measure respondents' perceptions. Weighted mean scores ranging from 4.50 to 5.00 indicated the highest level of instructional leadership employment, perceived impact, challenge seriousness, or solution necessity, depending on the component assessed. Scores from 3.50 to 4.49 indicated the next highest level, followed by 2.50 to 3.49, 1.50 to 2.49, and 0.50 to 1.49, representing progressively lower levels of assessment. The questionnaire underwent

development, expert validation, pilot testing, and revision before final administration. Its development involved a focus group method, while validation was undertaken by the research adviser, the Dean of the Graduate School, and school heads. A specification matrix was also prepared to ensure alignment between the questionnaire items and research objectives. Instrument reliability was determined using the Kuder Richardson Formula (Diederich, 1976), while the significance of the reliability coefficient was assessed using the procedure attributed to (Siegel & Castellan, 1988). The reliability test yielded a coefficient of 0.95, exceeding the acceptable threshold of 0.70, indicating high internal consistency and supporting the instrument's suitability for the study.

2.6 Data Gathering Procedure

Data gathering followed a systematic process beginning with the presentation of the research proposal and incorporation of recommendations from the reviewing committee. The researcher subsequently developed the questionnaire, secured permission from the appropriate authorities, and submitted the instrument for expert validation. A preliminary administration was conducted to assess its reliability, after which necessary revisions were incorporated into the finalized questionnaire. Following approval, the researcher personally administered the questionnaires to the selected school heads and retrieved the completed instruments. The responses were organized, tallied, tabulated, and prepared for statistical analysis. The collected data were subsequently interpreted in relation to the research objectives and used to formulate the proposed action plan. The research process also included manuscript preparation, review, revision, final submission, communication of findings to concerned authorities, and publication of the research output.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency count, mean, weighted mean, Kendall's Coefficient of Concordance (W), and the chi-square test. Frequency counts and weighted means were employed to quantify respondents' assessments of instructional leadership practices, their impact on teachers' pedagogical competencies, challenges encountered, and proposed solutions. The computed weighted means were interpreted according to the established five-point rating scales. Kendall's Coefficient of Concordance (W) was used to determine the degree of agreement among respondents' rank orders of instructional leadership practices, pedagogical competency outcomes, challenges, and proposed solutions. The chi-square test was applied to determine the statistical significance of the observed agreement among respondent groups. Hypotheses were tested at the 0.05 level of significance, with decisions based on comparisons between computed statistical values and their corresponding critical values, considering the appropriate degrees of freedom. The statistical findings served as the basis for interpreting the study variables and developing the proposed instructional leadership improvement action plan.

3. Results and Discussion

3.1 Extent of Instructional Leadership Practices Employed by School Heads

The school heads demonstrated a high extent of instructional leadership practices, with an overall weighted mean of 4.85, interpreted as Much Employed. Their practices emphasized collaborative decision-making, educational goal setting, supportive learning environments, data utilization, professional development, and instructional supervision. These findings indicate that instructional leadership was consistently practiced across the participating private elementary schools. However, differences in the rankings suggest that some leadership responsibilities, particularly those requiring sustained observation, documentation, and follow-up, received relatively less emphasis than collaborative and goal-oriented activities.

3.1.1 Setting Clear Educational Goals

The results showed that setting clear educational goals was Very Much Employed. Providing clear academic targets for each grade level received the highest weighted mean of 5.00, followed by ensuring child-centered and age-appropriate learning goals at 4.96. Communicating the school's vision and aligning instructional objectives with learning competencies also received high ratings. Setting goals aligned with DepEd standards and the School Improvement Plan, together with establishing realistic performance targets, obtained weighted means of 4.82. These findings indicate that school heads prioritized clearly defined academic expectations to guide classroom instruction and assessment. Establishing specific educational targets helped teachers align instructional activities with curriculum standards and learner needs. The relatively lower ranking of classroom alignment with school goals suggests that differences in teaching approaches, grade levels, and learner characteristics may affect the consistency of implementation.

3.1.2 Supervising and Monitoring Instruction

Supervising and monitoring instruction was highly practiced, with reviewing learners' progress and performance records receiving the highest weighted mean of 5.00. Monitoring reading programs obtained 4.91, while lesson-plan monitoring and other supervisory practices also received favorable assessments. Regular classroom observations using agreed-upon instruments ranked relatively lower than other supervisory activities. The findings suggest that school heads emphasized learner-performance monitoring as an important component of instructional

supervision. Reviewing assessment records provided information for identifying learning gaps and determining appropriate interventions. However, classroom observation required additional time for scheduling, documentation, feedback, and follow-up, making its consistent implementation more challenging.

3.1.3 Providing Professional Development Opportunities

The results indicated that professional development opportunities were extensively provided. Facilitating Learning Action Cell sessions aligned with DepEd and school priorities and encouraging teachers to participate in training, webinars, and capacity-building programs both received weighted means of 4.89. Resource allocation for professional development and follow-up support after training occupied relatively lower positions. These findings demonstrate that school heads supported teachers' continuing professional growth through collaborative learning and organized training activities. However, sustaining professional development requires sufficient funding, instructional resources, mentoring, and monitoring of newly acquired competencies. The lower rankings of resource allocation and post-training support indicate areas requiring further institutional attention.

3.1.4 Promoting a Positive Learning Environment

All indicators under promoting a positive learning environment were rated Very Much Employed. Guiding teachers in differentiated instruction received the highest weighted mean of 4.93, followed by maintaining a welcoming and emotionally supportive school climate at 4.92. Other highly rated practices included child protection, positive discipline, learner support, and maintaining safe and inclusive learning environments. These findings reflect school heads' emphasis on supportive school conditions that accommodate learners' varying abilities and needs. Differentiated instruction helps teachers adjust classroom activities, learning materials, and assessments to individual differences. Although inclusion-related practices remained highly rated, their implementation requires specialized knowledge, appropriate resources, accessible facilities, and cooperation among teachers, families, and other educational stakeholders.

3.1.5 Utilizing Data for Instructional Improvement

Data utilization was highly evident among school heads. Using attendance and behavior records to identify at-risk learners received the highest weighted mean of 4.98, followed by using reading data for literacy interventions at 4.93 and validating data through classroom observations and learners' outputs at 4.91. Facilitating data-based discussions during Learning Action Cell sessions obtained 4.88, while monitoring teachers' use of data in lesson planning received the lowest weighted mean of 4.74. The findings suggest that school heads recognized the importance of evidence-based instructional decisions, particularly in identifying learners requiring additional support. De Vasconcelos et al. (2023) explained that early warning systems use attendance, behavior, and academic information to identify at-risk learners and guide timely interventions. Nevertheless, the lower ranking of monitoring data use in lesson planning indicates the need to strengthen the connection between assessment results and actual classroom instruction.

3.1.6 Encouraging Collaboration and Shared Decision-Making

Collaboration and shared decision-making emerged as the most evident instructional leadership dimension. Conducting regular collaborative planning sessions and welcoming teachers' opinions through open communication both received weighted means of 4.98. Promoting teamwork in addressing learning gaps and involving teachers in program evaluation were likewise highly rated. Forming committees involving teachers in school initiatives obtained the lowest weighted mean of 4.78. These findings indicate that school heads valued teachers' participation in instructional planning, problem-solving, and school improvement. Collaborative practices enabled teachers to contribute their classroom experiences to instructional decisions. However, formal committee participation required additional organizational arrangements, documentation, and time, which may explain its relatively lower ranking.

3.2 Agreement Among Respondents on Instructional Leadership Practices

The analysis using Kendall's Coefficient of Concordance and the chi-square test revealed significant agreement among respondents in five of the six instructional leadership dimensions. Setting clear educational goals obtained $W = 0.47$ and $\chi^2 = 21.15$ ($p<0.025$); supervising and monitoring instruction, $W = 0.76$ and $\chi^2 = 30.40$ ($p<0.001$); providing professional development opportunities, $W = 0.62$ and $\chi^2 = 27.90$ ($p<0.001$); utilizing data for instructional improvement, $W = 0.42$ and $\chi^2 = 18.90$ ($p<0.05$); and encouraging collaboration and shared decision-making, $W = 0.39$ and $\chi^2 = 19.50$ ($p<0.05$). Promoting a positive learning environment yielded $W = 0.17$ and $\chi^2 = 6.80$ ($p>0.05$), indicating no significant agreement. The findings demonstrate relatively consistent perceptions of instructional leadership practices across most dimensions, particularly instructional supervision and professional development. The absence of significant agreement regarding the positive learning environment suggests that respondents differed in their experiences of school climate, learner support, and inclusive practices. Veletić et al. (2023) similarly found differences between teachers' and principals' perceptions of school climate and variations in the relationship between leadership and school environments.

3.3 Impact of Instructional Leadership Practices on Teachers' Pedagogical Competencies

The impact of instructional leadership practices on teachers' pedagogical competencies was generally rated Very Much Evident. High ratings were recorded across lesson planning, instructional delivery, teaching strategies, classroom management, assessment and feedback, technology integration, and learning-resource utilization. The findings indicate that instructional leadership was perceived as contributing to teachers' classroom practices through coaching, supervision, professional development, instructional feedback, and resource support. The consistently favorable assessments emphasize the importance of sustained leadership assistance in improving pedagogical performance.

3.3.1 Lesson Planning and Preparation

The results showed that teachers' preparation of differentiated lesson plans through coaching, use of learner data in lesson planning, and development of engaging, age-appropriate materials each obtained a weighted mean of 5.00. Developing clearer and measurable learning outcomes received 4.99, while sequencing lessons logically obtained 4.94. Aligning learning objectives with competencies through school heads' guidance received the lowest weighted mean of 4.91. All indicators were rated Very Much Evident. These findings suggest that coaching and instructional guidance supported teachers in preparing organized, differentiated, and learner-centered lessons. The strong emphasis on learner data and appropriate instructional materials reflects the importance of aligning teaching activities with learners' abilities and educational needs. The relatively lower ranking of curriculum alignment may reflect teachers' existing familiarity with prescribed competencies.

3.3.2 Instructional Delivery

Instructional delivery was rated Very Much Evident, with improving lesson pacing and time management and applying learner-centered teaching approaches both obtaining weighted means of 5.00. Applying varied teaching strategies following instructional support received 4.97. Improvements in instructional materials, questioning techniques, assessment-based adjustments, and learner engagement were also highly rated. The findings indicate that instructional leadership supported teachers in organizing classroom activities, managing instructional time, and applying appropriate teaching approaches. Classroom observations, constructive feedback, and professional support were identified as mechanisms for refining instructional delivery and responding to learners' diverse needs.

3.3.3 Level of Teaching Strategies

The results indicated that teachers' application of learner-centered approaches, selection of strategies based on learners' needs, improvement of classroom practices through coaching, and utilization of contextualized and localized teaching strategies each obtained a weighted mean of 5.00. Using assessment strategies appropriate to teaching methods and participating in Learning Action Cell sessions both received 4.99. Applying varied strategies through school heads' guidance and active learning methods received 4.90. All indicators were rated Very Much Evident. These findings demonstrate the perceived contribution of instructional leadership to teachers' selection and application of varied pedagogical strategies. Coaching, classroom observations, and collaborative professional learning provided opportunities to refine teaching approaches and respond to learner diversity. The lower rankings of active learning and varied instructional approaches suggest the need for continued guidance in applying these strategies consistently.

3.3.4 Classroom Management

Classroom management was rated Very Much Evident, with several indicators receiving the maximum weighted mean of 5.00. These included positive behavior management, maintaining safe and orderly classrooms, improving classroom organization, managing activity transitions, addressing disruptive behavior, applying learner-centered and differentiated management strategies, and responding to learners' behavioral and emotional needs. Establishing classroom rules and routines received 4.99, while applying management techniques learned through coaching obtained 4.93. The findings indicate that instructional leadership was perceived as strengthening teachers' ability to maintain supportive, organized, and productive classroom environments. School heads' guidance helped teachers implement positive discipline, establish routines, and address diverse learner behaviors. Continued coaching remains important for translating classroom management principles into consistent instructional practices.

3.3.5 Assessment and Feedback Practices

The findings showed high ratings for assessment and feedback practices. Analyzing performance data to identify learning gaps and encouraging learner self-assessment and reflection each obtained weighted means of 5.00. Employing varied assessment strategies received 4.99, while providing timely and constructive feedback obtained 4.98. Monitoring learner progress, using assessment data for differentiated instruction, and adjusting teaching strategies were also highly rated. Collaborative development of curriculum-aligned assessments received the lowest weighted mean of 4.86. These findings indicate that teachers were perceived as using assessment information to monitor learning, provide feedback, and identify instructional needs. The high ratings for learner self-assessment and performance-data analysis reflect an emphasis on formative assessment and reflective

learning. The relatively lower rating for collaborative assessment development suggests that joint planning and alignment of assessment instruments require further attention.

3.3.6 Integration of Technology

Technology integration was rated Very Much Evident. Teachers' use of technology for differentiated instruction and increased confidence through technical support both received weighted means of 4.97. Using online platforms and learning management systems obtained 4.96, while other highly rated practices included educational applications, multimedia materials, and digital instructional resources. School heads' modeling of technology use received 4.91, support for creating digital materials obtained 4.89, and sharing digital resources among teachers received 4.88. The findings suggest that school heads supported technology integration by providing technical assistance, modeling digital practices, and encouraging the use of online instructional resources. These practices helped teachers incorporate technology into classroom instruction and differentiated learning. However, differences in access to digital resources, technical support, and professional training may influence the consistency of technology integration.

3.3.7 Use of Learning Resources

The results showed that promoting resource sharing among teachers and providing feedback on improving resource utilization each received a weighted mean of 5.00. Training teachers in the use of innovative instructional materials obtained 4.98, while using local materials and realia and promoting ICT and multimedia resources both received 4.96. Ensuring resource accessibility obtained 4.92, providing sufficient instructional materials received 4.88, and guiding teachers in selecting appropriate resources obtained 4.87. All indicators were rated Very Much Evident. These findings indicate that instructional leadership was perceived as supporting effective resource selection, adaptation, sharing, and utilization. Encouraging collaboration and the use of locally available materials helped teachers enrich instructional activities. Nevertheless, the lower ratings for resource provision and selection guidance suggest that improving the availability and appropriate use of instructional materials remains an important leadership responsibility.

3.4 Agreement Among Respondents on the Impact of Instructional Leadership on Pedagogical Competencies

Significant agreement was found in four of the seven pedagogical competency dimensions. Lesson planning and preparation obtained $W = 0.42$ and $\chi^2 = 16.80$ ($p<0.05$); instructional delivery, $W = 0.39$ and $\chi^2 = 17.55$ ($p<0.05$); teaching strategies, $W = 0.49$ and $\chi^2 = 24.50$ ($p<0.01$); and technology integration, $W = 0.49$ and $\chi^2 = 26.95$ ($p<0.005$). No significant agreement was found in classroom management ($W = 0.27$, $\chi^2 = 14.85$, $p>0.05$), assessment and feedback practices ($W = 0.26$, $\chi^2 = 13.00$, $p>0.05$), and use of learning resources ($W = 0.35$, $\chi^2 = 17.50$, $p>0.05$). These findings indicate that respondents had relatively consistent assessments of leadership-related improvements in lesson planning, instructional delivery, teaching strategies, and technology integration. Differences in classroom management, assessment, and learning-resource utilization may reflect variations in learner behavior, grade levels, assessment practices, available instructional materials, and school conditions. Consequently, these competencies may require more context-specific supervisory and professional development interventions.

3.5 Challenges Encountered in Improving Instructional Leadership Practices

The challenges encountered in improving instructional leadership practices obtained an overall weighted mean of 3.53, interpreted as Much Serious. The identified difficulties involved classroom observation, professional development, curriculum leadership, and data-based instructional monitoring. These findings indicate that school heads experienced operational and instructional constraints despite their highly rated leadership practices. The challenges reflected difficulties in sustaining supervisory activities, ensuring teacher participation in professional development, implementing curriculum expectations, and effectively utilizing assessment information.

3.5.1 Challenges in Classroom Observation

Difficulty in conducting follow-up observations received the highest weighted mean of 3.66, followed by teachers' resistance to observation recommendations at 3.61 and lack of standardized observation tools at 3.59. Ensuring fair and consistent evaluation obtained 3.58, while limited skills in providing constructive feedback received 3.57. Limited time for regular classroom observations obtained the lowest weighted mean of 3.52. All indicators were rated Much Serious. These findings suggest that sustaining instructional supervision beyond initial classroom observations was a major challenge. Administrative responsibilities, scheduling difficulties, documentation requirements, and teachers' responses to feedback affected the continuity of observation activities. Strengthening standardized observation procedures, supportive feedback, and follow-up monitoring may help address these difficulties.

3.5.2 Challenges in Professional Development

Low participation of some teachers in training received the highest weighted mean of 3.59, followed by difficulty identifying relevant training programs at 3.58 and limited internet access and digital devices at 3.57. Limited funding for training and seminars obtained 3.55, difficulty sustaining coaching and mentoring received 3.53, high external training costs obtained 3.52, and insufficient post-training follow-up received 3.51. Other challenges included limited access to qualified trainers and teachers' heavy workloads. The findings indicate that participation, relevance, financial resources, and continuity were important concerns in professional development. Competing teaching responsibilities and administrative requirements limited teachers' opportunities to participate in training. Furthermore, insufficient resources and follow-up mechanisms affected the sustained application of newly acquired instructional competencies.

3.5.3 Challenges in Curriculum Leadership

Limited skills in contextualizing lessons received the highest weighted mean of 3.65, followed by difficulty aligning the curriculum with national standards at 3.61 and addressing diverse learning needs at 3.59. Limited teacher involvement in curriculum planning obtained 3.58, while difficulty integrating values, technology, and life skills received 3.56. Teachers' resistance to curriculum changes and difficulty maintaining continuity during staff turnover both obtained 3.55. Limited time for reviewing lesson plans and materials received the lowest weighted mean of 3.44. These findings indicate that curriculum leadership required sustained technical assistance in contextualization, standards alignment, and differentiated instruction. Davidsson and Granklint-Enochson, (2021) identified difficulties in applying contextualization during classroom instruction, emphasizing the importance of strengthening teachers' ability to connect curriculum content with meaningful learning experiences. Tarraya, (2023) also reported that excessive workload affected professional efficiency and responsibilities, supporting the need to address time constraints in curriculum monitoring.

3.5.4 Challenges in Data-Based Instructional Monitoring

Limited skills in analyzing learning gaps received the highest weighted mean of 3.61, followed by difficulty tracking intervention results at 3.55 and limited access to accurate and updated performance data at 3.54. Limited time for reviewing assessment data obtained 3.53, while insufficient use of data in planning interventions received 3.51. Delayed submission of performance records obtained 3.37, difficulty interpreting assessment results received 3.36, and the absence of a digital data-monitoring system received the lowest weighted mean of 3.21. The findings suggest that the primary challenge involved interpreting and applying instructional data rather than merely maintaining performance records. School heads and teachers required sufficient analytical skills, reliable information, and systematic monitoring procedures to identify learning gaps and evaluate interventions. Although schools maintained records through existing manual or digital systems, integrating these records into consistent instructional decisions remained a concern.

3.6 Agreement Among Respondents on Instructional Leadership Challenges

The results revealed no significant agreement among respondents regarding the rankings of the four challenge dimensions. Classroom observation obtained $W = 0.10$ and $\chi^2 = 4.00$ ($p>0.05$); professional development, $W = 0.13$ and $\chi^2 = 5.85$ ($p>0.05$); curriculum leadership, $W = 0.14$ and $\chi^2 = 7.00$ ($p>0.05$); and data-based instructional monitoring, $W = 0.17$ and $\chi^2 = 6.80$ ($p>0.05$). These findings indicate that respondents differed in their assessments of the seriousness and priority of instructional leadership challenges. Variations in school size, administrative responsibilities, professional development opportunities, curriculum resources, and data-management systems may have contributed to these differences. Balyer and Özcan, (2020) identified administrative responsibilities as constraints affecting instructional supervision, reinforcing the importance of considering institutional conditions when addressing leadership difficulties.

3.7 Proposed Solutions to Instructional Leadership Challenges

The proposed solutions were generally assessed as Very Much Necessary. Seven interventions received the highest weighted mean of 4.60: adopting standardized classroom observation tools, organizing school-based seminars and mentoring, involving teachers in curriculum planning, utilizing performance data in intervention programs, providing needs-based instructional coaching, monitoring the application of training outcomes, and establishing a digital instructional data-recording system. Other solutions, including supportive observation conferences, equitable professional development opportunities, curriculum contextualization training, and regular evaluation of instructional interventions, received weighted means of 4.49. Establishing manageable observation schedules and allocating sufficient training funds received 4.47. These findings demonstrate the perceived need for integrated interventions addressing supervision, professional development, curriculum leadership, and instructional monitoring. Standardized procedures may strengthen fairness and consistency in classroom observations, while school-based training and mentoring may improve access to relevant professional learning. Teacher participation, systematic data utilization, and digital record management may further support responsive instructional decisions and continuous improvement.

3.8 Agreement Among Respondents on Proposed Solutions

The results showed significant agreement among respondents regarding the rankings of proposed solutions, with Kendall's W = 0.61 and $\chi^2 = 42.70$ ($p<0.001$). This finding differed from the absence of significant agreement in the four challenge dimensions. Accordingly, the null hypothesis was rejected for the proposed solutions but retained for classroom observation, professional development, curriculum leadership, and data-based instructional monitoring challenges. The findings indicate that respondents shared relatively consistent priorities for addressing instructional leadership difficulties despite differences in their experiences of those challenges. The agreement emphasizes the importance of standardized supervision, accessible professional development, collaborative curriculum planning, instructional coaching, and data-based monitoring as common areas for improvement.

3.9 Proposed Action Plan for Strengthening Instructional Leadership and Teachers' Pedagogical Competencies

An instructional leadership improvement action plan was formulated based on the study findings. The plan addressed classroom observation, professional development, curriculum leadership, and data-based instructional monitoring. Its proposed activities included structured classroom observation schedules, standardized supervisory instruments, pre- and post-observation conferences, mentoring, Learning Action Cell sessions, school-based training, collaborative curriculum planning, technical assistance, performance-data analysis, and digital instructional monitoring. The plan identified implementation responsibilities, resources, time frames, monitoring procedures, and expected outcomes. The proposed action plan provides a structured response to the identified instructional leadership challenges. Its emphasis on coaching, collaboration, curriculum support, and evidence-based monitoring is consistent with the study's findings that instructional leadership practices were highly employed and their impact on teachers' pedagogical competencies was highly evident, while operational challenges remained serious. The plan is intended to strengthen the continuity and effectiveness of instructional leadership in private elementary schools in the Division of Camarines Sur.

4. Conclusion & Recommendations

The study concluded that instructional leadership practices among school heads in private elementary schools in the Division of Camarines Sur were Very Much Employed, while their impact on teachers' pedagogical competencies was Very Much Evident. Significant agreement among respondents was established across instructional leadership dimensions, except in promoting a positive learning environment. For pedagogical competencies, significant agreement was found only in lesson planning and preparation, instructional delivery, teaching strategies, and technology integration. Challenges involving classroom observation, professional development, curriculum leadership, and data-based instructional monitoring were assessed as Much Serious. The proposed solutions were considered Very Much Necessary, with significant agreement among respondents on their rankings, although no significant agreement was established regarding the challenges. These findings provided the basis for formulating an instructional leadership improvement action plan.

School heads and concerned educational officials should sustain regular instructional supervision, coaching, collaborative planning, and performance monitoring while strengthening positive learning environments. Mentoring, peer observation, lesson study, and Learning Action Cell sessions should be conducted to enhance teachers' pedagogical competencies. Education program supervisors and school heads should provide technical assistance based on identified instructional needs, while division personnel should address challenges in classroom observation, professional development, curriculum leadership, and data-based monitoring. Training opportunities, simplified supervisory tools, digital records, and equitable access to professional development should also be strengthened. The proposed instructional leadership improvement action plan should be adopted and implemented through coordinated efforts among school heads, supervisors, and concerned educational personnel.

The study was delimited to 95 school heads from private elementary schools in the Division of Camarines Sur during School Year 2025–2026, with data obtained through a structured questionnaire. Its scope focused on instructional leadership practices, their perceived impact on teachers' pedagogical competencies, challenges encountered, proposed solutions, and action plan development. Consequently, the findings were confined to the respondents' assessments and the educational setting investigated. Further research may examine instructional leadership in relation to teachers' classroom performance, instructional supervision, coaching and mentoring, professional development, lesson planning, instructional delivery, and learners' academic achievement.

5. Compliance with ethical standards

The study was conducted in accordance with the established research procedures and institutional requirements. Permission was secured from the appropriate authorities before administering the researcher-formulated questionnaire to 95 school heads from private elementary schools in the Division of Camarines Sur. The research

instrument underwent expert validation, pilot testing, and reliability assessment before its final administration. Data were collected, organized, and analyzed systematically in accordance with the study's objectives.

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