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Relationship between School Heads' Instructional Leadership and Teachers' Job Performance in the Diocesan Schools of Masbate

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ABSTRACT

This study examined the relationship between school heads' instructional leadership and teachers' job performance in selected diocesan schools in Masbate, Philippines. Using a descriptive-quantitative correlational design, the study surveyed 30 teachers selected through convenience sampling from schools in Baleno, Milagros, and Cataingan. A structured four-point Likert questionnaire assessed four instructional leadership dimensions and four teacher-performance dimensions; weighted means and Pearson's correlation were used for analysis. Respondents strongly agreed that school heads demonstrated curriculum leadership (M = 3.73), instructional supervision (M = 3.71), assessment and learner achievement support (M = 3.69), and professional development (M = 3.75). Teachers rated classroom management (M = 3.74), instructional planning (M = 3.74), and assessment practices (M = 3.77) highly, whereas teaching competence received a lower rating (M = 2.71), particularly for selecting appropriate strategies and using learning resources. The study reported a statistically significant moderate positive relationship between instructional leadership and teacher performance ($r = 0.48$, $\alpha = 0.05$). These findings suggest an association between supportive instructional leadership and stronger reported teaching practices, without establishing causation. School heads should prioritize coaching, instructional-strategy development, effective resource use, and assessment-informed intervention. The small convenience sample and reliance on self-reports limit generalizability. The study provides context-specific evidence to guide instructional improvement and teacher development in Catholic schools, contributing to SDG 4 (Quality Education) through educational and institutional sustainability.

Keywords: *Diocesan Schools, Instructional Leadership, Instructional Supervision, Masbate, Teacher Performance, Teaching Competence*

1. INTRODUCTION

Instructional leadership has become an essential component of educational management, emphasizing school heads' responsibility for improving teaching quality, supporting teachers' professional development, and strengthening school effectiveness. Beyond administrative supervision, instructional leadership involves curriculum implementation, classroom observation, learner assessment, instructional guidance, and continuous professional learning. Recent evidence indicates that school leadership practices are associated with teachers' professional competence, instructional effectiveness, and job performance (Alanoglu, 2022; Nellitawati et al., 2024; Berhanu, 2025). However, the nature of these relationships may differ across institutional and educational contexts. This study examines the relationship between school heads' instructional leadership and teachers' job performance in selected Diocesan Schools of Masbate, Philippines, to provide context-specific evidence for strengthening instructional practices and educational management.

1.1 Background and Context of the Study

Quality education depends substantially on teachers' professional competence and the leadership practices that support effective instruction. Contemporary school heads are expected to establish clear instructional directions, guide curriculum implementation, supervise classroom practices, monitor learner progress, and promote continuous professional development. Kubheka, Naidoo, and Oloba (2025) emphasized the importance of instructional leadership in curriculum planning, classroom monitoring, teacher mentoring, and instructional improvement, while identifying administrative workload and inadequate leadership preparation as challenges. Similarly, the UNESCO (2024) Global Education Monitoring Report recognized effective educational leadership as an important factor in improving teaching, institutional management, and educational outcomes. Research consistently establishes meaningful relationships between instructional leadership and teachers' professional functioning. Alanoglu (2022), through a meta-analysis involving 9,178 teachers, identified a moderate association between principals' instructional leadership and teacher self-efficacy. Bellibaş et al. (2022) demonstrated that instructional leadership was indirectly associated with changes in classroom practices through shared professional activities and teacher agency. Similarly, Karakose et al. (2024) highlighted the mediating role of collective efficacy in the relationship between principals' instructional leadership and teacher self-efficacy. These findings suggest that instructional leadership operates through guidance, professional collaboration, organizational support, and opportunities for teachers to strengthen their instructional capabilities. Teacher job performance involves professional behaviors associated with teaching competence, classroom management, instructional planning, and assessment practices. Limon (2022) found that empowering leadership was positively associated with teachers' job performance and organizational commitment. Nellitawati et al. (2024) likewise reported that instructional leadership and work commitment were associated with teacher performance. Furthermore, Berhanu (2025) identified relationships between principals' pedagogical leadership practices and teachers' job performance, while Li et al. (2025) emphasized the importance of perceived organizational support, self-efficacy, and job satisfaction in understanding teachers' professional performance. Collectively, these studies demonstrate that teacher performance is associated with both individual capabilities and supportive organizational conditions. Instructional leadership also contributes to teachers' continuing professional development. He et al. (2024) identified principals' instructional leadership as a predictor of teachers' professional development, while Thien and Liu (2024) established significant relationships among instructional leadership, teacher self-efficacy, and professional learning. These findings emphasize that instructional improvement requires sustained leadership support, professional learning opportunities, and collaborative educational practices. In the Philippine educational context, Tuico and Callo (2024) found significant relationships between school heads'

supervisory practices and teachers' performance. Similarly, Soroño and Quirap (2023) examined instructional leadership and teachers' performance, emphasizing the importance of school heads' involvement in teaching and learning. Within Masbate Province, Lahoylahoy et al. (2024) documented supervisory practices supporting teachers' instructional responsibilities and professional development. These studies provide a contextual foundation for examining instructional leadership within the selected diocesan schools.

1.2 Research Problem

School heads are responsible for providing instructional direction and ensuring that teachers receive appropriate professional guidance, supervision, and support. Nevertheless, differences in leadership practices, teacher competencies, institutional conditions, and opportunities for professional development may influence how instructional leadership relates to teachers' job performance. Kubheka, Naidoo, and Oloba (2025) identified challenges involving administrative responsibilities and leadership preparation, while Donaldson et al. (2024) demonstrated that prioritizing teacher evaluation does not necessarily ensure its integration into instructional improvement. Although instructional leadership has been associated with teacher performance and professional development, the relationships between specific leadership practices and teachers' instructional responsibilities require continued investigation. Nellitawati et al. (2024) demonstrated that instructional leadership and work commitment contributed differently to teacher performance, indicating that educational outcomes may be associated with multiple organizational and professional factors. The central research problem concerns whether school heads' instructional leadership is significantly related to teachers' job performance in the Diocesan Schools of Masbate. Specifically, the study examines instructional leadership through curriculum leadership, instructional supervision, assessment and learner achievement, and professional development. Teachers' job performance is assessed through teaching competence, classroom management, instructional planning, and assessment practices. Understanding the relationship between these variables is important for identifying instructional leadership practices that may support teachers' professional responsibilities within the diocesan educational system.

1.3 Research Gap

Existing international and Philippine studies have established relationships between school leadership, teacher performance, professional learning, self-efficacy, and instructional effectiveness. However, these investigations differ in their institutional settings, leadership dimensions, and performance measures. Bellibaş et al. (2022) examined instructional leadership in relation to classroom practices and teacher agency, while He et al. (2024) focused on teachers' professional development. Similarly, Karakose et al. (2024) investigated teacher self-efficacy and collective efficacy, demonstrating that instructional leadership may be associated with different professional outcomes. Philippine studies have provided evidence concerning instructional supervision and teachers' performance. Tuico and Callo (2024) identified significant relationships between supervisory practices and teacher performance, while Lahoylahoy et al. (2024) documented supervisory practices among school heads in Masbate. However, Montales and Digo (2024) reported no significant relationship between school heads' performance and their instructional leadership practices in their particular research setting. These differing findings reinforce the importance of examining clearly defined leadership and performance variables within specific educational contexts. Research involving Catholic educational institutions also provides relevant insights. Siano (2024) examined managerial competence and supervisory skills among principals in Catholic secondary schools in Eastern Visayas, demonstrating the importance of leadership and supervision within faith-based educational institutions. Nevertheless, this investigation addressed different leadership dimensions and geographical settings from those of the present study. The identified gap is

therefore primarily contextual and variable specific. Limited evidence within the reviewed literature directly examines the relationship between the four identified dimensions of instructional leadership and the four dimensions of teachers' job performance in the Diocesan Schools of Masbate. Addressing this gap provides an opportunity to generate localized evidence concerning instructional leadership and teachers' professional functioning within selected Catholic educational institutions.

1.4 Purpose and Objectives of the Study

The primary purpose of this study is to determine the relationship between school heads' instructional leadership and teachers' job performance in selected Diocesan Schools of Masbate, Philippines. Specifically, the study aims to determine the level of school heads' instructional leadership as perceived by teachers in terms of curriculum leadership, instructional supervision, assessment and learner achievement, and professional development; assess teachers' job performance in terms of teaching competence, classroom management, instructional planning, and assessment practices; and establish whether a statistically significant relationship exists between instructional leadership and teachers' job performance.

The investigation employs a descriptive-quantitative approach using the responses of 30 teachers selected through convenience sampling from Liceo de Baleno in Baleno, Liceo de San Jose in Milagros, and Liceo de San Pedro Calungsod in Cataingan, Masbate. The study focuses on teachers' perceptions of instructional leadership and their reported professional practices within the selected institutions. The research examines statistical relationships rather than establishing causal effects.

1.5 Significance and Practical Contribution of the Study

The study may provide school heads, teachers, and diocesan educational administrators with evidence for strengthening instructional leadership and teachers' professional performance. Its findings may assist school heads in identifying areas requiring improvement in curriculum implementation, classroom supervision, instructional feedback, learner assessment, and professional development. He et al. (2024) emphasized the relationship between instructional leadership and teacher professional development, supporting the value of leadership practices that provide sustained instructional guidance and professional learning opportunities. For teachers, the findings may encourage greater participation in collaborative learning, instructional planning, professional development, and reflective teaching practices. Strengthened instructional supervision and constructive feedback may also support improvements in teaching competence, classroom management, and assessment practices. Tuico and Callo (2024) demonstrated the importance of supervision and supportive leadership practices in relation to teachers' professional performance. At the institutional level, the study may guide the Diocesan Schools of Masbate in evaluating existing instructional leadership practices, developing appropriate professional support initiatives, and strengthening coordination between school heads and teaching personnel. The findings may also provide contextual information for Catholic school administrators seeking to align instructional improvement with their institutional educational mission. For future researchers, the study contributes localized evidence concerning instructional leadership and teachers' job performance within a private faith-based educational setting.

1.6 Sustainable Development Goals (SDG) Alignment

The study aligns primarily with Sustainable Development Goal 4 (Quality Education), which emphasizes inclusive, equitable, and quality educational opportunities. Its examination of instructional leadership and teachers' job performance is particularly relevant to improving teaching practices, strengthening teachers' professional competencies, and supporting effective educational institutions. The UNESCO (2024) Global Education Monitoring Report

highlighted the importance of educational leadership, professional development, and institutional support in advancing quality education. The study contributes to educational and institutional sustainability by providing evidence that may help diocesan schools maintain effective instructional leadership practices and strengthen continuing professional development. Curriculum leadership, constructive instructional supervision, appropriate assessment practices, and teacher capacity-building represent areas through which schools may sustain instructional quality and institutional improvement. The study is also relevant to the professional development priorities associated with SDG Target 4.c, which concerns the availability of qualified teachers. By examining the relationship between school heads' instructional leadership and teachers' professional performance, the findings may inform leadership enhancement initiatives and teacher development programs within diocesan educational institutions. However, the study does not directly measure student learning outcomes or progress toward SDG targets. Its contribution is the provision of institution-specific evidence that may support sustainable educational management and continuous instructional improvement.

2. METHODOLOGY

This section describes the research design, study locale, sampling technique, data gathering procedures, statistical analysis, and ethical considerations employed in examining the relationship between school heads' instructional leadership and teachers' job performance in selected Diocesan Schools of Masbate, Philippines. Quantitative data were obtained through a structured survey questionnaire administered to selected teachers and analyzed using descriptive and correlational statistical techniques.

2.1 Research Design

The study employed a descriptive-quantitative research design with a correlational approach to determine the relationship between school heads' instructional leadership and teachers' job performance. The descriptive component assessed instructional leadership in terms of curriculum leadership, instructional supervision, assessment and learner achievement, and professional development. It also examined teachers' job performance in terms of teaching competence, classroom management, instructional planning, and assessment practices. The correlational component determined the statistical relationship between the two variables. Creswell and Creswell (2023) emphasized that quantitative research enables the systematic measurement of variables and the statistical examination of relationships. This design facilitated the collection and analysis of numerical data based on teachers' reported experiences and assessments.

2.2 Research Locale

The study was conducted in three diocesan schools in Masbate Province, Philippines: Liceo de Baleno in the Municipality of Baleno, Liceo de San Jose in the Municipality of Milagros, and Liceo de San Pedro Calungsod in the Municipality of Cataingan. These Catholic educational institutions served as the research settings because their teachers were directly involved in curriculum implementation, classroom instruction, assessment, and other educational activities. Their experiences provided relevant information concerning their school heads' instructional leadership and their own professional performance. The investigation was confined to the three selected diocesan schools.

2.3 Sampling Technique

The study utilized convenience sampling, a non-probability sampling technique in which participants are selected based on their accessibility, availability, and willingness to participate. Stratton (2023) explained that convenience sampling involves selecting accessible respondents

without random selection, thereby limiting the generalizability of findings. The identified population consisted of 69 teachers, comprising 12 from Liceo de Baleno, 45 from Liceo de San Jose, and 12 from Liceo de San Pedro Calungsod. From this population, 30 teachers were selected based on their availability and willingness to participate during the data collection period. These respondents provided assessments of their school heads' instructional leadership and their own teaching performance. The findings were therefore limited to the participating teachers and the selected school settings.

2.4 Data Gathering Procedure

Data were collected using a structured questionnaire developed according to the study objectives and research questions. The instrument consisted of two major components. The first assessed school heads' instructional leadership through curriculum leadership, instructional supervision, assessment and learner achievement, and professional development. The second measured teachers' job performance through teaching competence, classroom management, instructional planning, and assessment practices. A four-point Likert-type scale was employed to quantify respondents' agreement with the statements. Taherdoost (2022) emphasized the importance of clear questionnaire construction, appropriate response formats, and preliminary testing in obtaining relevant and dependable survey data. The questionnaire underwent review and validation to determine the clarity and relevance of its items. Following revisions based on the evaluations of teachers and other educational personnel, a pilot test was conducted among teachers who were not included in the actual respondents. Cronbach's alpha was used to assess the instrument's internal consistency, after which the questionnaire was finalized for administration. Following approval of the thesis proposal, the researcher secured permission through the Masbate Catholic Education Association and the participating school heads. Thirty questionnaire copies were distributed to the selected respondents with their agreement to participate. Completed questionnaires were retrieved beyond the originally anticipated one-month collection period. The responses were subsequently organized, tallied, and prepared for statistical treatment with the assistance of a statistician.

2.5 Data Analysis

The collected data were analyzed using frequency counts, percentages, weighted means, and Pearson's product-moment correlation coefficient. Frequency counts and percentages were used to summarize respondents' demographic information, while weighted means determined the assessed levels of school heads' instructional leadership and teachers' job performance across their respective dimensions. Pearson's correlation coefficient was employed to examine the direction and strength of the relationship between the two principal variables, with statistical significance evaluated at the 0.05 level. Field (2024) discussed the application of descriptive and inferential statistical techniques in analyzing quantitative data and examining relationships between variables. The results were interpreted according to the research objectives to determine the observed relationship between instructional leadership and teachers' job performance in the selected diocesan schools.

2.6 Ethical Considerations

The study was conducted following approval of the thesis proposal and authorization to undertake the research through the Masbate Catholic Education Association and the participating schools. The researcher requested the cooperation of selected teachers and distributed the questionnaires with their agreement to participate. The written request to respondents explained the academic purpose of the investigation and assured them that their responses would be treated confidentially and used exclusively for research purposes. The British Educational Research Association (2024) emphasizes the importance of informed participation, respect for participants, confidentiality, and responsible handling of research

information in educational studies. The manuscript documents institutional authorization and assurances of confidentiality, although separate ethics committee clearance and specific data storage procedures were not reported.

3. RESULTS AND DISCUSSION

3.1. School Heads' Instructional Leadership

3.1.1 Curriculum Leadership

Curriculum leadership obtained a composite mean of 3.73, interpreted as Strongly Agree, indicating that teachers perceived their school heads as demonstrating strong curriculum leadership practices. Ensuring proper curriculum implementation and encouraging teachers to contextualize learning activities received the highest means of 3.77. Meanwhile, providing guidance in preparing curriculum-based lesson plans, monitoring instructional alignment with curriculum standards, and supporting improvements in curriculum implementation obtained the lowest means of 3.70. All indicators were interpreted as Strongly Agree. The findings indicate that school heads provide instructional direction and encourage teachers to adapt learning activities to learners' needs and educational contexts. However, the comparatively lower assessments of lesson-planning guidance and instructional alignment suggest opportunities to strengthen curriculum-related supervision. Ragmac and Jala (2024) found that teachers demonstrated high competence in curriculum planning, pedagogy, and other professional areas, with significant relationships among teacher competence, job satisfaction, and performance. These findings emphasize the relevance of curriculum guidance and professional competence in effective instructional practices.

3.1.2 Instructional Supervision

Instructional supervision recorded a composite mean of 3.71, interpreted as Strongly Agree. Providing constructive feedback following classroom observations received the highest mean of 3.80, followed by monitoring teachers' progress after feedback (3.73). Meanwhile, coaching teachers to improve instructional practices and encouraging effective teaching strategies obtained the lowest means of 3.67. All indicators remained within the Strongly Agree category. The results suggest that school heads actively supervise classroom instruction and provide feedback that may assist teachers in identifying areas for improvement. Nevertheless, the relatively lower ratings for instructional coaching and teaching-strategy support indicate opportunities for more sustained professional guidance. Lahoylahoy, et.al. (2024) emphasized that school heads' supervisory responsibilities include monitoring instructional activities, supporting teacher participation in professional development, and facilitating school improvement initiatives. These findings reinforce the importance of consistent instructional supervision and teacher support.

3.1.3 Assessment and Learner Achievement

Assessment and learner achievement obtained a composite mean of 3.69, interpreted as Strongly Agree. Encouraging teachers to use appropriate assessment methods recorded the highest mean of 3.73, followed by monitoring learners' academic performance (3.70). Discussing assessment results with teachers, utilizing learner performance data for school improvement, and supporting intervention programs for struggling learners received the lowest means of 3.67. All indicators were interpreted as Strongly Agree. The findings indicate that school heads support appropriate assessment practices and monitor learners' academic progress. However, the relatively lower assessments of data utilization, collaborative discussion of assessment findings, and intervention support suggest areas requiring further instructional attention. Anabo

(2024) emphasized the importance of instructional leadership in providing technical assistance, promoting instructional innovation, supporting learner development, and strengthening teachers' professional competencies. These findings underscore the relevance of assessment-informed leadership in responding to learners' educational needs.

3.1.4 Professional Development

Professional development obtained a composite mean of 3.75, interpreted as Strongly Agree, representing the highest-rated dimension of instructional leadership. Discussing assessment results with teachers recorded the highest mean of 3.83, while supporting intervention programs for struggling learners received the lowest mean of 3.67. Monitoring learner performance obtained a mean of 3.77, while encouraging appropriate assessment methods and using learner performance data for school improvement each recorded a mean of 3.73. All indicators were interpreted as Strongly Agree. The findings suggest that school heads encourage reflection on assessment findings and instructional improvement, although support for intervention programs received comparatively lower assessments. He, Guo, and Abazie (2024) established that principals' instructional leadership predicts teachers' professional development, emphasizing the importance of leadership support for continuous professional growth. Likewise Potane, et.al. (2023) highlighted communication, collaboration, critical thinking, creativity, and shared professional experiences as important components of instructional supervision and professional learning. These findings support the importance of continuous instructional guidance and collaborative learning in strengthening teaching practices.

3.2 Teachers' Job Performance

3.2.1 Teaching Competence

Teaching competence obtained a composite mean of 2.71, interpreted as Agree, representing the lowest-rated dimension of teachers' job performance. Encouraging active learner participation received the highest mean of 3.24, followed by clearly explaining lesson concepts (3.19) and demonstrating subject-matter mastery (2.78). In contrast, effectively using learning resources during instruction (2.22) and employing appropriate teaching strategies to achieve lesson objectives (2.11) were interpreted as Disagree. The findings suggest that teachers demonstrate competence in promoting learner participation and explaining instructional content, but experience comparatively greater difficulties in selecting appropriate teaching strategies and utilizing learning resources effectively. These areas may require focused instructional assistance and professional development. Ditablan (2023) reported highly evident instructional supervision practices among secondary school heads and high levels of teacher competence and work commitment. This supports the relevance of instructional supervision in addressing teachers' professional development needs.

3.2.2 Classroom Management

Classroom management registered a composite mean of 3.74, interpreted as Strongly Agree. Establishing a respectful classroom atmosphere, promoting positive learner behavior, and creating a learning environment that encourages participation obtained the highest means of 3.77. Managing classroom routines effectively recorded a mean of 3.73, while maintaining an orderly classroom environment received the lowest mean of 3.67. All indicators were interpreted as Strongly Agree.

The results indicate that teachers demonstrate effective classroom management practices, particularly in maintaining respectful relationships, encouraging positive behavior, and

promoting learner participation. Although classroom order received a relatively lower assessment, it remained highly rated. Bellibaş, et.al. (2022) found that instructional leadership was indirectly associated with improvements in classroom practices through shared professional activities and teacher agency. Their findings highlight the importance of professional collaboration and instructional support in strengthening classroom teaching practices.

3.2.3 Instructional Planning

Instructional planning obtained a composite mean of 3.74, interpreted as Strongly Agree. Preparing curriculum-aligned lesson plans and organizing learning activities according to lesson objectives received the highest means of 3.77. Preparing appropriate instructional materials and integrating suitable teaching strategies into lesson plans each recorded a mean of 3.73, while completing instructional preparations before classes received the lowest mean of 3.70. All indicators were interpreted as Strongly Agree. The findings demonstrate that teachers strongly practice curriculum-aligned instructional planning and organize learning activities according to intended educational objectives. However, the slightly lower rating for completing instructional preparations suggests opportunities to strengthen the consistency and timeliness of lesson preparation. Ragmac and Jala (2024) found that secondary school teachers demonstrated high competence in curriculum planning, pedagogy, professionalism, and related instructional areas. These findings reinforce the importance of instructional planning as a component of teachers' professional competence and performance.

3.2.4 Assessment Practices

Assessment practices obtained the highest composite mean among teachers' job performance dimensions at 3.77, interpreted as Strongly Agree. Using assessment results to improve teaching practices and maintaining accurate learner assessment records received the highest means of 3.80. Using appropriate assessment tools and submitting assessment reports on time each recorded a mean of 3.77, while providing timely feedback to learners received the lowest mean of 3.70. All indicators were interpreted as Strongly Agree. The findings indicate that teachers demonstrate strong assessment practices, particularly in maintaining accurate records and utilizing assessment results to improve instruction. Nevertheless, the comparatively lower assessment of timely feedback suggests an area for continued improvement. Strengthening feedback practices may help teachers provide learners with more consistent information regarding their academic progress. The findings emphasize the importance of assessment, documentation, and instructional feedback as interconnected responsibilities in effective teaching.

3.3 Relationship Between School Heads' Instructional Leadership and Teachers' Job Performance

The manuscript reported a Pearson correlation coefficient of r = 0.48, indicating a moderate positive linear relationship between school heads' instructional leadership and teachers' job performance. With 28 degrees of freedom and a significance level of 0.05, the reported correlation exceeded the two-tailed critical value of ±0.3610. Accordingly, the null hypothesis was rejected, and the relationship was reported as statistically significant. The findings suggest that higher assessments of school heads' instructional leadership are associated with higher assessments of teachers' job performance in the selected diocesan schools. Curriculum leadership, instructional supervision, assessment and learner achievement, and professional

development were examined in relation to teaching competence, classroom management, instructional planning, and assessment practices. The reported moderate positive association highlights the relevance of instructional leadership to teachers' professional functioning. However, the descriptive-correlational design establishes an association rather than a causal relationship, and the statistical conclusion requires confirmation using the underlying respondent-level data.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that school heads demonstrate strong instructional leadership practices in curriculum leadership, instructional supervision, assessment and learner achievement, and professional development within the selected Diocesan Schools of Masbate. Teachers reported strong performance in classroom management, instructional planning, and assessment practices, while teaching competence received comparatively lower assessments, particularly in the selection of appropriate teaching strategies and effective utilization of learning resources. Although school heads provide instructional guidance, constructive feedback, and professional support, opportunities remain to strengthen teacher coaching, curriculum alignment, learner performance data utilization, and intervention programs. The reported statistically significant moderate positive relationship between instructional leadership and teachers' job performance ($r = 0.48$) indicates that stronger instructional leadership is associated with more favorable teacher performance assessments. These findings highlight the relevance of supportive instructional leadership and continuous professional improvement in the selected diocesan schools without establishing a causal relationship between the variables.

School heads and diocesan educational administrators should prioritize strengthening instructional supervision, particularly regular teacher coaching, curriculum-based lesson planning, and the application of effective instructional strategies. Professional development activities should address the identified weaknesses in teaching competence, especially the appropriate selection of teaching methods and effective utilization of learning resources. School heads should also improve the systematic discussion and application of learner assessment results, strengthen intervention programs for struggling learners, and provide consistent instructional feedback. Teachers should maintain effective classroom management, instructional planning, and assessment practices while improving classroom organization, timely lesson preparation, and feedback delivery. Greater collaboration between school heads and teachers through regular communication, mentoring, and sharing of effective teaching practices is recommended to support continuous instructional improvement. Future researchers should examine instructional leadership and teacher performance in additional educational institutions using larger respondent groups and consider other factors associated with teachers' professional performance.

The study was limited to 30 teachers selected through convenience sampling from three diocesan schools in Baleno, Milagros, and Cataingan, Masbate. Consequently, the findings may not represent teachers in other Catholic, public, or private educational institutions. Data were obtained through structured questionnaires reflecting teachers' perceptions of instructional leadership and self-reported job performance rather than independent classroom observations. Furthermore, the descriptive-correlational design established associations without demonstrating causality. The investigation excluded other factors potentially associated with teacher performance and did not directly measure learners' academic achievement. Future studies may employ broader samples, additional variables, and complementary assessment methods to strengthen the evidence.

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