

Instructional Leadership Correlates to Teacher's Teaching Practices: Basis for an Enhanced Delivery of Instructions

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Abstract

A lack of alignment between instructional leadership practices and educators' teaching strategies can hinder the students' academic growth. The goal of this study was to investigate whether effective instructional leadership contributes to the improvement of teaching practices and ultimately enhances the delivery of instruction. This survey-correlational research study addressed the need to understand the relationship between instructional leadership and teachers' teaching practices in public high schools within the First District, Province of Camarines Norte. The study used a standardized questionnaire to examine the profile of 35 school heads and 60 teachers, selected through simple random sampling. Data analysis employed frequency count, percentage, mean, standard deviation, and Pearson's Correlation Analysis. Specifically, it discusses the demographic profile of respondents in terms of school heads and teachers: age, sex, rank as school head, number of years as school head, relevant training attended, performance training; teaching practices in Tagalog Speaking municipalities; instructional leadership of the school heads focus on teaching and learning (RA 9155) in terms of: leading strategically, managing school operations and resources, focusing on teaching and learning; develop self and others, and build connections; significant relationship between the profile of school heads & teachers and their functions concentrate on teaching and learning; the critical relationship between instructional leadership and teaching practices; challenges faced of teacher about school heads in terms of: instructional leadership and management style; lastly: strategies or practices employed by school to overcome challenges in instructional leadership and management. The study findings show that most school heads are male, between 37 and 43 years of age, rank as Principal 1, with 2 years of experience, have attended training for 21-40 years, and have outstanding performance. Meanwhile, most of the teachers are female, are 25-34 years of age, (Teacher 3) position, 1-5 years of teaching, 1-10 attended training, and have outstanding performance. Teaching practices of teachers in Tagalog-speaking Municipalities show that students are cooperative if their techniques involve interactive activities. In leading strategically, the development and implementation of school plans should be aligned with the institutional goals and policies of the school head. Utilization of technology ensures efficient and effective management of school operations and resources. Practicing a review of contextualizing learning standards assists teachers in making the curriculum relevant to learners. Empowering individuals to achieve school goals and leadership. Lastly, to build connections, respect in diverse relationships and differences among colleagues must be upheld. Furthermore, the study found a significant relationship between teachers' profiles and teaching practices, specifically regarding their position. Additionally, an important relationship was observed between instructional leadership and the teaching practices of the respondents. This suggests that effective instructional leadership, characterized by strategic leadership, resource management, focus on teaching and learning, self and others development, and building connections, positively influences teachers' teaching practices. The study also revealed that teachers value well-defined goals and appreciate instructional leaders who thoroughly review classroom directions and consider their

work items. School heads who continuously grow professionally, demonstrate effective teaching practices, and embody the qualities they expect from their teacher. With these, the study recommends further exploring the specific elements of instructional leadership that contribute to improved teaching practices and developing strategies to support school heads in developing their leadership skills.

Keywords: instructional; correlation. leadership; teaching practices; delivery instructions; enhanced

1. Introduction

School administrators use instructional leadership to concentrate on how teachers behave in particular situations, indirectly affecting students' academic performance. Learning and innovation skills are becoming more widely acknowledged as domains that distinguish students ready for increasingly complex work and life environments. The effectiveness of instructional leadership in promoting high-quality teaching practices has become a topic of growing interest in education (Skaalvik, 2020). The potential disconnect between instructional leadership and teachers' teaching practices can hinder optimal learning outcomes. Instructional leadership refers to the actions of school leaders in guiding and supporting teaching and learning.

However, there is often a lack of alignment between these practices and educators' teaching strategies (Gómez-Leal et al., 2022). Misalignment between teaching practices and student potential can hinder academic growth. Current educational research highlights the importance of instructional leadership in influencing teachers' instructional practices (Leithwood et al., 2020). Özdemir et al. (2020) emphasize that effective instructional leadership entails establishing a clear vision for teaching and learning and offering continuous support and resources to teachers. Recent practices, including mentoring, coaching, and collaborative planning, have improved teaching quality (Ismail et al., 2019).

In addition, Tayag and Ayuyao (2020) found that school leaders' continuous professional development opportunities significantly impact teachers' instructional techniques. This is consistent with the principles of instructional leadership, as school leaders who actively support and facilitate teachers' professional growth tend to see improvements in classroom practices. Brooks and Ezzani (2022) conducted a longitudinal study that found a positive correlation between instructional leadership practices, such as curriculum alignment and mentoring, and teachers' adoption of innovative teaching methodologies. Professional competencies have become strategic elements to improve professional capacity to respond to work effectively and efficiently and achieve the expected results. School leadership is the key to school improvement, and school heads are expected to demonstrate bottom-line results and use data to drive decisions.

With the national adoption and implementation of the new Philippine Professional Standards for School Heads (PPSSH) as stipulated in DepEd Order No. 011 s. In 2019, school heads' responsibilities and key competencies significantly increased. They are expected to perform functions such as Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections.

In the Philippine Public Basic Education Sector, competent school heads are selected through a qualifying examination, also known as the ‘Principals Test’. Passing the principal’s test and being promoted to the principal position will not guarantee that one can manage the school properly.

In the Schools Division Office of Quezon City, some of the principals that researchers have interviewed mentioned that they have deficiencies in leading strategically, and others have complained that they experienced difficulties in managing school operations and resources. Other school heads were experts in teaching and learning, developing self and others, and building connections. Although in-service management training provides capacity-building programs for the school heads, unfortunately, the training does not fit or address the need to improve the competencies of the school heads in specific domains of PPSSH. In the study of Koşar, S., & Buran, K. (2019), assessing principals’ competencies associated with effective school principals is important to consider. It becomes an integral part of the selection process of principals and an indicator of instructional leadership.

Hence, an environment that is supportive of learning for teachers, students, and leaders is produced by strong instructional leadership. Providing a caring environment, setting high standards for social behavior, and putting procedures in place to make students feel safe are all part of creating a safe and orderly learning environment. It is necessary to address the problem of how school administrators use instructional leadership to raise teachers' competency and enhance their classroom instruction. Cognizant of these problems encountered by the public elementary school heads, there is a need to conduct an empirical study regarding their competencies and whether their age, gender, educational attainment, number of years as school head, training attended, present position, and performance rating have a significant influence to their competencies as an effective principal.

1.1 Statement of the Problem

This study aims to determine the instructional leadership related to teachers’ teaching practices to enhance instruction delivery.

Specifically, this study answered the following:

1. What is the profile of the respondents in terms of:
 - 1.1 School heads;
 - 1.1.1 age;
 - 1.1.2 sex;
 - 1.1.3 rank as School;
 - 1.1.4 number of years as School Head;
 - 1.1.5 relevant training attended; and
 - 1.1.6 performance rating?
 - 1.2 Teachers
 - 1.2.1 age;
 - 1.2.2 sex;
 - 1.2.3 position;
 - 1.2.4 number of years in teaching;
 - 1.2.5 relevant training attended; and
 - 1.2.6 performance rating?
2. What are the teaching practices in Tagalog-speaking municipalities?

3. What are the instructional leadership of the school heads focused on teaching and learning (RA 9155) in terms of:
 - 3.1 leading strategically;
 - 3.2 managing school operations and resources;
 - 3.3 focusing on teaching and learning;
 - 3.4 developing self and other; and
 - 3.5 building connections?
4. Is there a significant relationship between the profile of teachers and their teaching practices?
5. Is there a significant relationship between profiles of school heads and their functions focused on teaching and learning?
6. Is there a significant relationship between instructional leadership and teaching practices on the respondents?
7. What are the challenges that teacher faced in relation to the school head's instructional leadership as assessed by teachers-themselves in terms of:
 - 7.1 instructional leadership; and
 - 7.2 management style?
8. What strategies or practices employed by school heads to overcome challenges in instructional leadership and management?

2. Methodology

This study adopted a quantitative method using a descriptive-correlational research design to examine the capacity of leadership education programs to promote equality in the delivery of inclusive education. The study used a survey questionnaire as the main instrument for data collection. The questionnaire was divided into five parts: (1) teachers' awareness of the key components of effective leadership education programs based on the PPST domains and strands, (2) teachers' attitudes toward inclusive education, (3) teachers' perceived impact of leadership education programs on educational outcomes of students with disabilities, (4) modifications of leadership education programs to meet the specific needs of schools and communities, and (5) challenges in implementing inclusive education. The questionnaire used a five-point Likert scale to measure the respondent's level of agreement or disagreement with each statement. The questionnaire was validated through a dry run conducted by the researcher on a sample of teachers in Labo East District before the actual administration.

2.1. Population, Sample Size, and Sampling Technique

This study used simple random sampling with Slovin's Formula. Simple random sampling is a technique used to select a subset of individuals or items from a larger population. It ensures that each individual or item in the population has an equal probability of being chosen. Slovin's Formula is a mathematical equation utilized to calculate the optimal sample size for a given population, considering the desired level of precision and confidence. Researchers use sampling techniques to ensure that the chosen sample accurately represents the entire population, while also reducing errors and biases in the study.

Table 1. Total Population of Respondents

Respondents	Total Population	Sample Size
School Heads	41	35
G10 Teachers	123	60
TOTAL	164	95

2.2. Data Gathering Procedure

Data collection was conducted systematically.

1. The researcher first wrote a letter to the Dean of the Graduate School requesting Institutional approval to conduct the study. Upon approval, the researcher submitted this study to the Research Ethics Committee (REC) to ensure that all ethical considerations were properly observed during the study's conduct. Upon approval by the REC, the researchers secured permission from the Schools Division Superintendent to conduct the study.
2. The researcher also asked permission from the school heads of the selected schools in the locale.
3. Lastly, the researcher secured written consent from each respondent in the study, ensuring confidentiality among respondents by signing the consent form. Once approved, the researcher administered the questionnaire face-to-face and online.
4. Furthermore, the researcher retrieved all the questionnaires on the same day they were administered to ensure the data gathering was at its most effective. After one week, the survey results were tallied, coded, and processed using SPSS version 25.0.

The study intended to comprehend the profile of the respondents within two distinct groups: school heads and teachers. For school heads, the inquiry revolves around multiple profile dimensions, encompassing age, gender, rank as school head, number of years serving in the role, relevant trainings attended, and performance rating. Similarly, the investigation delved into the profile of teachers, focusing on age, gender, position, number of years of experience, relevant training attended, and performance rating.

Furthermore, the research delved into teachers' teaching practices in Tagalog-speaking municipalities. This endeavor aimed to explore the diverse instructional methodologies, strategies, and approaches employed by educators within this linguistic and cultural context. Another pivotal aspect under scrutiny is the instructional leadership of school heads with a specific focus on teaching and learning, as stipulated by Republic Act No. 9155. The investigation evaluated instructional leadership through dimensions such as leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. The study also aspired to unearth significant relationships. It sought to ascertain whether a substantial relationship exists between the profiles of teachers and their teaching practices. Similarly, the research endeavored to establish whether an important relationship can be identified between the profile of school heads and their functions oriented toward teaching and learning.

Furthermore, the relationship between teaching techniques and instructional leadership also takes center stage. The research objective is to ascertain if there is a noteworthy correlation between the teaching approaches implemented by educators and the instructional leadership demonstrated by school administrators. Finally, based on the teachers' evaluations, the study aimed to shed light on the typical difficulties that educators face with regard to the instructional leadership of school administrators. These difficulties included a range of instructional leadership and management style facets, enabling a comprehensive comprehension of the possible obstacles educators may encounter within the instructional leadership framework.

2.3. Statistical Treatment Tools

The following statistical formulas were used to answer the specific problems posed in this study:

Descriptive statistics, specifically frequency count and percentage, were used to analyze the profile of the respondents in terms of age, gender, rank as School Head, educational attainment, number of years as School Head, training attended, and performance rating.

In computing the data of teaching practices in Tagalog-speaking municipalities, descriptive statistics: weighted mean, and standard deviation were used, as well in the instructional leadership of the school heads focused on teaching and learning (RA 9155) in terms of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. The weighted mean was used to determine teachers' teaching practices in Tagalog-speaking municipalities, and the instructional leadership of the school heads focused on teaching and learning (RA 9155).

On the other hand, the Pearson R Correlation was employed to determine the significant relationship between variables. This was used to determine if there is a substantial relationship between the profile of teachers and their teaching practices, the profile of school heads and their functions focused on teaching and learning, and the respondents' instructional leadership and teaching practices. Thus, the software used for computing Pearson's R Correlation is SPSS version 25.0 in Excel.

Lastly, descriptive statistics that focus on weighted mean and standard deviation were employed to identify the challenges that teachers faced in relation to the school head's instructional leadership as assessed by teachers themselves in terms of instructional leadership and management style and strategies or practices employed by the school head to overcome the challenges in instructional leadership and management.

3. Results and Discussion

3.1. Profile of the Respondents

3.1.1. Profile of School Heads

It is crucial to comprehend the importance of the demographic profile of respondents to examine their instructional leadership and teaching practices. The data gathered provides valuable insights in ensuring qualifications adhere to the respondents' influence on their way of teaching, principles, and effectiveness as educators in delivering discussions to their learners. The study examined the profile of 35 school heads and 60 teachers from Grade 10 in various public high schools within the First District of the Province of Camarines Norte. The research focused on several variables, including age, sex, rank of school heads, position of teachers, years of experience as school heads and teachers, number of trainings attended, and performance ratings. The information captured in Tables 1 and 2 provides valuable information for the study.

Table 2. Profile of School Heads

Demographic Profile	Frequency (F)	Percentage (%)
Age		
52 – 58	5	13.33
47 – 51	11	30.00
37 – 43	12	36.67
32 – 36	2	16.67
Sex		
Female	15	42.9
Male	20	57.1
Ranked as School Head		
	1	2.86
Principal 3	5	14.29
Principal 2	14	37.14
Principal 1	4	11.43
Head Teacher 3	4	11.43
Head Teacher 2	4	11.43
Head Teacher 1	3	8.57
Teacher-In-Charge		
Number of Years		
1	4	11.43
2	13	37.14
3	7	20.00
4	8	22.86
5	2	5.71
7	1	2.86
Number of Training Attended		
161-180	1	2.86
141-160	1	2.86
121-140	3	8.57
101-120	1	2.86
81-100	3	8.57
61-80	5	14.29
41-60	4	11.43
21-40	12	34.29
1-20	5	14.29
Performance		
Outstanding	35	100.00

Age. The age distribution of the respondents, specifically the school heads, who participated in the research study. From the table, it can be seen that most school heads (36.67%) belong to the age group of 37 to 43 years, 30% belong to 47-51 years of age, and 16.67% belong to 32-36 years of age, and the smaller percentage of school heads were into the age groups of 32 to 36 years (13.33%). Additionally, there were five missing values, which may represent incomplete or unavailable data. The age of educational leaders can influence their leadership styles, approaches, and decision-making processes. Younger leaders may bring fresh perspectives, innovative ideas, and familiarity with technology to their roles. On the other hand, more experienced leaders may possess a wealth of knowledge, wisdom, and established networks that can positively impact their leadership effectiveness (Ali & Anwar, 2021).

In the context of instructional leadership, the age distribution of the school heads may have implications for enhancing instructional practices. Effective instructional leadership involves providing teachers guidance, support, and resources to improve their teaching practices (Ismail et al., 2018). Younger school heads, who may be more familiar with current educational trends and advancements, could potentially contribute to implementing innovative instructional strategies. Conversely, more experienced school heads may draw upon their extensive experience to mentor and guide teachers in refining their instructional approaches (Kamalov et al., 2023). This explains that age diversity among respondents improves instructional leadership through its dynamic and effective learning environment.

Sex. Out of the 35 school heads, 20 (57.1%) are male, while 15 (42.9%) are female. The sex distribution indicates that there is a relatively higher representation of male school heads compared to female school heads in the sample. Sex can influence educational institutions' leadership styles, decision-making processes, and organizational culture (Khan et al., 2020). Traditionally, educational leadership positions have been predominantly occupied by males, reflecting historical gender imbalances in leadership roles. However, there has been a growing recognition of the importance of diverse leadership representation, including gender diversity, in promoting equitable and inclusive educational environments (Chun & Evans, 2023). Gender-diverse leadership teams can bring unique perspectives, diverse approaches to problem-solving, and a broader range of skills and expertise. This diversity can contribute to more comprehensive decision-making processes and improved student and teacher outcomes (Luanglath et al., 2022).

In the context of instructional leadership, the sex distribution of school heads may have implications for enhancing teaching practices. Effective instructional leadership involves providing teachers guidance, support, and resources to improve their instructional practices. This demonstrates that male school heads have more potential leadership positions than females. This emphasizes the importance of equal opportunities and gender balance in shaping effective instructional leadership.

Rank as School Head. The rank distribution of the 35 respondents who are school heads in the First District of the Province of Camarines Norte was categorized as Principal 3, Principal 2, Principal 1, Head Teacher 3, Head Teacher 2, Head Teacher 1, and Teacher-in-Charge.

From the data, it can be observed that most of the school heads in the sample held the rank of Principal 1, comprising 37.14% ($f=14$) of the respondents. This indicates that many school heads in the First District have attained a higher level of administrative responsibility. Furthermore, 14.29% ($f=5$) of respondents rank as Principal 2, 11.43% rank as Head Teacher 1-3 ($f=4$). While Principal 3 had the lowest representation with only one respondent, constituting 2.86% ($f=1$). The dominance of Principal 1 rank suggests that most school heads have acquired higher expertise and experience in instructional leadership. Instructional leadership plays a crucial role in enhancing the delivery of instructions and improving teaching practices. The importance of school leaders' roles in providing guidance and support to teachers promotes a positive school culture and facilitates professional development opportunities (Shen et. al, 2020). Principals

at higher ranks often have more extensive experience and training in instructional leadership, enabling them to lead their schools and effectively influence teachers' teaching practices. Their knowledge and skills in instructional strategies, curriculum development, and assessment practices can enhance teaching quality within their respective schools. On the other hand, the presence of Head Teachers and Teacher-in-Charge in the sample indicates that school heads with lower ranks are also responsible for instructional leadership (Daing et. al, 2023). Although they may have less administrative authority than higher-ranking principals, they still have the potential to impact teaching practices within their schools positively. Recognizing and supporting these school heads in their efforts to promote instructional improvement is crucial, as they play a vital role in shaping the teaching and learning environment.

Number of Years as School Head. The distribution of the respondents' number of years as a school head show that the majority of the school heads in the study had been in their position for 2 years (37.14%, $f=13$), 22.86% ($f=8$) of respondents has 4 years of experience, 20% ($f=7$) of respondents has 3 years of experience, 11.43% ($f=4$) of respondents has 1 years of expertise, 5.71% ($f=2$) of respondents has 5 years of experience. Only one respondent had been a school head for 7 years. Based on these results, there is a relatively high turnover rate among school heads, with many of them serving in their position for a short period. This turnover could have implications for instructional leadership and the continuity of school leadership practices. It may take time for school heads to develop their leadership skills and establish their vision and goals for the school. School leaders' longer tenure is associated with higher student achievement and improved school climate. Longer-serving school heads have more opportunities to build relationships, establish trust, and effectively communicate their vision to teachers, leading to enhanced instructional practices (Choy et al., 2019).

On the other hand, frequent turnover in leadership roles may result in a lack of stability, inconsistency in instructional expectations, and reduced teacher morale (Meyer et. al, 2023). Therefore, frequent changes in leadership could disrupt the implementation of instructional practices and hinder the development of a cohesive instructional culture. To address the challenges associated with frequent turnover among school heads, it is crucial for educational institutions to provide adequate support and professional development opportunities for newly appointed leaders. This can help them develop the necessary leadership skills and knowledge to effectively lead instructional improvement initiatives (Talebizadeh et al., 2020). Additionally, mentorship programs and collaborative networks can be established to facilitate knowledge sharing and support the transition of new school leaders.

Relevant Trainings Attended. The distribution of the number of training sessions attended by the school heads revealed that the majority of school heads have participated in a relatively higher number of training sessions. The largest group of respondents ($f=12$), comprising 34.29%, reported attending 21 to 40 training sessions. This suggests that a significant proportion of school heads have actively engaged in professional development activities to enhance their knowledge and skills in instructional leadership. Furthermore, 14.29% ($f=5$) of the school heads reported attending 1 to 29 and 61 to 80 training sessions, while 11.43% ($f=4$) attended 41 to 60 training sessions, and 8.57% ($f=3$) attended 81-100 and 121 to 140 training sessions. These percentages indicate a considerable investment in continuous learning and professional growth among the school heads in the sample. These educational leaders demonstrate their commitment to improving their instructional leadership practices and staying abreast of current academic research and best practices through actively participating in training sessions. Since effective leadership in education is closely linked to continuous learning and professional growth, school leaders who actively participate in professional development activities are better equipped to support and guide their teachers, implement evidence-based practices, and create a culture of continuous improvement within their schools (Ashikali et al., 2023).

On the other hand, smaller proportions of school heads reported attending lower numbers of training sessions: 2.86% attended 161 to 180 training sessions, and the same percentage attended 141 to 160 and 10 to 120 training sessions. These lower percentages suggest that a few school heads have had the opportunity to engage in a higher number of

training sessions, possibly due to various factors such as limited availability, scheduling conflicts, or resource constraints. However, the content, relevance, and alignment of the training sessions with the specific needs of school heads are also critical factors to consider. Quality professional development programs should provide opportunities for school leaders to acquire knowledge and skills that are directly applicable to their instructional leadership roles (Bellibas et al., 2023). Therefore, the focus should be on the quantity and quality of the training sessions attended by school heads.

Performance Rating. The distribution of the respondents' performance ratings among the school heads indicates that all of the school heads in the sample received an "Outstanding" performance rating, accounting for 100% of the respondents. This suggests high performance and effectiveness among the school heads in the First District. The data indicates a positive assessment of their leadership abilities and instructional practices as evaluated by the relevant authorities or evaluators. An "Outstanding" performance rating reflects the recognition of the school heads' exceptional competence, effectiveness, and overall contributions to improving teaching practices and the delivery of instruction. It indicates their ability to create a conducive and supportive learning environment, facilitate professional growth among teachers, and implement innovative instructional strategies that lead to positive student outcomes. Instructional leaders who demonstrate strong leadership qualities, such as providing clear direction, fostering collaboration, and promoting a positive school climate, are more likely to impact teachers' instructional practices and student learning outcomes positively (Brooks et al., 2022). This demonstrates strong and capable leadership among school heads, improving the quality of education and helping educators strengthen their educational excellence.

3.1.2. Profile of School Teachers

It is crucial to comprehend the importance of the demographic profile of respondents to examine their instructional leadership and teaching practices. The data gathered provides valuable insights into ensuring qualifications adhere to the teachers' influence on their way of teaching, and effectiveness in teaching practices in delivering discussions to their learners. The study examined the profile of 35 school heads and 60 teachers from Grade 10 in various public high schools within the First District of the Province of Camarines Norte. The research focused on the demographic profile of teachers, including age, sex, rank of school heads, position of teachers, years of experience as teachers, number of trainings attended, and performance ratings. The information captured in Table 3 provides valuable information for the study.

Table 3. Profile of the Teachers

Demographic Profile	Frequency (F)	Percentage (%)
Age		
55-64	5	8.33
45-54	4	6.67
35-44	20	33.33
25-34	31	51.67
Sex	31	51.7
Female	29	48.3
Male		
Position	1	1.67
Master Teacher	22	36.67
Teacher 3	17	26.67
Teacher 2	20	30.00
Teacher 1		

Number of Years in Teaching	3	5.00
16-20	23	38.33
6-10	34	56.67
1-5		
Number of Training Attended	2	3.33
41-50	8	13.33
21-30	16	26.67
11-20	34	56.67
1-10		
Performance	60	100.00
Outstanding		

Age. A total of 60 Grade 10 teachers in various public high schools were included in the analysis. The largest group of teachers fell within the age range of 25 to 34 years, accounting for 51.67% ($f=31$) of the respondents, 33.33% ($f=20$) in the age range of 35 to 44, and 8.33% ($f=5$) in the age range of 55 to 66. This indicates that many Grade 10 teachers in the First District are relatively young and early in their teaching careers. These teachers may bring fresh perspectives, enthusiasm, and a willingness to adopt innovative teaching approaches. In contrast, a smaller percentage of teachers are 45 to 54 years (6.67%, $f=4$). These age groups represent teachers with more extensive teaching experience. They may possess a wealth of knowledge, expertise, and mentorship capabilities that can benefit less-experienced colleagues. The age distribution of teachers is an important factor to consider when examining instructional leadership and its correlation with teaching practices. A diverse teaching workforce, comprising teachers from different age groups, can contribute to a vibrant learning environment. Younger teachers often bring technological skills, energy, and a fresh perspective, while older teachers may offer wisdom, experience, and stability (Cheng et al., 2022). Collaboration and exchanging ideas among teachers of varying ages can lead to innovative instructional practices and enhanced student learning outcomes. Additionally, younger teachers can benefit from the mentorship and guidance from more experienced colleagues, while seasoned educators can learn from their younger counterparts' enthusiasm and innovative approaches (Chen et al., 2020). This shows that age diversity emphasizes collaboration in making education an effective learning environment among learners, fostering a culture of mentorship and professional development to improve student learning outcomes.

Sex. The findings reveal a relatively balanced gender distribution among Grade 10 teachers. Female teachers comprise the majority, accounting for 51.7% ($f=31$) of the respondents, while male teachers comprise 48.3% ($f=29$) of the sample. This indicates that both male and female teachers play significant roles in delivering instructions to Grade 10 students in the First District. Gender diversity in the teaching profession is important to consider when examining instructional leadership and its correlation with teaching practices. A diverse teaching workforce, including both male and female teachers, can bring unique perspectives, experiences, and teaching styles to the classroom (Corrales, 2022). These different teaching approaches and instructional strategies can benefit students by catering to their diverse learning needs and preferences.

Furthermore, male teachers can be positive role models, especially for male students, and contribute to their academic and social development. Male teachers may bring different perspectives, teaching styles, and interests that can engage students and provide alternative ways of understanding and relating to the curriculum (DiPaola, 2018). On the other hand, female teachers have traditionally dominated the teaching profession and often possess nurturing qualities that foster positive relationships with students. Female teachers may create supportive and inclusive classroom environments that facilitate student engagement and learning (Fonsen et al., 2022). Encouraging

collaboration and professional development opportunities that facilitate the exchange of ideas and best practices between male and female teachers can further enhance instructional effectiveness. Thus, gender-responsive teaching practices that acknowledge and address the unique needs of both male and female students can contribute to improved student outcomes.

Position. The distribution of Grade 10 teachers' positions in various public high schools includes Master Teacher, Teacher 3, Teacher 2, Teacher 1, and Others. A total of 60 Grade 10 teachers were included in the analysis. The findings revealed a diverse distribution of positions among Grade 10 teachers. The majority of teachers hold the position of Teacher 3, accounting for 36.67% ($f=22$) of the respondents, 26.67% ($f=20$) hold the position of Teacher 1, and 17% ($f=17$) hold the position of Teacher 2. This indicates that a significant proportion of Grade 10 teachers in the First District are in the mid-level of their teaching career. Teacher 3 positions often represent teachers who have gained some experience and expertise in their subject matter and instructional practices. A small percentage of teachers hold the position of Master Teacher (1.67%). Master Teacher positions are often associated with experienced educators who have demonstrated exemplary teaching practices and may serve as mentors or instructional leaders within their schools (Gul et al., 2019). The distribution of positions among Grade 10 teachers is an important factor to consider when examining instructional leadership and its correlation with teaching practices. Different positions may imply differences in experience, expertise, and leadership responsibilities. Teachers in leadership positions, such as Master Teachers or those in higher ranks, can positively influence instructional practices within their schools. They may provide their colleagues guidance, support, and professional development opportunities, thereby enhancing the overall quality of teaching (Bellibas et al., 2021). With these, instructional leaders should recognize and leverage teachers' expertise and leadership potential in various positions. Providing opportunities for professional growth, collaboration, and the sharing of best practices among teachers of different ranks can enhance instruction delivery and improve student outcomes.

Number of Years in Teaching. The distribution of Grade 10 teachers based on the number of years they have been teaching in various public high schools was categorized into 1-5 years, 6-10 years, 11-15 years, and 16-20 years.

The great number of teachers (56.67%, $f=34$) have been teaching for 1-5 years, indicating a relatively young and recently established teaching workforce in the First District. These teachers are likely in the early stages of their careers and may still be developing their instructional practices and pedagogical approaches. In addition, 38.33% ($f=23$) have 6 to 10 years of experience in teaching. On the other hand, a small proportion of teachers (5.00%) fall into the 16-20 years of teaching experience category. These teachers are considered more experienced and have likely accumulated a wealth of knowledge and expertise in their subject areas. They may have developed a deep understanding of the curriculum and possess a wide range of instructional strategies to cater to the needs of their students. Experienced teachers often exhibit higher levels of instructional effectiveness (Sapad et al., 2020). They possess a repertoire of teaching strategies, content knowledge, and pedagogical expertise that can positively impact student learning outcomes. Furthermore, instructional leaders should also recognize the diversity of experience levels among teachers and leverage the expertise of both novice and experienced educators (Preece et al., 2020). Providing professional development opportunities tailored to the specific needs of teachers at different stages of their careers can support their continuous growth and development (Geesa et al., 2020). Apart from these, mentoring programs and collaborative learning communities that facilitate the sharing of best practices among teachers of different experience levels can also contribute to an enhanced delivery of instruction.

Relevant Trainings Attended. It is indicated that out of the 60 teachers surveyed, the majority (56.67%) have attended between 1 and 10 training sessions, 26.67% ($f=16$) have attended 11 to 20 training sessions, and 13.33% ($f=8$) have attended 21 to 30 training sessions. This indicates that a significant proportion of the teachers had engaged in a relatively low number of training opportunities. Only 2 teachers (3.33%) had attended 41 to 50 training sessions.

Most teachers had participated in a relatively low number of training sessions, potentially indicating that there may be limited access to professional development programs or a lack of emphasis on continuous learning and improvement. Continuous training can contribute to teachers' knowledge expansion, acquisition of new teaching strategies, and the ability to adapt to changing educational contexts (Goddard et al, 2021). Educational leaders play a crucial role in facilitating and promoting teacher professional development. Instructional leadership, as exercised by school heads, is also associated with providing support, guidance, and resources to teachers, including access to training opportunities (Perez & Lumaad, 2021). Hence, effective instructional leadership can positively influence teachers' engagement in professional development activities and ultimately impact their teaching practices.

On the other hand, the relatively low number of training sessions attended by the majority of teachers may indicate a potential gap in instructional leadership within the schools surveyed. School heads should consider prioritizing and providing more opportunities for teachers to engage in professional development activities (Choy & Chua, 2019). This can be achieved by collaborating with educational authorities, implementing a systemic approach to professional development, and allocating resources to support teachers' continuous learning.

Performance Rating. The table shows that 100% of the Grade 10 teachers were rated as "Outstanding" in their performance. This indicates that the teachers in the First District of the Province of Camarines Norte have demonstrated exemplary teaching practices and have met or exceeded the expected performance standards. An "Outstanding" performance rating suggests that these teachers have consistently exhibited effective instructional strategies, strong subject knowledge, and positive classroom management skills. It also implies that they have significantly contributed to student learning and engagement, fostering a conducive learning environment (Gamayao & Binas, 2021). Various factors can influence performance ratings, including the criteria and standards set for evaluation, the consistency of assessment practices, and the alignment between the evaluation process and instructional leadership practices (Neumerski et al., 2018).

3.2 Teaching Practices of the Teachers

In light of the findings, instructional leaders and educational policymakers must ensure that performance evaluation processes are fair, transparent, and aligned with research-based instructional practices. Regular and comprehensive performance evaluations can provide valuable feedback to teachers, supporting their professional growth and development (DiPaola & Wagner, 2018). Additionally, ongoing professional development opportunities can enable teachers to refine their instructional practices continuously and maintain high performance levels over time.

Table 4. Teaching Practices of the Teachers in Tagalog-speaking Municipalities

Indicators	WM	Interpretation
Teachers frequently incorporate interactive activities into their lessons to engage students.	3.91	Strongly Agree
Educators often adapt their teaching methods to cater to diverse learning styles.	3.91	Strongly Agree
Teachers prioritize using real-world examples to enhance the relevance of the subject matter for students.	3.89	Strongly Agree
Educators frequently integrate technology as a supplementary tool to support their teaching strategies.	3.89	Strongly Agree
Teachers place emphasis on fostering critical thinking skills by encouraging students to analyze and evaluate information.	3.74	Strongly Agree
Educators often encourage collaborative learning experiences among students to promote teamwork and communication.	3.83	Strongly Agree
Teachers frequently use formative assessments to gauge students' understanding and adjust their instruction accordingly.	3.80	Strongly Agree

Educators employ differentiated instruction to meet the varied needs of students with different learning abilities.	3.69	Strongly Agree
Teachers often provide timely and constructive feedback to students to facilitate their continuous improvement.	3.71	Strongly Agree
Educators prioritize creating a positive, inclusive classroom environment that fosters respect and active participation.	3.74	Strongly Agree
Teachers frequently incorporate experiential learning activities like field trips or hands-on projects to enhance student engagement.	3.66	Strongly Agree
Educators emphasize developing problem-solving skills by presenting students with authentic challenges to solve.	3.63	Strongly Agree
Teachers often encourage students to reflect on their learning experiences and set personal goals for improvement.	3.69	Strongly Agree
Educators frequently integrate cultural elements into their lessons to make learning more relatable and meaningful for students.	3.69	Strongly Agree
Teachers in Tagalog-speaking municipalities prioritize continuous professional development to stay updated with innovative teaching practices.	3.63	Strongly Agree
Average Weighted Mean	3.75	Strongly Agree

Legend:

3.25 – 4.00	Strongly Agree (SA)
2.50 - 3.24	Agree (A)
1.75 - 2.49	Disagree (D)
1.00 - 1.74	Strongly Disagree (SD)

As shown in Table 4, the teaching practices of Grade 10 teachers indicate a strong agreement among educators in implementing various instructional strategies to enhance the delivery of instructions. The highest mean scores in the table suggest that teachers frequently incorporate interactive activities into their lessons to engage students (mean score = 3.91) and often adapt their teaching methods to cater to diverse learning styles (mean score = 3.91). Interactive activities encourage active student participation, which can lead to improved learning outcomes. Adapting teaching methods to diverse learning styles promotes inclusivity and better meets the individual needs of students (Daing & Mustapha, 2023). Teachers foster student engagement and create inclusive learning environments by employing these practices. This demonstrates that the overall average weighted mean of 3.75 shows respondents are strongly agree that educators effectively employed their teaching practices, from their interactive learnings, using real-world examples, integration of technology, evaluating information assess students critical thinking skills, collaboration among students, utilizing of formative assessments, teaching style, proving improvements to academic excellence to students, fostering inclusive environment, hands-on project, problem-solving skills, and self-assessment. This enables education in the First District of Camarines Norte to maintain teaching standards.

While all indicators received relatively high mean scores, teachers also emphasized some practices slightly less. The teachers gave a slightly lower mean score to emphasize the development of problem-solving skills by presenting students with authentic challenges to solve (mean score = 3.63). Problem-solving skills prepare students for real-world challenges and foster critical thinking. It may be beneficial for teachers to explore strategies and resources that explicitly target the development of problem-solving skills (Matthee & Turpin, 2019). Furthermore, teachers also prioritize continuous professional development to stay updated with innovative teaching practices (mean score = 3.63). This indicates their recognition of the importance of lifelong learning in improving instructional practices. Teachers can enhance their pedagogical knowledge and skills by engaging in continuous professional development, ultimately benefiting their students' learning experiences (Tayag & Ayuyao, 2020).

3.3 Instructional Leadership of the School Heads Focused on Teaching and Learning (RA 9155)

3.3.1 Leading Strategically

Effective leadership among school heads is vital in providing learners with high-quality education, especially in implementing instructional practices that align with the objectives of academic performance of students and continuous improvement. Guiding educators to formulate the best technique to deliver discussion effectively and impact student academic performance.

Table 5. Instructional Leadership in Tagalog-Speaking Municipalities in terms of Leading Strategically

Indicators	WM	Interpretation
I serve as a role model in the school and the wider school community, embodying the DepEd vision, mission, and core values to sustain shared understanding and alignment of school policies, programs, projects, and activities.	3.80	Strongly Agree
I share with fellow school heads best practices in developing and implementing school plans aligned with institutional goals and policies.	3.83	Strongly Agree
I lead in institutionalizing effective monitoring and evaluation processes and tools to promote learner achievement.	3.77	Strongly Agree
I do some research to improve the school's performance continuously.	3.49	Strongly Agree
I welcome and implement different programs, projects, and activities to benefit the school.	3.8	Strongly Agree
I ensure that the learners' voices will be heard through their suggestions and the Supreme Secondary Learning Government proposals.	3.77	Strongly Agree
I monitor and evaluate my teachers through the required process and tools given by the DepEd.	3.77	Strongly Agree
Average Weighted Mean	3.75	Strongly Agree

Legend:

3.25 – 4.00	Strongly Agree (SA)
2.50 - 3.24	Agree (A)
1.75 - 2.49	Disagree (D)
1.00 - 1.74	Strongly Disagree (SD)

Leading Strategically. As shown in Table 5, the mean scores for the teaching practices related to leading strategically, as perceived by Grade 10 teachers and school heads, indicate a generally positive perception of instructional leadership in the school heads. The statements with the highest mean scores, indicating strong agreement are "I share with fellow school heads the best practice in the development and implementation of school plans aligned with institutional goals and policies" (Mean = 3.83) and "I serve as a role model in the school and the wider school community in embodying the DepEd vision, mission and core values to sustain shared understanding and alignment of school policies, programs, projects, and activities" (Mean = 3.80). The findings suggest that the school heads in the Tagalog-speaking municipalities actively share best practices among their counterparts and are seen as role models in promoting the DepEd's vision, mission, and core values. This emphasis on collaboration and modeling is crucial for establishing a cohesive and aligned approach to school policies and programs, which can enhance instruction delivery (Hsu et al., 2022).

On the other hand, the statement with the lowest mean score is "I do some research to improve the school's performance continuously" (Mean = 3.49). Although still indicating agreement, the relatively lower mean score suggests that there is room for improvement regarding school heads engaging in research activities to enhance school performance. Research activities can provide valuable insights and evidence-based strategies for addressing specific challenges and improving instructional practices. Encouraging school heads to engage in research actively can contribute to a more evidence-informed approach to decision-making and instructional leadership (Lockman & Schirmer, 2020). Furthermore, school leaders who demonstrate instructional leadership behaviors, such as sharing best practices, modeling desired behaviors, and creating a supportive learning environment, positively impact teacher practices and student outcomes (Jung & Sheldon, 2020). Additionally, engaging in research activities can also help school leaders stay updated on current educational trends, identify effective strategies, and make informed decisions.

3.3.2 Managing School Operations and Resources

As presented in Table 5, the mean scores for the teaching practices related to managing school operations and resources, as perceived by Grade 10 teachers and school heads, indicate a generally positive perception of instructional leadership in this domain.

Table 6. Instructional Leadership in Tagalog-Speaking Municipalities in terms of Managing School Operations and Resources

Indicators	WM	Interpretation
I exhibit best practice in managing school data and information using ICT to ensure efficient and effective school operations.	3.77	Strongly Agree
I create and implement a checking mechanism to sustain efficient and effective financial management while consistently adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned to the school plan.	3.74	Strongly Agree
I systematize processes in managing school facilities and equipment in adherence to policies, guidelines, and issues on acquisition, recording, utilization, repair and maintenance, storage, and disposal.	3.74	Strongly Agree
I empower school personnel to sustain effective staff management in adherence to laws, policies, guidelines, and issuances based on the school's needs.	3.77	Strongly Agree
I institutionalize the effective management of school safety for disaster preparedness, mitigation, and resiliency to sustain continuous delivery of instruction.	3.77	Strongly Agree
I empower school personnel in managing emerging opportunities and challenges to ensure equality and equity in addressing the needs of learners, school personnel, and other stakeholders.	3.74	Strongly Agree
Average Weighted Mean	3.76	Strongly Agree

Legend:

3.25 – 4.00	Strongly Agree (SA)
2.50 - 3.24	Agree (A)
1.75 - 2.49	Disagree (D)
1.00 - 1.74	Strongly Disagree (SD)

The statements with the highest mean scores, indicating strong agreement (SA), are as follows: "I exhibit best practice in managing school data and information using technology, including ICT, to ensure efficient and effective school operations" (Mean = 3.77), "I empower school personnel in sustaining effective management of staff in adherence to

laws, policies, guidelines, and issuances based on the needs of the school" (Mean = 3.77), and "I institutionalize the effective management of school safety for disaster preparedness, mitigation, and resiliency to sustain continuous delivery of instruction" (Mean = 3.77).

The findings suggest that the school heads in the Tagalog-speaking municipalities prioritize efficiently and effectively managing school operations and resources. They emphasize using technology, including ICT, to manage school data and information, which can contribute to streamlining administrative processes and enhancing overall efficiency (Fonsén et al., 2022). Furthermore, the focus on empowering school personnel in managing staff and adhering to laws, policies, guidelines, and issuances reflects a commitment to creating a supportive and well-functioning work environment within the school. Additionally, the emphasis on institutionalizing effective school safety management highlights the importance of disaster preparedness and resilience in ensuring the continuous delivery of instruction.

The mean scores for statements such as "I create and implement a checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned to the school plan" (Mean = 3.74) and "I systematize processes in managing school facilities and equipment in adherence to policies, guidelines, and issues on acquisition, recording, utilization, repair and maintenance, storage, and disposal" (Mean = 3.74) also indicate a strong agreement. These results suggest that the school heads prioritize establishing systematic processes and mechanisms to ensure financial management and the proper utilization and maintenance of school facilities and equipment (Cheng, 2022). These practices contribute to the efficient allocation of resources and the provision of a conducive learning environment for students.

Effective school operations and resource management are crucial for creating an environment that supports teaching and learning. School leaders who prioritize efficient administrative processes, technology integration, and resource management contribute to the overall effectiveness of the educational institution (Karagdag E., 2020). Hence, empowering school personnel and implementing standardized procedures also promotes consistency and coherence within the school.

3.3.3 Focusing on Teaching and Learning

The data analysis in Table 6 reveals that the teachers generally perceive the school heads as exhibiting strong instructional leadership practices, with mean scores ranging from 3.63 to 3.83, indicating a high level of agreement.

Table 7. Focusing on Teaching and Learning

Items	WM	Interpretation
I share exemplary practice in reviewing, contextualizing, and implementing learning standards to effectively assist teachers in making the curriculum relevant for learners.	3.80	Strongly Agree
I exhibit best practice in providing technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas	3.77	Strongly Agree
I exhibit exemplary skills in effectively using validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	3.80	Strongly Agree
I mentor fellow school heads in sustaining learner achievement and in attaining other performance indicators to promote accountability within and beyond school contexts.	3.63	Strongly Agree
I lead initiatives on the innovative use of learning assessment tools, strategies, and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	3.74	Strongly Agree
I empower the wider school community in promoting and sustaining a learner-friendly, inclusive, and healthy learning environment	3.63	Strongly Agree
I lead concerted efforts among stakeholders to develop and implement effective learner discipline policies to support student growth and whole school improvements.	3.83	Strongly Agree
Average Weighted Mean	3.74	Strongly Agree

Legend:

3.25 – 4.00	Strongly Agree (SA)
2.50 - 3.24	Agree (A)
1.75 - 2.49	Disagree (D)
1.00 - 1.74	Strongly Disagree (SD)

Starting with the highest mean score, item 7 received a mean score of 3.83. This suggests that the school heads lead concerted efforts among stakeholders to develop and implement effective learner discipline policies to support student growth and whole-school improvements (Kusar and Buran, 2019). The high agreement among teachers indicates that school heads actively promote a positive and disciplined learning environment. This finding aligns with the concept of instructional leadership, which emphasizes the role of school leaders in setting a conducive learning atmosphere by establishing and enforcing discipline policies. (Sapad and Caballes, 2022).

While the mean scores indicate agreement, they are slightly lower than the other items. This suggests that there may be room for improvement in these areas, and school heads could further enhance their mentoring practices and community engagement efforts. Thus, effective instructional leaders should focus on individual teacher development, foster collaboration among school staff, and engage with various stakeholders to create a supportive learning environment.

3.3.4 Developing Self and Others

As presented in Table 7, the teachers generally perceived the school heads as exhibiting strong instructional leadership practices in terms of developing self and others. The mean scores ranged from 3.71 to 3.80, indicating a high level of

agreement. The overall weighted mean is 3.87, which shows that most respondents strongly agree that school heads are able to foster professional growth and development in leadership.

Table 8. Instructional Leadership in Tagalog-Speaking Municipalities in Terms of Developing Self and Others

Items	WM	Interpretation
I exhibit exemplary practice in the efficient and effective implementation of the performance management system to ensure career advancement for individual school personnel, and to sustain and improve office performance.	3.71	Strongly Agree
I model exemplary practice in implementing professional development initiatives to enhance strengths and address performance gaps among school personnel.	3.77	Strongly Agree
I empower individuals and teams to consistently and effectively perform leadership roles and responsibilities in achieving school goals in shared governance and accountability.	3.80	Strongly Agree
I institutionalize the implementation of the school rewards system with support from the wider school community in recognizing and motivating learners, school personnel and other stakeholders for sustained exemplary performance and/or continued support.	3.74	Strongly Agree
I develop leadership in individuals and teams through demonstrating vision, values, integrity, empathy, communication, collaboration, innovation, and resilience. I also share my own leadership journey, challenges, and lessons learned with my team members.	3.74	Strongly Agree
I recognize the strengths and talent of my teachers they work with and also challenge them to go further and reach their full potential.	3.77	Strongly Agree
I practice rewards and recognition in my workplace. I give positive feedback and other recognitions individually and as a group.	3.71	Strongly Agree
I reflect on my teachers personal and professional development to enhance their practice in leading and developing people, support their personnel's professional development and welfare. I also provide others the means for development such as opportunities to learn, reflect, lead and progress in their profession.	3.74	Strongly Agree
Average Weighted Mean	3.87	Strongly Agree

Legend:

3.25 – 4.00	Strongly Agree (SA)
2.50 - 3.24	Agree (A)
1.75 - 2.49	Disagree (D)
1.00 - 1.74	Strongly Disagree (SD)

Beginning with the highest mean score, item 3 received a mean score of 3.80. This item suggests that school heads empower individuals and teams to consistently and effectively perform leadership roles and responsibilities in achieving school goals through shared governance and accountability. The high agreement among teachers indicates that the school heads are actively involved in fostering a culture of shared leadership, where individuals and teams are given the autonomy and support to contribute to achieving school objectives. This finding aligns with the concept of instructional leadership, which emphasizes the importance of distributed leadership and collaborative decision-making in improving school effectiveness (Anub, 2020).

On the other hand, items 1 and 7 received the lowest weighted mean scores, ranging from 3.71. These items pertain to the school heads' practices in implementing performance management systems, institutionalizing a rewards system, practicing rewards and recognition, and reflecting on teachers' personal and professional development (Liesa-Orus et al., 2022). While the mean scores indicate agreement, they are slightly lower than the other items. This suggests that there may be opportunities for further improvement in these areas, particularly in the effective implementation of performance management systems and the institutionalization of a comprehensive rewards system.

Therefore, effective instructional leaders should establish systems and processes that support ongoing professional growth, recognize and reward exemplary performance, and provide opportunities for reflection and development.

3.3.5 Building Connections

Table 9 presents the mean scores of Grade 10 teachers' perceptions regarding the instructional leadership practices of school heads, specifically focusing on building connections. The data indicates that the teachers generally perceived the school heads as exhibiting strong instructional leadership practices in terms of building connections, with mean scores ranging from 3.63 to 3.91, indicating a high level of agreement.

Table 9. Instructional Leadership in Tagalog-Speaking Municipalities in terms of Building Connections

Indicators	WM	Interpretation
Creating an inclusive learning environment means that my teachers and I and other school staff provide students with equal achievement opportunities and learning access.	3.66	Strongly Agree
In communication, it helps build relationships for several reasons. First, the more you listen, the more you learn about others' perspectives. Listening thoughtfully, without judgment or interruption, is also a show of caring and respect. With stronger relationships come deeper feelings of trust.	3.69	Strongly Agree
In handling diverse relationships, I respect the differences among my colleagues, clients, and stakeholders. I also acknowledge and appreciate their values, beliefs, preferences, and styles, without judging or imposing my own.	3.91	Strongly Agree
I lead the community, including parents, alumni, authorities, industries, and other stakeholders, in creating collaborative actions in solving complex issues for learners.	3.63	Strongly Agree
Average Weighted Mean	3.72	Strongly Agree

Legend:

3.25 – 4.00	Strongly Agree (SA)
2.50 - 3.24	Agree (A)
1.75 – 2.49	Disagree (D)
1.00 – 1.74	Strongly Disagree (SD)

Starting with the highest mean score, item 3 received a mean score of 3.91. This item highlights the importance of respecting the differences among colleagues, clients, and stakeholders and acknowledging and appreciating their values, beliefs, preferences, and styles without judgment or imposition (Weiss, 2021). The high agreement among teachers indicates that the school heads effectively promote an inclusive and respectful environment that values diversity. In addition, teachers are able to deliver their educational learning to students effectively and improve their academic performance. This finding aligns with the concept of instructional leadership, which emphasizes the need for school leaders to foster inclusive practices and create a supportive and respectful school climate (Lambrecht et al., 2022). Furthermore, item 4 received a mean score of 3.63, slightly lower than the other items. This item pertains to the school heads' leadership in engaging the community, including parents, alumni, authorities, industries, and other stakeholders, in collaborative actions to solve complex learner issues. Although the mean score indicates agreement, it suggests that there may be room for further improvement in engaging the broader community in supporting the school's educational goals. Hence, the role of instructional leaders should be strengthened in building strong partnerships with the community and engaging stakeholders in shared decision-making and problem-solving (Leithwood et al., 2020).

3.4 Relationship between Profile of Teachers and Their Teaching Practices

Table 10 presents the correlation between teachers' profiles (age, sex, position, number of years of experience, and training) and teaching practices.

Table 10. Relationship between the Profile of Teachers and the Teaching Practices of Teachers

Profile	R	Sig	Decision
Age	-.352**	.006	Reject Ho
Sex	-.265*	.041	Reject Ho
Position	-.211	.104	Accept Ho
No. of years	-.314*	.015	Reject Ho
Training	.291*	.024	Reject Ho

* Correlation is significant at the .01 level (2-tailed)

* Correlation is significant at the .05 level (2-tailed)

The results show that teachers' position demonstrated a correlation coefficient of -.211, with a p-value of .104, suggesting a weak negative relationship. This is not statistically significant at the conventional $p < .05$ level. This result accepts the null hypothesis that there is insufficient evidence that teachers' position significantly impacts their teaching practices.

Meanwhile, the age of the teachers showed a negative correlation coefficient of -.352, with a significant value of .006. This suggests that there is a weak negative relationship between age and teaching practices. Furthermore, diversity in age indicates differences in their instructional approaches among students, and older teachers are able to adapt to incorporate interactive activities into their lessons and use teaching methods suited to different learning styles for the learners to learn, and that is because of their varied experiences in teaching. Other factors, such as pedagogical training or instructional leadership, may be more influential in shaping teaching practices (Ozdemir, 2020). This ensures the effectiveness of instructional strategies despite pedagogical references over time. This implies that professional development opportunities can enhance teachers' knowledge, skills, and pedagogical practices, ultimately influencing student learning outcomes. Investing in continuous learning helps educators improve learners' academic performance, regardless of age or position, while maintaining high-quality education.

3.5. Relationship Between Profile of School Heads and Their Functions Focused on Teaching and Learning

Table 11. provides the results of a Pearson correlation analysis that examined the relationship between the profile of school heads and their functions focused on teaching and learning. The study aimed to explore the influence of various factors, including age, sex, present position, years in the present position, years as a school head, and training, on teaching practices.

Table 11. Relationship Between Profile of School Heads and their Functions Focused on Teaching and Learning

Profile	Leading Strategically (WM =3.77)	Managing School and Operations (WM =3.78)	Focus on Teaching and Learning (WM =3.76)	Developing and Others (WM =3.74)	Self (WM =3.73)	Building Connections (WM =3.73)
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	r	Sig	r	Sig	r	Sig	r	Sig	r	Sig
Age	-.180	.340	-.180	.340	.104	.584	.052	.784	-.087	.648
Sex	-.143	.413	-.146	.413	-.135	.439	-	.877	.080	.648
							.027			
Present Position	-.191	.271	-.191	.217	.009	.959	-	.661	-.038	.827
							.077			
Years in Present Position	.061	.729	.061	.729	.208	.231	-	.921	.060	.731
							.017			
Years as School Head	-.100	.567	-.100	.567	-.075	.670	.000	.999	.146	.404
Training	.145	.405	.145	.405	.119	.496	.183	.292	.141	.421

$P < 0.05$ is significant at a 5% alpha level

Age was found to have a negative relationship with teaching practices in all five domains, although the relationships were not statistically significant ($r = -.180$ to $-.087$, $p > 0.05$). This suggests that as school heads' age increases, their teaching practices tend to decline, but the findings did not reach a level of statistical significance. Similarly, sex showed a negative relationship with teaching practices in all domains, but the relationships were not statistically significant ($r = -.143$ to $.080$, $p > 0.05$). This implies that there is no strong evidence to suggest that the gender of school heads influences their teaching practices.

The present position also exhibited a negative relationship with teaching practices in domains 1 and 2, but the relationship was not statistically significant ($r = -.191$, $p > 0.05$). This indicates that school heads' specific role or position does not significantly affect their teaching practices. On the other hand, years in the present position did not show a significant relationship with teaching practices in any of the domains ($r = -.017$ to $.208$, $p > 0.05$). This suggests that the length of time a school head has been in their current position does not substantially impact their teaching practices. In contrast, years as a school head demonstrated a positive relationship with teaching practices in domain 5, but this relationship was not statistically significant ($r = .146$, $p > 0.05$). This implies that the number of years of experience as a school head does not significantly influence teaching practices. Training, however, showed significant relationships with teaching practices. It had a negative relationship with teaching practices in domains 1 and 2, indicating that as the level of training increases, teaching practices tend to decline ($r = .145$, $p > 0.05$). Conversely, training exhibited a positive relationship with teaching practices in domain 4, suggesting that as the level of training increases, teaching practices also tend to improve ($r = .183$, $p > 0.05$).

Based on the findings, it can be concluded that age and training have significant but opposite effects on teaching practices, while sex, present position, years in the present position, and years as a school head do not significantly influence teaching practices. As school heads' age increases, their teaching practices tend to decline, and as their training increases, teaching practices also tend to fall in certain domains but improve in others (Lee and Lee, 2020).

3.6 Relationship Between Instructional Leadership and Teaching Practices of the Respondents

Table 12 presents the correlation between the respondents' instructional leadership and teaching practices. The findings reveal a significant positive relationship, as all correlations were statistically significant.

Table 12. Relationship Between Instructional Leadership and Teaching Practices of the Respondents

Instructional Leadership	r	Sig	Decision
Leading Strategically	.573**	.000	Reject Ho
Managing School Operations and Resources	.393*	.019	Reject Ho
Focusing on Teaching and Learning	.494**	.003	Reject Ho
Developing Self and Others	.476**	.004	Reject Ho
Building Connections	.380*	.025	Reject Ho

** Correlation is significant at the .01 level (2-tailed)

* Correlation is significant at the .05 level (2-tailed)

The domain of Leading Strategically showed a moderate positive correlation with teaching practices, with a correlation coefficient of .573 and a p-value of .000. This suggests that when instructional leaders exhibit strategic leadership behaviors, it is associated with enhanced teaching practices among the respondents. Strategic leadership involves setting a clear vision, aligning goals, and guiding teachers, which can positively influence their instructional approaches and overall effectiveness (Luanglath et al, 2019).

Further, Building Connections demonstrated a weak but significant relationship with teaching practices, with a correlation coefficient of .380 and a p-value of .025. This suggests that when instructional leaders foster connections and relationships within the school community, it positively influences teaching practices. Building connections involves creating a supportive and collaborative school culture, promoting positive teacher-student relationships, and facilitating partnerships with parents and the wider community, which can enhance the overall teaching and learning environment (Ismail et al., 2019).

The result highlights the importance of vision and values, data-driven decision-making, collaborative Leadership, respect, and inclusivity. It shows that the school head's actions foster a shared understanding of its vision, mission, and core values. This shared understanding provides a common ground for decision-making and ensures all stakeholders work towards the same goals. By embodying the DepEd principles, the school head ensures that school policies, programs, projects, and activities are aligned with the broader educational vision. This creates a cohesive and consistent approach to education. The school head's emphasis on empowering individuals and teams fosters a culture of leadership and ownership. This allows teachers and staff to take initiative, contribute their expertise, and feel valued for their contributions. The school head's commitment to respect and inclusivity creates a positive and supportive school climate where everyone feels valued and respected. This can improve student outcomes and create a more fulfilling work environment for teachers and staff.

Furthermore, the statements highlight the critical role of the school head in shaping a positive and effective learning environment. By embodying the principles of transformational leadership, the school head can create a school culture aligned with the DepEd vision, fosters collaboration, and empowers individuals to achieve their full potential.

The significant positive relationships between instructional leadership and teaching practices highlighted the crucial role of instructional leadership in shaping teaching practices and improving student outcomes. Instructional leaders who demonstrate strong leadership behaviors, such as setting a clear vision, providing instructional support, fostering professional growth, and creating a positive school climate, have been associated with improved teaching practices and student achievement (Ozdemir, 2020). Effective instructional leadership can catalyze a professional learning community where teachers are supported, empowered, and motivated to implement effective instructional strategies (Ismail et al., 2019). Therefore, instructional leaders play an important role in establishing a shared vision of instructional excellence,

providing resources and support for professional development, promoting collaboration and reflective practices, and monitoring and evaluating teaching effectiveness.

3.7 Challenges that Teachers Faced in Relation to the School Head's Instructional Leadership

3.7.1 Instructional Leadership

Table 13 presents the challenges that teachers face in relation to the school heads' instructional leadership, as assessed by the teachers themselves. Starting with the statements with the highest mean scores, it can be seen that teachers strongly agree (SA) with several aspects of instructional leadership.

Table 13. Challenges that Teachers Faced in Terms of Instructional Leadership

Indicators	WM	Interpretation
Creates a clear collection of annual school-wide objectives.	3.73	Strongly Agree
Defines the school's objectives regarding who is responsible for achieving them.	3.65	Strongly Agree
Use needs assessments or other formal and informal approaches to get staff feedback on goal growth.	3.63	Strongly Agree
When designing the school's academic goals, consider data on teacher success.	3.55	Strongly Agree
Creates expectations that are simple to understand and implement in the classroom.	3.73	Strongly Agree
Effectively communicate the school's mission to members of the school community.	3.73	Strongly Agree
At faculty meetings, talk about the school's academic goals.	3.73	Strongly Agree
When making curricular choices with staff, keep the school's academic objectives in mind.	3.63	Strongly Agree
Ensures that the school's academic goals are shown prominently in the building (e.g. posters or bulletin boards emphasizing academic progress)	3.47	Strongly Agree
In forums with staff, mention the school's objectives or mission (e.g. in assemblies or discussions)	3.57	Strongly Agree
Average Weighted Mean	3.64	Strongly Agree

Legend:

3.25 – 4.00	Strongly Agree (SA)	1.75 - 2.49	Disagree (D)
2.50 - 3.24	Agree (A)	1.00 - 1.74	Strongly Disagree (SD)

Teachers perceived that their school heads create a clear collection of annual school-wide objectives (mean = 3.73). This indicates that teachers appreciate having well-defined goals that provide direction and purpose for their instructional practices (Corrales et al., 2020).

Meanwhile, the school heads were less focused on ensuring that the school's academic goals are prominently in the building (mean = 3.47). This suggests a potential area for improvement in visually reinforcing the school's objectives to enhance their visibility and impact on teaching practices.

School heads should make a conscious effort to ensure that the school's academic goals are prominently displayed throughout the building. Posters, bulletin boards, and digital displays can effectively communicate these objectives to teachers, students, and the wider school community. This visual reinforcement is a constant reminder of the school's priorities and helps align everyone's efforts towards achieving shared goals. School heads can increase their impact on teaching practices by making the goals more visible. Teachers will be more aware of the school's priorities and can tailor their instruction to meet these objectives. This can lead to greater alignment and consistency in the curriculum and teaching approaches across the school. When goals are visible, they serve as a reminder of shared accountability for achieving them. This can motivate teachers and school heads to work collaboratively to achieve the desired outcomes.

Furthermore, the study suggests that school heads should prioritize the visual reinforcement of academic goals to enhance their visibility and impact on teaching practices. This can create a more cohesive and focused learning environment where everyone works towards shared goals. A study by Qadach et al. (2020) has consistently shown that effective instructional leadership positively influences teaching practices and student outcomes. This highlights the importance of clear goal setting, accountability, feedback mechanisms, and communication in instructional leadership. These also contribute to a supportive and conducive environment for teachers to enhance their instructional practices.

3.7.2 Management Style

The results in Table 14 indicate the assessment of teachers' perceived challenges related to school heads' instructional leadership regarding management style.

Table 14. Challenges that Teachers Faced in Terms of Management Style

Indicators	WM	Interpretation
Ensures that the classroom priorities of teachers are consistent with the goals and direction of the school.	3.73	Strongly Agree
When reviewing classroom directions, look at the teacher's work items.	3.73	Strongly Agree
Regularly conducts informal observations in classrooms (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)	3.37	Strongly Agree
In post-observation feedback, highlights unique strengths in the teacher's instructional activities (e.g., in conferences or written evaluations)	3.73	Strongly Agree
In post-observation reviews, points out apparent flaws in the teacher's instructional practices (e.g., in conferences or written evaluations)	3.73	Strongly Agree
Determines who is in charge of organizing instruction through grade levels (e.g., the principal, vice principal, or teacher-leaders)	3.48	Strongly Agree
When making curriculum choices, use the findings of school-wide testing.	3.55	Strongly Agree
Keeps an eye on the classroom program to ensure it meets the school's curricular goals.	3.63	Strongly Agree
Average Weighted Mean	3.62	Strongly Agree

Legend:

3.25 – 4.00	Strongly Agree (SA)	1.75 - 2.49	Disagree (D)
2.50 - 3.24	Agree (A)	1.00 - 1.74	Strongly Disagree (SD)

The mean scores for each item ranged from 3.37 to 3.73, indicating a generally high level of agreement among the teachers about these challenges. Starting with the statements with the highest mean score, item 2, "When reviewing classroom directions, look at the teacher's work items," received a mean score of 3.73, indicating strong agreement among

teachers. Similarly, items 4 and 5, with mean scores of 3.73, suggest that teachers value instructional leaders who highlight the unique strengths and apparent flaws in their instructional activities during post-observation feedback. Moving to the items with slightly lower mean scores, item 1, "Ensures that the classroom priorities of teachers are consistent with the goals and direction of the school," received a mean score of 3.73.

This suggests that teachers appreciate instructional leaders who thoroughly review their classroom directions and consider their work items. This finding aligns with research emphasizing the importance of instructional leaders being knowledgeable about teachers' instructional practices and providing relevant feedback (Ozdemir, 2019). In addition, this finding aligns with research that emphasizes the importance of effective feedback in supporting teacher growth and improvement (Bellibas et al., 2021). Although still indicating strong agreement, the slightly lower score suggests that teachers may need greater consistency in aligning classroom priorities with the school's goals and direction (Monteiro et al., 2021). This shared vision and goal alignment between instructional leaders and teachers is crucial for promoting effective instruction.

Furthermore, item 3, "Regularly conducts informal observations in classrooms," received a mean score of 3.37. Although still indicating agreement, the slightly lower score suggests that teachers perceive a need for more regular informal observations. Hence, these frequent classroom observations can improve teaching practices and student outcomes. The slightly lower mean score suggests a desire for more frequent observations. By increasing the frequency of these observations, school leaders can more effectively support teachers, improve teaching practices, and ultimately contribute to enhanced student outcomes. (Karadag, 2020).

3.8. Strategies and Practices Employed by School Heads to Overcome Challenges in Instructional Leadership and Management

Table 15. presents the strategies and practices school heads use to address challenges in instructional leadership and management.

Table 15. Strategies and Practices Employed by School Heads

Strategies/Practices	F	Rank
1. Get in classrooms more	4	14.5
2. Streamline expectations and eliminate ineffective practices	9	9
3. Improve feedback	10	8
4. Be a scholar	2	17
5. Be a role model	16	4
6. Teach a class	3	16
7. Grow professionally	26	1
8. Write in order to reflect	11	6.5
9. Integrate portfolios	4	14.5
10. Co-observe	7	12
11. Focus on respect rather than popularity	7	12
12. Establish clear goals	17	3
13. Listen to input from your staff	8	10
14. Lead by example	22	2
15. Provide regular, constructive feedback.	14	5

16. Delegate	11	6.5
17. Make meetings matter	7	12

The highest ranked strategy is to “Grow Professionally” ($F = 26$). School heads who continuously learn, acquire new knowledge, and stay updated with the latest research and best educational practices are better equipped to support their teachers and enhance instructional practices (Ma et al., 2021). This effective instructional leadership involves ongoing professional learning and development. Through investing in their own growth, school heads can serve as role models for their teachers and foster a culture of continuous improvement.

Meanwhile, “be a scholar” ($F = 2$) also contributes to effective instructional leadership and management but serves as the lowest ranking towards success strategy, not commonly practiced by school heads. While “Teach a Class” ($F=3$) is on the challenges of school heads in making classrooms more engaging due to demands in administrative and leadership responsibilities. This shows schools face barriers in integrating scholarly research into leadership techniques. Each strategy mentioned has its unique significance and can be explored further in the context of specific research studies and literature. By implementing these strategies, school leaders can foster a culture of continuous improvement, enhance teaching practices, and ultimately improve student outcomes (Meyer et al., 2020).

4. Conclusion and Recommendations

Given the findings, the following conclusions were formulated.

1. The findings indicate that teachers recognize the importance of student engagement and the need to cater to diverse learning styles. Teachers create a more dynamic and participatory learning environment by incorporating interactive activities into their lessons. This approach can enhance student motivation, active participation, and deeper understanding of the subject matter. Hence, the findings suggest that teachers are responsive to the evolving needs of their students and are committed to providing effective and engaging instruction.
2. The findings highlight the positive leadership qualities and practices school heads in Tagalog-speaking municipalities exhibited. These school heads actively promote professional collaboration by sharing best practices, which can contribute to continuous improvement in teaching and learning. Their focus on efficient management, effective discipline policies, shared governance, and respect for diversity fosters a supportive and inclusive school culture. The findings also imply that these leadership practices have the potential to create a conducive environment for teacher professional growth and to facilitate whole-school improvements.
3. There is no significant relationship between teachers' profile and their teaching practices based on their position, which suggests that factors other than position, such as instructional leadership and personal teaching style, may have a stronger influence on teachers' instructional delivery. This finding highlights the need to cultivate instructional leadership qualities and promote individualized teaching approaches among teachers, regardless of their position within the school hierarchy.
4. The significant relationship between teachers' profiles (age, sex, years of teaching experience, and training attendance) and their teaching practices indicates that these personal factors shape teachers' instructional approaches. It suggests that teachers' experiences, continuous professional development, and individual characteristics can influence their teaching practices. Schools and educational institutions should consider these

factors when designing professional development programs and support systems for teachers to enhance their instructional delivery.

5. The lack of a significant relationship between school heads' profile and their functions focused on teaching and learning suggests that the profile of the school heads, including their qualifications and experience, may not directly impact their involvement in instructional leadership activities. Other contextual factors, such as organizational culture and administrative priorities, might influence the extent to which school heads engage in instructional leadership practices.
6. The significant relationship between instructional leadership and teaching practices emphasizes the crucial role of instructional leadership in shaping teachers' instructional approaches. Effective instructional leadership, characterized by providing guidance, support, and resources to teachers, can positively influence teaching practices and enhance the delivery of instruction. Schools and educational leaders should prioritize developing and nurturing instructional leadership skills among school heads to foster a positive teaching and learning environment.
7. The study's findings highlight the importance of establishing clear and well-defined goals for teachers in their instructional practices and the importance of instructional leaders taking an active role in reviewing teachers' classroom directions and work items. When teachers have a clear sense of direction and purpose, they are more likely to be motivated and focused in their teaching. Well-defined goals serve as a guidepost, helping teachers align their instructional strategies and activities with the desired outcomes. When instructional leaders dedicate time and effort to thoroughly reviewing and understanding teachers' instructional materials, they demonstrate a genuine commitment to supporting and enhancing teachers' practices. This level of involvement not only validates teachers' efforts but also provides them with valuable feedback and guidance for improvement. Through acknowledging the significance of instructional leaders' involvement, educational institutions can foster a culture of collaboration and continuous growth, and by setting specific goals, academic leaders can enhance teachers' understanding of their roles and responsibilities, fostering a more effective and purposeful delivery of instruction.
8. The findings highlight the importance of school heads who prioritize ongoing learning, stay informed about current research and best practices in education, and demonstrate effective teaching methods themselves. These leaders also exhibit strong leadership qualities and embody the qualities they expect from their teachers. Such instructional leaders play a vital role in creating a positive school climate and fostering a culture of continuous improvement. Their influence on the teaching practices of their staff is significant and far-reaching. Through actively engaging in professional development and modeling effective instruction, instructional leaders inspire and motivate their teachers to enhance their own instructional approaches. Also, schools that prioritize continuous learning and provide support for their school heads to stay updated in the field of education can cultivate an environment conducive to high-quality teaching and learning. By promoting instructional leadership, schools can positively impact the delivery of instruction, leading to improved outcomes for both teachers and students

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