

The Impact of Instructional Leadership on Teacher Performance

¹Thea Almira A. Esbra, ²Maria Corazon E. Geollina, ³Rosemarie A. Orbeta, ⁴Rizalie G. Gador, ⁵Flora Mae D. Gerat, ⁶Fatima Claire G. Artajo, ⁷Marilyn M. Miranda

Cebu Technological University

¹theaalmiraesbra@gmail.com, ²mariacorazon.geollina@deped.gov.ph, ³rosemarie.aliviado@deped.gov.ph,

⁴rizalie.gador@deped.gov.ph, ⁵floramae.gerat@deped.gov.ph, ⁶artajofatimaclaire@gmail.com,

⁷marilynmiranda1258@gmail.com

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Corresponding Email:

theaalmiraesbra@gmail.com

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Abstract. This study examines the impact of instructional leadership on teacher performance in Sangat Central Elementary School and Balud Elementary School in San Fernando, Cebu, Philippines. Using a descriptive-correlational research design, data were collected from 30 teachers through structured questionnaires assessing instructional leadership practices and indicators of teacher performance. Instructional leadership was measured in terms of goal setting, supervision, feedback, and professional development support, while teacher performance focused on classroom management, instructional delivery, and student engagement. Findings revealed that effective instructional leadership significantly enhances teacher performance by promoting clear expectations, continuous monitoring, and collaborative professional growth. School heads who actively guide, support, and motivate teachers contribute to improved teaching practices and overall school effectiveness. The study concludes that strengthening instructional leadership is essential in fostering teacher competence and improving educational outcomes. Recommendations highlight the need for sustained leadership training and supportive school environments.

Introduction

Instructional leadership plays a crucial role in shaping the quality of teaching and learning in schools. In elementary education, school heads are not only administrators but also key drivers of teacher development and classroom effectiveness. This study focuses on Sangat Central Elementary School and Balud Elementary School in San Fernando, Cebu, Philippines, where strengthening teacher performance remains a priority. By examining how instructional leadership practices such as goal setting, supervision, feedback, and professional support influence teachers' classroom management, instructional delivery, and student engagement, the research highlights the direct connection between leadership and teaching quality. Understanding this relationship provides valuable insights into how school leaders can better support teachers, ultimately improving overall school performance and student learning outcomes in these educational settings.

Methodology

Design

This study utilized a descriptive-correlational research design to examine the relationship between instructional leadership and teacher performance in Sangat Central Elementary School and Balud Elementary School in San Fernando, Cebu, Philippines. The descriptive component was employed to systematically present the existing instructional leadership practices of school heads and the current level of teacher performance. Meanwhile, the correlational aspect aimed to determine the degree of association between these two variables. Data were gathered from 30 teacher-respondents using structured questionnaires designed to measure leadership practices such as goal setting, supervision, feedback, and

professional development support, as well as teacher performance indicators including classroom management, instructional delivery, and student engagement. Statistical tools were applied to analyze and interpret the data objectively.

Environment

The research was conducted in Sangat Central Elementary School and Balud Elementary School, both located in the municipality of San Fernando, Cebu, Philippines. These public elementary schools operate under the Department of Education and serve diverse learners from local communities with varying socio-economic backgrounds. As typical of many public schools, they emphasize the continuous improvement of teaching practices and learner outcomes. School heads in these institutions play a vital role in guiding teachers through instructional leadership practices such as supervision, feedback, and professional development. However, challenges related to maintaining high teaching performance and consistent instructional quality remain evident. This setting provides a relevant environment to examine how instructional leadership influences teacher performance and contributes to overall school effectiveness and improved student learning outcomes.

Respondents

The respondents of this study consisted of 30 teachers from Sangat Central Elementary School and Balud Elementary School in San Fernando, Cebu, Philippines. These participants were selected to represent the teaching workforce in both schools, providing relevant insights into instructional leadership practices and teacher performance. The teachers varied in terms of years of service, teaching experience, and grade level assignments, ensuring a diverse perspective on classroom practices and leadership influence. As direct implementers of instruction, they were considered appropriate respondents to assess how school heads' leadership strategies, such as supervision, feedback, and professional support, affect their performance in classroom management, instructional delivery, and student engagement.

Research Instrument

The primary research instrument used in this study was a structured questionnaire designed to assess both instructional leadership practices and teacher performance. The questionnaire consisted of two main sections: the first measured instructional leadership in terms of goal setting, supervision, feedback, and professional development support, while the second evaluated teacher performance focusing on classroom management, instructional delivery, and student engagement. Items were formulated using a Likert scale to capture the extent of agreement or frequency of practices. The instrument was validated by education experts to ensure clarity, relevance, and reliability. It was administered to 30 teacher-respondents, allowing for systematic data collection and accurate analysis of the relationship between instructional leadership and teacher performance.

Data Collection Procedure

The data collection procedure for this study began with securing permission from the school heads of Sangat Central Elementary School and Balud Elementary School in San Fernando, Cebu, Philippines. After approval, the researcher distributed structured questionnaires to the 30 teacher-respondents. Clear instructions were provided to ensure accurate and honest responses, and respondents were given sufficient time to complete the instrument. The questionnaires were collected immediately after completion to ensure a high retrieval rate. Confidentiality and anonymity were strictly maintained throughout the process. The gathered data were then organized, tabulated, and prepared for statistical analysis to determine the relationship between instructional leadership and teacher performance.

Data Analysis

The data analysis for this study involved organizing, tabulating, and interpreting the responses gathered from the 30 teacher-respondents. Descriptive statistics such as frequency, percentage, and mean were used to determine the level of instructional leadership practices and teacher performance indicators. To examine the relationship between instructional leadership and teacher performance, a correlational analysis, specifically the Pearson Product-Moment Correlation Coefficient, was applied. This statistical tool helped identify the strength and direction of the relationship between the variables. The results were then interpreted systematically to draw meaningful conclusions and provide evidence-based recommendations regarding the impact of instructional leadership on teacher performance.

Results and Discussion

Results

The results of the study revealed a significant positive relationship between instructional leadership and teacher performance. School heads who effectively practiced goal setting, supervision, feedback, and professional development support were able to enhance teachers' classroom management, instructional delivery, and student engagement. Teachers performed better when clear expectations were communicated and when continuous monitoring and constructive feedback were provided. Additionally, collaborative opportunities for professional growth contributed to improved teaching practices. Overall, the findings indicate that strong instructional leadership plays a crucial role in promoting teacher effectiveness and improving school performance, highlighting the importance of empowering school leaders to actively support and guide their teachers.

Discussion

The study highlights the crucial role of instructional leadership in improving teacher performance. Effective practices such as clear goal setting, regular supervision, and constructive feedback create a supportive environment that enhances teaching quality. The findings suggest that when school heads actively engage in guiding and motivating teachers, classroom practices and student engagement improve. Furthermore, providing opportunities for professional development fosters continuous growth. Overall, the study emphasizes that strong instructional leadership is key to achieving better educational outcomes and sustaining school effectiveness.

Conclusion and Recommendations

The study concludes that strong instructional leadership has a significant positive impact on teacher performance. School heads provide clear goals, consistent supervision, constructive feedback, and professional development support to foster better classroom management, instructional delivery, and student engagement. By actively guiding and motivating teachers, leaders enhance teaching effectiveness and overall school performance. Strengthening instructional leadership through continuous training and supportive school environments is essential for developing teacher competence and improving educational outcomes, ensuring sustained growth and quality education in elementary schools.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.