Exploring the Instructional Leadership of School Heads of Matnog Ii District

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ABSTRACT

Summary

The study revealed that school heads view their leadership roles as essential in creating a supportive environment for effective teaching and learning. Many believe that their involvement in goal-setting, collaboration, and innovative teaching practices can drive educational reforms and improve student engagement and performances. However, some school heads feel limited by administrative responsibilities, standardized testing pressures, and compliance demands, which can lead to frustration and affect their ability to focus on instructional leadership.

Effective instructional leadership is seen as a means to boost teacher motivation and foster a culture of continuous improvement. School heads work to enhance collaboration among teachers and encourage innovative teaching strategies, though challenges like limited resources, resistance to change, and inadequate professional development can hinder implementation. Despite these obstacles, they remain dedicated to making a positive impact on instructional practices and student outcomes. School heads prioritize clear communication and collaborative decision-making, engaging teachers in strategy development to increase accountability and ownership. They provide feedback through mentoring and professional development, aiming to strengthen teaching practices and improve student learning. Nevertheless, inconsistent application of these strategies across departments, varying teacher engagement levels, and limited time due to administrative demands can affect the overall success of these initiatives.

In Matnog, instructional leadership plays a key role in enhancing teacher performance by offering professional development and mentoring, leading to higher job satisfaction and improved student engagement. However, disparities in resources and support across schools can lead to burnout among teachers and inconsistent student outcomes, highlighting the need for equitable resource allocation to sustain instructional leadership efforts across the district.

To address these challenges, the study recommends developing a structured instructional leadership framework for school heads in Matnog II District. This framework would outline roles and responsibilities, encourage collaboration, and integrate regular professional development and data-driven decision-making. A clear structure could empower school heads to lead more effectively, improving teacher performance and student achievement. However, successful implementation will require addressing potential resistance to new methods and ensuring comprehensive training and resources are in place to support school heads.

Ultimately, school heads need consistent professional development and streamlined administrative processes that allow them to focus on instructional leadership. The study also suggests creating regular professional learning communities for teachers, fostering collaboration and continuous improvement in

teaching practices. By investing in these areas and ensuring a unified approach to instructional leadership, schools in Matnog can strengthen educational outcomes and support school heads and teachers in fulfilling their roles effectively.

Ultimately, school heads need consistent professional development and streamlined administrative processes that allow them to focus on instructional leadership. The study also suggests creating regular professional learning.

Based on the study's findings, a clear picture emerges of the critical role school heads play in instructional leadership and educational outcomes. First, the positive perception among school heads regarding their influence on instructional programs highlights the significant potential leadership has in driving improvements within schools. However, for school heads to fully realize this potential, they need consistent support and resources. These provisions would enable them to not only implement but sustain effective teaching practices over time. Equally important is the acknowledgment of challenges they face, such as overwhelming administrative responsibilities. Such challenges underscore a need for systemic changes that reduce administrative burdens, allowing school heads to dedicate more of their efforts toward instructional leadership. When school heads have the tools and support to navigate these challenges, their effectiveness in shaping instructional programs and, consequently, student learning outcomes can be greatly enhanced.

Additionally, the study underscores the positive impact that school heads' leadership has on instructional practices. This finding reaffirms the necessity for ongoing support and development programs that empower school heads to foster a collaborative environment. When school leaders reinforce a shared vision and encourage innovation, they can elevate teaching quality and boost student engagement. Yet, the challenges faced in this context, including resistance and limited resources, point to a pressing need for systemic support. By offering targeted professional development and ensuring adequate resources, schools can establish a more conducive environment for implementing effective instructional leadership. This shift would ultimately support improved educational outcomes for all students.

Moreover, the strategies that successful school heads employ underscore the importance of collaboration and support in strengthening instructional practices. To make the most of these strategies, schools should prioritize ongoing training and dedicate time specifically for collaboration, ensuring that all staff members are both engaged and accountable in the instructional process. A notable challenge, however, is the inconsistency in strategy application across schools. This variability highlights the need for a systematic approach that ensures all teachers receive the same level of support and engagement. By creating a cohesive framework for implementation, schools can work toward a unified approach that improves classroom instruction and promotes student learning across the board.

Moreover, the strategies that successful school heads employ underscore the importance of collaboration and support in strengthening instructional practices. To make the most of these strategies, schools should prioritize ongoing training.

Investing in professional development for school heads is essential to foster their leadership capabilities and create a culture of collaboration among teachers. By enhancing school leaders' skills, educational reforms and curriculum improvements can be more effectively driven. When school heads are equipped with the right tools and leadership training, they are better prepared to foster positive changes within their schools. Furthermore, the implementation of streamlined administrative processes and additional support staff would relieve school heads of unnecessary bureaucratic tasks, allowing them to focus more on instructional leadership and personalized teaching strategies that directly benefit students.

CHAPTER I
THE PROBLEM AND ITS SETTING
Introduction

Instructional leadership played a vital role in shaping educational experiences and outcomes within the school environment. School heads had a big authority, responsibility, and accountability to perform. As an instructional leader, one is tasked to guide and support as well as enhance teachers' teaching skills to ensure an effective learning process within the school setting. Having that kind of leadership had an impact on school improvement as a whole and students' achievements and success. Leaders navigated and managed their responsibilities in diverse educational settings as a way of shaping educational outcomes. Principals of the schools built good relationships in interacting with their co-teachers, students, parents, and other stakeholders because it had a big impact on how effective they were as leaders. To drive school improvement, leaders-built trust and fostered collaboration and unity.

The role of the school heads played an important role in the management of the curriculum being implemented in the school. School leaders have a primary role, duties, and responsibilities of teaching teachers and learning of students. They were responsible for management functions such as meeting to discuss issues and addressing them by soliciting ideas from the co-teachers, making schedules, reporting updates and trends, handling relations with parents, learners, community, and other stakeholders as well as handling the inevitable multiple crises and special situations that arose in the school. Leaders have to be true leaders who kept their focus on the teaching and learning process. School heads extend full support and actively participate to achieve achievements and produce quality graduates.

Glanz (2006) stated that instructional leadership referred to leadership styles that encouraged best practices in teaching, and Jenkins (2009) noted that the school principal had the role to promote growth and development in student learning. Hallinger (2012) concurred that effectiveness was achieved when a correct balance among this role was attained. For this, Leithwood, Jantzi, and Steinbach (2014) argued that the critical focus for attention by leaders was the behaviors of teachers as they engaged in activities directly affecting the growth of students. Thus, school leaders-initiated changes so that teamwork with proper accountability was achieved (Ruebling, 2004).

Carraway and Young (2014) identified that school heads were uncomfortable visiting teachers' classrooms and had little time to focus on instructional tasks. Dutta and Sahney (2016) found that principal leadership behaviors were not associated directly with teacher job satisfaction or school-aggregated student achievement.

Ross and Gray (2006) noted that principals contributed to student achievement indirectly through teacher commitment and beliefs about their collective capacity, which was also explained in the study of Liu et al. (2020) that instructional leadership had a positive and direct relationship with teacher self-efficacy.

Based on Dufour (2011), where school heads were effective instructional leaders, students' achievements escalated. McEwan (2013) confirmed that the significance between instructional leadership and student achievements existed. It was described that effective or excellent schools had the leadership abilities of the building school heads, particularly in the instructional arena.

Hallinger & Heck (2011) emphasized that instructional leadership was a critical aspect of school leadership. The literature highlighted the principal's role as an instructional leader as a key factor in

effectiveness (Leithwood & Riehl, 2005). A principal's effectiveness in this role was shaped by multiple factors, such as the school level and the specific context in which they functioned.

The setting of the Study

Matnog, officially the City of Matnog (Waray Sorsogon): Bungto san Matnog, was a third-class municipality in the province of Sorsogon, Philippines, and was the southernmost part of Luzon. According to the 2020 census, it had a population of 41,989 people. Matnog Port was one of the busiest in the region, accommodating millions of travelers each year who crossed the San Bernardino Strait to Northern Samar. It served as the gateway to the Southern Philippines and vice versa. It was 65 kilometers (401 mi) from Manila. Local elders said that the name of Matnog came from the word "matonog" (very audible), which described the loud sound of the waves. The native people of Matnog were Agta, Tabangnon, and Cimaron Tribe. Matnog was politically subdivided into 40 barangays. Each barangay consisted of puroks and some sitios, namely: Balocawe, Banogao, Banuang-daan, Bariis, Bolo, Bon-ot Big, Bon-ot Small, Cabagahan, Calayuan, Calintaan, Caloocan, Calpi, Camachiles, Camcaman, Coron-coron, Culasi, Gadgaron, Genablan Occidental, Genablan Oriental, Hid-hid, Laboy, Lajong, Mambajog, Manjumlad, Manurabi, Naburacan, Paghuliran, Pange, Pawa, Poropandan, Sta. Isabel, Sinalmacan, Sinang-atan, Sinebaran, Sisigon, Sua, Sulangan, Tablac, Tabunan, and Tugas. Transportation options included buses traveling to and from Metro Manila and Bulan, as well as ferries operating between Matnog and Allen in Northern Samar.

The participants of this study were all residents of Matnog and were school heads in the 17 schools in Matnog II District for the school year 2024-2025. They were composed of 15 school heads from elementary and 2 school heads from secondary.
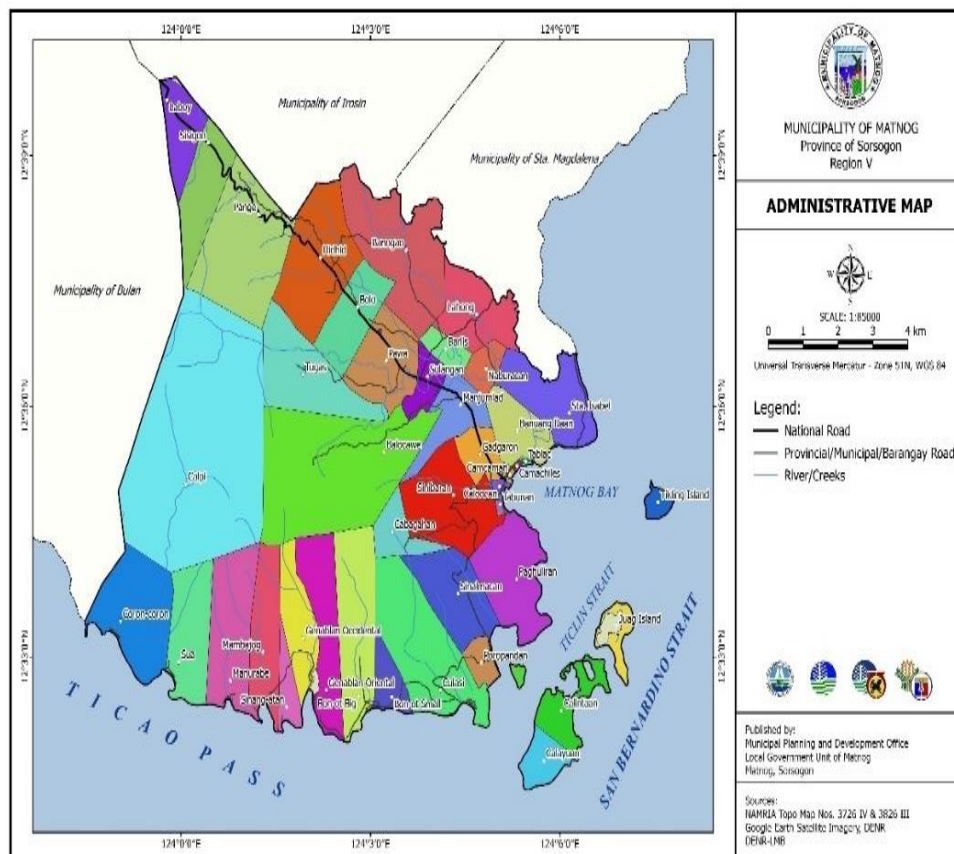
Figure 1. Map of Matnog Showing the Participant Schools

Statement of the Problem

This study determines the dynamics of instructional leadership of school heads of Matnog II District. Specifically, it answers the following questions:

1. How do school heads perceive their role in shaping the instructional program within their schools?
2. What challenges do school heads encounter when implementing instructional leadership practices?
3. What strategies do effective school heads employ to support or assist teacher instruction and student learning?
4. How does instructional leadership impact teacher performance and student learning outcomes in Matnog?
5. What instructional leadership framework could be developed to improve the leadership of Matnog II District school heads?

Assumption of the Study

The study has the following assumptions:

1. Instructional leadership practices of school heads have a direct and measurable impact on teaching quality and student learning outcomes.
2. The context in which a school operated significantly influenced the leadership strategies and effectiveness of school heads.
3. Instructional leaders who prioritized professional development and support for teachers contributed to higher levels of teacher satisfaction, retention, and professional growth.
4. School heads who practiced collaborative leadership, involving teachers, staff, and the community in decision-making processes, created a more supportive and motivated school culture.
5. Assumed that successful instructional leaders were adaptable and capable of responding to changing educational demands, challenges, and innovations.

Scope and Delimitation of the Study

This research analyzed how school heads practiced instructional leadership, challenges, and strategies. This aimed to explore the instructional leadership of the School Heads of Matnog II District. The study focused on the School Heads of Matnog II District. The study aimed to reveal detailed insights that could help to improve the instructional practices of the school heads. `

Name of School	Number of Participants
Balocawe ES	1
Manjumlad ES	1
Pawa ES	1
Cabagahan ES	1
Bolo ES	1
Matnog National High School	1
HidHid ES	1
Pange ES	1
Sisigon IS	1

Laboy ES	1
Manurabi ES	1
Mambajog ES	1
Sinang-Atan ES	1
Sua ES	1
Coron- Coron ES	1
Sua National High School	1
Genablan Oriental ES	1
Total	17

Significance of the Study

To be more detailed, the accomplishment of this study was valuable to the different entities as those listed below:

Department of Education. The findings of this study informed the Department of Education on the key components of effective instructional leadership, aiding in the development of policies and programs that supported school leaders.

School Heads. The findings of the study helped current and aspiring school heads understand the key elements of successful instructional leadership. School heads also developed and implemented strategic plans that aligned with best practices in instructional leadership.

Teachers. The study provided insights into leadership practices that supported teacher development, offering guidance on how school heads better mentored and supported their staff.

Researcher. The study provided a foundation for further research on instructional leadership, identifying gaps and areas that required additional exploration.

Learners. The study led to improved teaching methods and school environments, directly benefiting learners through better educational experiences and outcomes.

Parents. The study-built parents' trust and confidence in the school administration, leading to greater support for school initiatives and fostering stronger relationships with parents.

Community. The study promoted a sense of shared responsibility for student success among community members, fostering a collaborative effort to support education.

Definition of Terms

For a clearer understanding of presenting and interpreting data, the following terms were conceptually and operationally defined:

Instructional Leadership. The practice school leaders, particularly principals, focused on improving the quality of teaching and learning by setting educational goals, managing the curriculum, monitoring lesson plans, and evaluating teachers.

School Climate. The quality and character of school life, including values, norms, and relationships among students, teachers, and administrators, were crucial for effective instructional leadership.

Professional Development. Ongoing education and training for teachers enhanced their skills and knowledge, often facilitated by instructional leaders to improve teaching practices and student learning outcomes.

Teacher Evaluation. A systematic process of assessing teacher performance through observations, student test scores, and other metrics, with instructional leaders providing constructive feedback to improve teaching effectiveness.

Student Achievement. The measurable performance of students in academics was typically assessed through standardized tests and assessments, with the aim of instructional leadership being to enhance this performance.

Distributed Leadership. A leadership approach where multiple members of the school community shared leadership responsibilities, promoting collaborative decision-making as opposed to a single-leader model.

Curriculum Management. The process of planning, implementing, and evaluating the curriculum ensured it met educational standards and student needs, with instructional leaders playing a key role.

Instructional Strategies. Methods and techniques used by teachers to facilitate learning were supported by instructional leaders to improve student outcomes.

Educational Policy. Guidelines and regulations governed the operation of educational institutions, which instructional leaders navigated and implemented to ensure compliance and promote effective teaching and learning.

Leadership Styles. Various approaches to leadership, such as transformational and instructional, impacted practices differently.

CHAPTER II
REVIEW OF RELATED LITERATURE AND STUDIES
This chapter provided an extensive review of literature and studies carefully selected for their direct applicability to the current research. Through a thorough examination of scholarly sources and empirical research, we sought to establish a strong theoretical and empirical basis for this study. Our objective was to meticulously analyze relevant literature and studies, aiming to deepen our understanding of the context, essential concepts, and research findings that underpinned our research inquiry. This comprehensive review set the groundwork for a detailed exploration of our study's objectives and hypotheses, ensuring a well-informed approach to our investigation.

PERCEPTION OF ROLE IN SHAPING INSTRUCTIONAL PROGRAMS
Brown and Harris (2016) discussed how teacher beliefs about feedback in the context of high-stakes assessments shaped their instructional strategies and influenced student learning outcomes. This insight was critical for understanding the dynamics of instructional leadership, as it underscored the importance of feedback in enhancing teaching practices. For school heads, recognizing and addressing these beliefs led to more effective feedback practices, which in turn improved student performance.

Carless (2015) explored how perceptions of assessment quality shaped instructional programs and the role of effective feedback mechanisms in enhancing student engagement and learning. This study highlighted the importance of maintaining high standards in assessment practices to foster better instructional outcomes. School leaders applied these findings to ensure that assessment practices were perceived positively by teachers, thus promoting a culture of continuous improvement and student success.

Cohen, Manion, and Morrison (2018) examined the role of teacher perceptions in developing instructional programs, emphasizing the influence of these beliefs on curriculum design and implementation. Understanding these perceptions was crucial for instructional leaders, as they significantly impacted the success of educational initiatives. By aligning instructional programs with teacher beliefs, school heads enhanced the effectiveness of curriculum delivery and overall student achievement.

Hattie and Zierer (2017) focused on the role of feedback in shaping instructional programs, discussing how teacher perceptions of feedback impacted student achievement. This research was vital for instructional leaders, as it highlighted the need for effective feedback practices that were well-received by teachers. Implementing feedback mechanisms that teachers perceived as valuable led to improved instructional strategies and better student outcomes.

Kane, Kerr, and Pianta (2015) discussed how perceptions of evaluation systems influenced the development and refinement of instructional programs. This study emphasized the importance of designing evaluation systems that were fair and constructive to positively shape instructional practices. Instructional leaders used these insights to create evaluation frameworks that supported teacher growth and enhanced instructional quality.

Leithwood and Jantzi (2016) explored how perceptions of leadership roles shaped instructional programs and impacted teaching practices. This research underscored the significant influence of transformational leadership on educational reform and classroom practices. School heads adopted transformational leadership approaches to inspire and guide teachers in developing effective instructional programs, leading to improved teaching and learning outcomes.

Miller and Kastberg (2018) examined how teachers' perceptions of assessment roles shaped instructional strategies and influenced student learning outcomes. This study highlighted the interdependence of assessment and instruction, suggesting that positive perceptions of assessment roles enhanced instructional practices. Instructional leaders promoted a balanced approach to assessment and instruction, ensuring that both elements worked together to support student learning.

Nicol (2016) discussed how teachers' perceptions of their role in providing feedback shaped instructional programs and improved student self-regulation and learning. This research was relevant for instructional leaders, as it showed that fostering positive perceptions of feedback led to better instructional outcomes. Implementing strategies that enhanced teachers' feedback capabilities ultimately supported student self-regulation and achievement, contributing to the overall success of instructional programs.

CHALLENGES IN IMPLEMENTING INSTRUCTIONAL LEADERSHIP PRACTICES

In the context of implementing instructional leadership, Barnes and Wells (2018) highlighted significant challenges such as staff resistance, resource constraints, and limited professional development opportunities. These barriers impeded the effectiveness of leadership efforts aimed at enhancing teaching and learning. This was particularly relevant to the study on instructional leadership dynamics, as school heads had to navigate these obstacles to foster a supportive educational environment. Bryk et al. (2015) emphasized the complexity of addressing diverse student needs and varying levels of teacher preparedness in instructional leadership. Leaders had to create an environment conducive to continuous improvement despite these challenges. This aligned with the study's focus on how school heads managed such complexities to improve instructional practices.

Camburn and Han (2017) discussed the dual role of principals in balancing administrative tasks with instructional support. This multifaceted nature of instructional leadership was especially challenging in under-resourced schools, where leaders had to prioritize competing demands. Understanding how school heads managed these dual responsibilities provided insights into their leadership dynamics. Day, Gu, and Sammons (2016) identified the sustainability of reform initiatives as a major challenge in instructional leadership. Leaders often struggled to maintain momentum and ensure long-term impact, especially with high turnover rates and shifting policy landscapes. This challenge was pertinent to the study as it explored how school heads sustained instructional improvements over time.

Hallinger and Wang (2015) explored the impact of cultural contexts on instructional leadership practices. Leaders had to adapt strategies to align with local norms and values, which posed a significant challenge in diverse educational settings. The study benefited from examining how school heads tailored their leadership strategies to the unique cultural context of their schools.

Harris and Jones (2017) addressed the challenges of distributed leadership models, which required effective communication and collaboration to ensure consistency and coherence across different leadership roles. This was relevant to understanding how school heads in the study managed distributed leadership to achieve instructional goals.

Leithwood and Sun (2018) discussed the influence of external accountability pressures on instructional leadership. Leaders had to navigate these pressures while maintaining a focus on instructional quality, a delicate balancing act that was crucial for effective leadership. The study examined how school heads balanced external demands with their instructional leadership responsibilities.

Louis et al. (2017) emphasized the importance of a deep understanding of pedagogical practices for effective instructional leadership. Leaders lacking this expertise struggled to provide meaningful support to teachers. This aspect was critical for the study, as it explored the pedagogical knowledge and skills of school heads in leading instructional improvements.

Murphy and Torre (2015) highlighted the evolving nature of educational technology and the challenges it presented for instructional leaders. Integrating technological advancements into teaching practices required ongoing professional development. The study explored how school heads kept abreast of technological changes and supported their integration into instructional practices.

Robinson, Lloyd, and Rowe (2015) underscored the importance of developing trust and building positive relationships with staff for effective instructional leadership. This was challenging in environments with a history of mistrust or where leaders were new to the school community. The study investigated how school heads built and maintained trust with their staff to foster a collaborative instructional environment.

Sebastian and Allensworth (2019) discussed the challenges of data-driven decision-making in instructional leadership. Issues related to data quality, accessibility, and interpretation hindered leaders' ability to use data effectively. The study examined how school heads overcame these challenges to make informed instructional decisions.

Spillane and Healey (2016) highlighted the complexity of school environments, requiring instructional leaders to be adaptive and responsive to changing circumstances. This flexibility and resilience were essential for sustaining effective leadership practices. The study explored how school heads demonstrated adaptability in their leadership roles.

EFFECTIVE STRATEGIES FOR ENHANCING CLASSROOM INSTRUCTION AND STUDENT LEARNING

Effective professional development was crucial for enhancing teacher practices and student learning outcomes. Darling-Hammond, Hyler, and Gardner (2017) highlighted that structured professional learning with a focus on content, active learning, coherence, duration, and collective participation was essential for improving classroom instruction. These elements ensured that teachers were equipped with the necessary skills and knowledge to foster a conducive learning environment.

Feedback was a crucial tool for improving student performance. Hattie (2015) emphasized the importance of effective feedback in providing valuable information to both students and teachers about performance relative to learning goals. This practice aligned with the need for school heads to implement instructional leadership that prioritized continuous improvement and student success.

Marzano (2017) underscored the need for a comprehensive instructional model that enhanced both basic and complex cognitive skills. By adopting such frameworks, school heads could better support teachers in improving student learning through targeted instructional strategies. This approach was particularly relevant for instructional leaders aiming to raise educational standards in their districts.

Guskey (2016) asserted that professional development should have aimed to enhance teachers' content knowledge and pedagogical skills to increase student learning. Effective programs were research-based and designed to improve teaching quality and outcomes. This principle was vital for school heads who sought to implement instructional leadership practices that drove meaningful educational improvements.

Instructional coaching was highlighted by Knight (2018) as a critical professional development strategy. Coaches collaborated with teachers to analyze and reflect on their teaching, developing new strategies for improvement. This practice supported the role of instructional leaders in fostering a culture of continuous professional growth and improved instructional practices.

Evidence-based literacy instruction was crucial for enhancing student learning, as noted by Fisher, Frey, and Hattie (2016). Techniques such as reciprocal teaching and explicit instruction were highly effective for improving literacy outcomes. School heads could have leveraged these strategies to ensure that instructional practices were grounded in evidence and tailored to meet students' needs.

Timperley (2015) and Black and Wiliam (2018) emphasized the importance of formative assessment and specific feedback in improving student outcomes. Providing clear feedback, setting high expectations, and facilitating teacher collaboration were key practices that instructional leaders could have adopted to enhance teaching and learning. These strategies aligned with the goals of fostering an environment where continuous improvement was prioritized.

Growth mindset strategies, as discussed by Dweck (2016), promoted resilience and perseverance in students, leading to better learning outcomes. Encouraging students to view challenges as growth opportunities fostered a more effective learning environment. School heads could have incorporated these principles into their instructional leadership to cultivate a positive and growth-oriented school culture.

This effective instructional leadership involved aligning professional development, curriculum, assessment, and accountability systems to create a unified and supportive environment. As Fullan and Quinn (2016) and Tomlinson (2017) noted, coherence-making and differentiated instruction were essential for school improvement.

Leaders had to support teacher collaboration, data-driven decision-making, and continuous improvement, as highlighted by Reeves (2016), to achieve significant gains in student learning.

IMPACT OF INSTRUCTIONAL LEADERSHIP ON TEACHER PERFORMANCE AND STUDENT LEARNING OUTCOMES

The literature on instructional leadership consistently highlighted its profound impact on teacher performance and student outcomes across various educational contexts. Leithwood, Harris, and Hopkins (2016) asserted that instructional leadership practices wielded significant influence over both teacher effectiveness and student achievement, underscoring the pivotal role of school leaders in shaping educational success. Similarly, Spillane (2017) emphasized that effective instructional leadership enhanced teacher performance through targeted support and guidance, thereby fostering improved student learning outcomes.

Robinson, Lloyd, and Rowe (2019) furthered their contribution by linking leadership focused on instructional improvement directly to enhanced teacher effectiveness and positive student achievement. Waters and Marzano (2016) elaborated on the concept of balanced leadership, illustrating how skillful

management of instructional practices alongside administrative tasks cultivated a culture of continuous school improvement, benefiting both teachers and students.

Hallinger (2016) reviewed extensive research indicating that effective instructional leadership consistently correlated with improved teacher quality and enhanced student learning outcomes, reinforcing its critical role in educational success. Day et al. (2017) emphasized that successful instructional leadership practices were pivotal in creating environments conducive to enhanced teacher performance and improved student learning outcomes.

Murphy and Hallinger (2016) highlighted that schools led by effective instructional leaders demonstrated higher teacher performance and better student outcomes, emphasizing a culture of collaboration and continuous improvement. Gurr, Drysdale, and Mulford (2015) added that effective school leadership models integrated instructional practices that positively impacted both teacher effectiveness and student achievement, promoting comprehensive school improvement.

In times of educational change, Bush (2018) argued that instructional leadership played a crucial role in supporting and enhancing teacher performance, which directly correlated with improved student outcomes, guiding schools toward sustained success. Harris (2017) discussed distributed leadership frameworks, which prioritized instructional improvement and significantly contributed to enhancing teacher effectiveness and promoting positive student learning outcomes.

Robinson, Lloyd, and Rowe (2020) further explored how effective instructional leaders prioritized teacher support and development, directly influencing both teacher performance and student success in educational settings. Hallinger and Heck (2019) underscored the effectiveness of collaborative instructional leadership practices in enhancing teacher performance and improving student outcomes, by fostering a shared vision and commitment to educational excellence.

INSTRUCTIONAL LEADERSHIP FRAMEWORK COULD BE DEVELOPED TO IMPROVE LEADERSHIP OF SCHOOL HEADS

Hallinger (2015) reviewed three decades of research on instructional leadership and proposed a refined instructional leadership framework. The framework focused on (1) defining the school's mission, (2) managing the instructional program, and (3) promoting a positive school learning climate. The study emphasized the need for principals to move beyond administrative tasks and focus on teaching and learning, with implications for developing frameworks that included instructional supervision and teacher development.

Robinson, Lloyd, and Rowe (2015) examined leadership dimensions that had a significant impact on student outcomes. They developed a framework emphasizing five key practices: establishing clear goals, ensuring quality teaching, leading teacher learning and development, resourcing strategically, and fostering a safe and supportive environment. Their findings suggested that instructional leadership frameworks should focus on measurable practices that directly influenced instructional quality and student achievement.

Sun, Penual, and Frank (2017) conducted a study on high-performing schools and found that principals who focused on developing an instructional leadership framework that fostered collaboration among teachers were more likely to see improved student outcomes. Their framework focused on building professional learning communities (PLCs), using data to drive instructional decisions, and providing ongoing professional development for teachers.

Spillane and Healey (2018) extended their work on distributed leadership to instructional leadership. They argued that effective instructional leadership frameworks should not only focus on the principal but also

involve teacher leaders. Their research suggested that instructional leadership frameworks should incorporate distributed leadership practices where the leadership responsibilities for instructional improvement were shared across the school.

Louis, Leithwood, Wahlstrom, and Anderson (2019) published a comprehensive study on the relationship between instructional leadership and school outcomes. They proposed a framework that included key areas such as instructional supervision, curriculum alignment, teacher professional development, and stakeholder engagement. Their research highlighted that when principals focused on building a strong instructional core, it led to improved teaching quality and student outcomes.

Murphy, Smylie, Mayrowetz, and Louis (2020) examined instructional leadership in the context of ongoing educational reforms. They developed a framework that emphasized the role of school heads in guiding instructional change, promoting innovation in teaching practices, and supporting continuous professional development. The study recommended frameworks that adapted to changing educational policies and reforms while maintaining a focus on instructional improvement.

Day and Sammons (2021) explored how transformational leadership principles could be integrated with instructional leadership frameworks. Their research suggested that combining transformational leadership practices—such as inspiring and motivating teachers—with instructional leadership (focused on improving instruction) enhanced the leadership effectiveness of school heads. The study proposed a framework that merged these two leadership approaches to better support teacher development and student achievement.

Bush and Glover (2022) investigated the challenges and opportunities for instructional leadership in digital learning environments, particularly following the global shift to online education due to the COVID-19 pandemic. Their framework emphasized the need for school heads to lead instructional innovation through the integration of technology in the classroom, professional development in digital pedagogy, and the use of data analytics to track student progress.

DuFour, DuFour, and Eaker (2023) focused on how school heads could use Professional Learning Communities (PLCs) as part of an instructional leadership framework. Their study found that principals who actively supported and led PLCs created environments where teachers continuously improved their instructional practices. The framework suggested that school heads should focus on fostering collaboration, data-driven decision-making, and collective inquiry as part of their instructional leadership responsibilities.

Harris and Jones (2024) proposed an adaptive instructional leadership framework designed to address the challenges that emerged in schools post-COVID. The framework emphasized flexibility, teacher autonomy, and the use of technology in instructional practices. Key components included crisis management in instruction, fostering resilience among teachers, and adapting instructional leadership to hybrid and blended learning environments.

Day, C., & Sammons, P. (2016) noted, "The importance of instructional leadership in promoting effective teaching and learning became a critical focus in the current educational climate." Leithwood, K., & Sun, J. (2018) stated, "Instructional leadership was central to improving school performance and student outcomes. Effective frameworks should integrate leadership practices that enhanced teacher effectiveness."

Robinson, V.M.J., Lloyd, C.A., & Rowe, K.J. (2017) asserted, "Effective instructional leadership was vital for school improvement, and frameworks needed to focus on the alignment of leadership actions with student achievement goals." Hallinger, P., & Wang, W. (2020) argued, "The development of instructional

leadership frameworks should emphasize the need for school heads to integrate their leadership practices with curriculum and instructional improvements."

Fullan, M. (2016) commented, "Instructional leadership frameworks needed to evolve with shifting educational contexts to foster the creation of effective teaching and learning environments." Day, C., & Gu, Q. (2019) added, "A framework for instructional leadership should include components that promoted sustained professional development and collaborative practices among school leaders."

Harris, A., & Jones, M. (2021) noted, "Effective instructional leadership frameworks required a clear focus on both the development of school heads' leadership capacities and the instructional needs of their schools." Wang, M., & Hallinger, P. (2019) stated, "Instructional leadership frameworks should incorporate strategies for enhancing teachers' professional practice and student learning outcomes."

Chen, J., & Zhang, L. (2020) remarked, "Creating effective instructional leadership frameworks required addressing the unique needs and contexts of various schools and their leaders." Balyer, A., & Kizir, A. (2017) noted, "Instructional leadership frameworks needed to be flexible, enabling school heads to adjust their practices to address evolving educational challenges."

Marsh, J.A., & Tilley, D. (2019) highlighted, "Effective instructional leadership frameworks emphasized fostering collaborative cultures and incorporating data-driven decision-making processes." Gumus, S., & Ozdemir, H. (2021) stated, "Instructional leadership frameworks should promote continuous feedback and support for school leaders to enhance their effectiveness."

Herman, R., & McCarthy, M. (2022) asserted, "The development of instructional leadership frameworks should prioritize the alignment of leadership practices with evidence-based instructional strategies." Blase, J., & Blase, J.R. (2015) argued, "Instructional leadership frameworks must tackle the complexities of school leadership and assist leaders in handling a range of instructional needs."

Gordon, L., & Williams, M. (2018) commented, "Frameworks for instructional leadership should focus on creating a coherent vision for teaching and learning that drove school-wide improvements."

Synthesis of the State-of-the-Art

The exploration of instructional leadership among school heads in the Matnog II District highlighted a growing focus on leadership practices that directly impacted teaching and learning. Instructional leadership evolved from a managerial role to one that emphasized the improvement of classroom instruction, the professional development of teachers, and the use of data to inform decision-making. In the context of Matnog II, school heads increasingly adopted strategies that fostered collaboration, promoted innovative teaching practices, and aligned with the district's unique educational needs. Current literature underscored the importance of leadership styles that supported teacher autonomy, while simultaneously holding them accountable for student outcomes. Challenges such as limited resources, diverse student needs, and the pressure of meeting performance standards were also prevalent. Studies in this area showed that effective instructional leadership in rural settings like Matnog II required a blend of visionary leadership, community involvement, and data-driven approaches, all of which contributed to a more responsive and adaptive educational environment. This synthesis provided a foundation for understanding how school heads in Matnog II could enhance instructional practices and drive student achievement.

Gap Bridged by the Study

The gap bridged by the study on exploring instructional leadership of school heads in the Matnog II District lay in the lack of localized research that addressed the unique challenges and practices within rural school settings. While much of the existing literature focused on instructional leadership in urban or well-

resourced environments, limited studies examined how school heads in rural districts like Matnog II navigated constraints such as resource limitations, geographic isolation, and diverse student populations. This study filled the gap by providing insights into how school heads in this specific context implemented instructional leadership, fostered teacher collaboration, and drove curriculum development, despite these challenges. Additionally, it shed light on the strategies and leadership practices that were most effective in improving teaching quality and student outcomes in rural educational settings, contributing valuable knowledge to the broader field of instructional leadership.

Conceptual Framework

The IPPO model shown in Figure 2, which stood for Input-Process–Product and Outcome, was used in the conceptual framework for this study. The IPPO model provided a structured way to analyze and improve educational programs by ensuring that all necessary inputs were provided, effective processes were implemented, and desired products and outputs were achieved.

This paradigm offered an organized method for comprehending how school heads perceived their role in shaping instructional programs, challenges in implementing instructional leadership practices, effective strategies for enhancing classroom instruction and student learning, and balancing administrative tasks and instructional leadership responsibilities.

Understanding how school heads perceived their role in shaping instructional programs was critical to identifying the foundations of effective leadership. This perception influenced their approach to setting educational goals, developing curricula, and fostering an environment conducive to learning. School heads who saw themselves as instructional leaders were more likely to prioritize teaching and learning, support their teachers, and engage in practices that directly impacted student achievement. This research question aimed to uncover these perceptions and provided insights into how they translated into actionable strategies within the school setting.

Implementing instructional leadership practices was not without its challenges. School heads often faced obstacles such as resistance to change, resource limitations, time constraints, and communication barriers. These challenges could impede the effective execution of instructional leadership duties and negatively impacted the overall educational environment. By exploring these challenges, this study aimed to identify common issues faced by school heads and suggested potential solutions to overcome them, thereby enhancing their ability to lead effectively.

Effective instructional leadership involved the adoption of strategies that enhanced classroom instruction and student learning. This included data-driven decision-making, collaborative learning communities, differentiated instruction, and ongoing professional development for teachers. By examining the strategies employed by successful school heads, this research sought to highlight best practices and innovative approaches that could be adopted by other educational leaders. This exploration provided a roadmap for school heads to improve instructional practices and fostered a culture of continuous improvement.

Balancing administrative tasks with instructional leadership responsibilities was a critical aspect of a school head's role. Effective time management, delegation, and the use of integrated systems helped school heads maintain this balance. Understanding how school heads navigated these dual responsibilities provided insights into the practical aspects of school leadership and identified strategies that enabled them to focus on instructional leadership without compromising administrative efficiency. This research question aimed to shed light on the techniques and practices that allowed school heads to excel in both areas.

Finally, the impact of instructional leadership on teacher performance and student outcomes was a key measure of its effectiveness. Instructional leadership that supported teachers through clear goals, regular feedback, and professional development led to improved teaching practices and student achievement. This study aimed to explore the correlation between instructional leadership and educational outcomes, providing evidence of the value of strong instructional leadership. By understanding this impact, the study underscored the importance of investing in the development of school heads as instructional leaders to enhance overall school performance.

This conceptual framework provided a structured approach to exploring the instructional leadership of school heads, addressing the key areas of perception, challenges, strategies, role balance, and impact, which were central to understanding and improving educational leadership practices
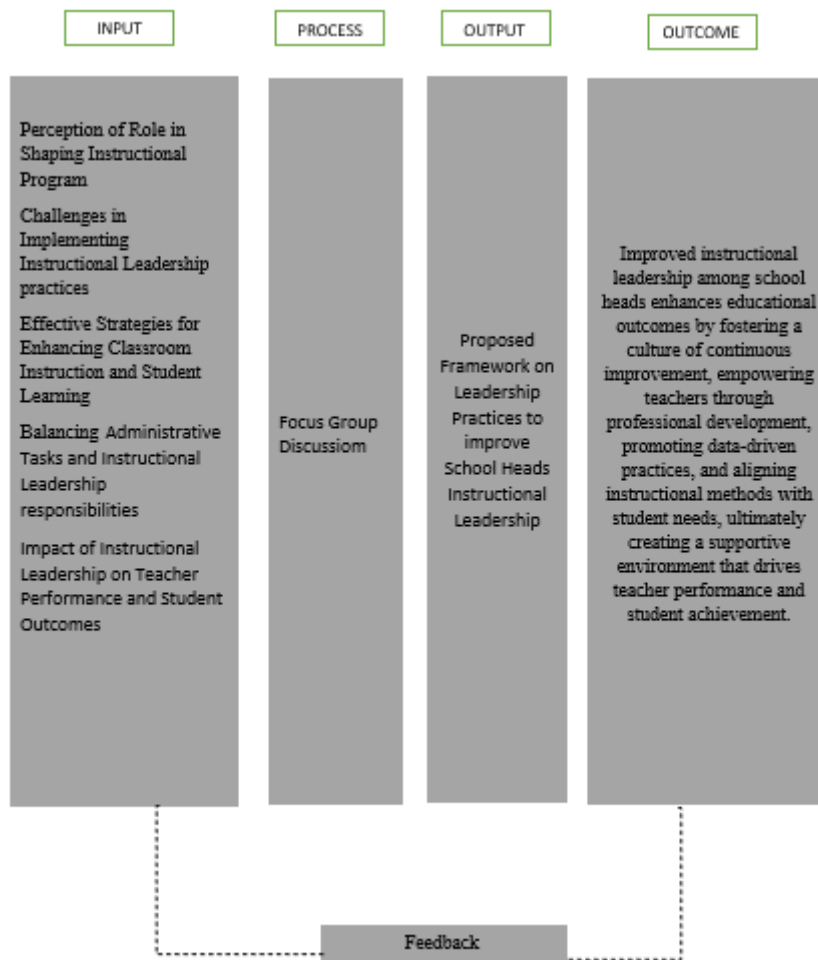
Theoretical Framework

The theoretical framework for this study on "Exploring the Instructional Leadership of School Heads" drew from several established theories in the field of educational leadership. These theories provided a foundation for understanding the multifaceted role of school heads in guiding instructional practices, addressing challenges, and improving educational outcomes. The primary theories that informed this study included Transformational Leadership Theory, Instructional Leadership Theory, Distributed Leadership Theory, and Systems Theory.

Transformational Leadership Theory

Transformational Leadership Theory, introduced by James MacGregor Burns and expanded by Bernard Bass, focused on the ability of leaders to inspire and motivate their followers to exceed expectations and

achieve higher levels of performance. In the educational context, transformational leaders created a shared vision, fostered an environment of trust and collaboration, and encouraged professional growth among teachers (Bass & Riggio, 2006). School heads who adopted transformational leadership practices significantly influenced instructional programs by promoting innovation, supporting teacher development, and fostering a culture of continuous improvement (Leithwood & Jantzi, 2006).

Instructional Leadership Theory

Instructional Leadership Theory, championed by Philip Hallinger and Joseph Murphy, emphasized the role of school leaders in directly influencing teaching and learning processes. Instructional leaders focused on setting clear educational goals, coordinating the curriculum, monitoring lesson plans, and evaluating teachers' performance (Hallinger, 2005). This theory highlighted the importance of school heads being actively involved in the core activities of teaching and learning, thus ensuring that instructional practices aligned with the school's educational objectives. Instructional leadership was critical in addressing challenges and implementing effective strategies to enhance classroom instruction and student learning (Robinson, Lloyd, & Rowe, 2008).

Distributed Leadership Theory

Distributed Leadership Theory, articulated by James Spillane, suggested that leadership was not the sole responsibility of a single individual but was shared among various members of the organization. In schools, this meant that leadership tasks were distributed among principals, teachers, and other staff members, leveraging their collective expertise to achieve common goals (Spillane, 2005). This collaborative approach to leadership helped in balancing administrative tasks with instructional responsibilities, as it encouraged shared decision-making and collective problem-solving. Distributed leadership also supported the development of professional learning communities, which were vital for sustaining instructional improvements (Harris, 2008).

Systems Theory

Systems Theory, initially developed by Ludwig von Bertalanffy and applied to educational settings by Peter Senge, viewed schools as complex, interrelated systems where changes in one part could affect the whole system. This theory emphasized the interconnectedness of various elements within the school environment, including leadership, teaching practices, student behavior, and community involvement (Senge et al., 2012). Systems Theory provided a framework for understanding how instructional leadership impacted the broader educational ecosystem, highlighting the importance of systemic thinking in addressing challenges and implementing effective instructional practices (Fullan, 2001).
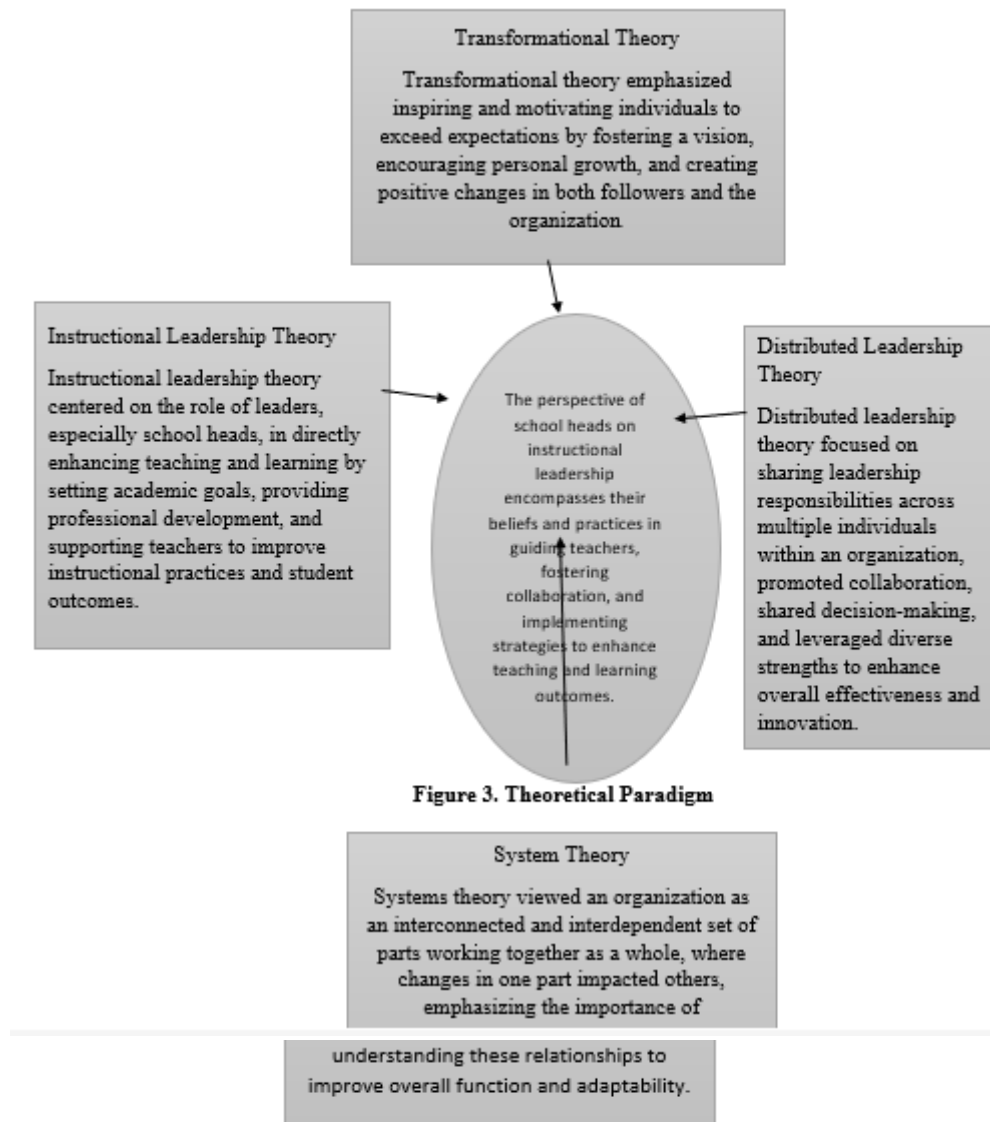
Transformational Theory

Transformational theory emphasized inspiring and motivating individuals to exceed expectations by fostering a vision, encouraging personal growth, and creating positive changes in both followers and the organization.

Instructional Leadership Theory

Instructional leadership theory centered on the role of leaders, especially school heads, in directly enhancing teaching and learning by setting academic goals, providing professional development, and supporting teachers to improve instructional practices and student outcomes.

The perspective of school heads on instructional leadership encompasses their beliefs and practices in guiding teachers, fostering collaboration, and implementing strategies to enhance teaching and learning outcomes.

Distributed Leadership Theory

Distributed leadership theory focused on sharing leadership responsibilities across multiple individuals within an organization, promoted collaboration, shared decision-making, and leveraged diverse strengths to enhance overall effectiveness and innovation.

Figure 3. Theoretical Paradigm

System Theory

Systems theory viewed an organization as an interconnected and interdependent set of parts working together as a whole, where changes in one part impacted others, emphasizing the importance of understanding these relationships to improve overall function and adaptability.

CHAPTER III
METHOD AND PROCEDURE

This chapter discussed the methodologies and procedures used to explore school heads' perspectives on instructional leadership in educational settings. It is a vital component in understanding how leaders perceived their roles. This chapter seeks to provide a full overview of the study's approach to studying school heads' perspectives by describing the research methodology, which include data-gathering methodologies, sample procedures, and analytical frameworks. This chapter aims to provide useful insights into the elements influencing school heads' attitudes in shaping instructional programs and methodical methods, adding to the larger discourse on effective educational practices in the digital era.

Appropriateness of Design

The appropriateness of the research design for exploring the instructional leadership of school heads in the Matnog II District was rooted in the qualitative approach selected for this study. This design was chosen because it allowed for an in-depth examination of the perceptions, experiences, and strategies employed by school heads in their leadership roles. Given the complexity of instructional leadership, a

qualitative method provided the flexibility to capture rich, detailed insights through open-ended interviews and questionnaire. This approach ensured that the study thoroughly explored the multifaceted nature of leadership in the district, offering a comprehensive understanding of both the challenges and successes experienced by school heads.

Research Questions

The research on exploring the instructional leadership of school heads in the Matnog II District was guided by key research questions aimed at understanding the core aspects of their leadership roles. These questions focused on how school heads perceive their responsibilities in shaping instructional programs, the challenges they encountered in implementing leadership practices, and the strategies they use to enhance classroom instruction and student learning. Additionally, the study sought to examine the impact of instructional leadership on teacher performance and student outcomes, as well as to propose a framework for improving leadership practices within the district. These research questions provided a structured pathway for investigating the complexities of instructional leadership in the local educational context.

The specific questions of this study were:

1. How do school heads perceive their role in shaping the instructional program within their schools?
2. What challenges do school heads encounter when implementing instructional leadership practices?
3. What strategies do effective school heads employ to enhance classroom instruction and student learning?
4. How do school heads navigate the balance between administrative tasks and instructional leadership responsibilities?
5. What impact does instructional leadership have on teacher performance and student outcomes in Matnog?

Population and Sample

In exploring the instructional leadership of school heads in Matnog II District, understanding the concepts of population and samples was essential to conducting meaningful research. The population in this context referred to all school heads in the district whose leadership practices shaped the educational experiences within their respective schools. However, studying the entire population was challenging due to time and resource constraints, making sampling a practical approach. By selecting a representative sample of school heads from the district, researchers gathered data that reflected the broader instructional leadership trends and practices. This approach allowed for insights that were generalizable to the entire population, helping to reveal patterns, strengths, and areas for improvement in instructional leadership across the Matnog II District.

Instrumentality

The concept of instrumentality in the study exploring the instructional leadership of school heads in the Matnog II District referred to the effectiveness and appropriateness of the research instruments used to gather data. In this study, structured interviews and questionnaires were carefully developed to align with the research objectives and questions, ensuring that they accurately captured the nuances of school heads' experiences and perspectives. The instruments were designed to facilitate open dialogue and encourage comprehensive responses, thereby providing a rich dataset for analysis. By focusing on instrumentality, the research aimed to enhance the validity and reliability of the findings, ensuring that the insights gained reflected the true dynamics of instructional leadership within the district.

Informed Consent

Informed consent was a critical component of ethical research, particularly in the study exploring the instructional leadership of school heads in the Matnog II District. Before their participation, each school head was provided with comprehensive information regarding the purpose, procedures, and potential implications of the study. Participants were informed about their rights, including the voluntary nature of their involvement and the confidentiality of their responses. The informed consent process also emphasized that participants could withdraw from the study at any time without any repercussions. This approach ensured that all participants made a well-informed decision about their involvement, fostering an ethical research environment that respected their autonomy and rights as educators.

Confidentiality

Confidentiality was a fundamental ethical consideration in the study exploring the instructional leadership of school heads in the Matnog II District, as it safeguarded the privacy and rights of participants. To ensure that all data collected remained confidential, identifying information was removed from all research materials, and responses were aggregated to prevent any individual from being identifiable. Participants were assured that their contributions would be used solely for the study and would be stored securely, accessible only to the research team. This commitment to confidentiality not only fostered trust among participants but also enhanced the integrity of the research process by encouraging open and honest communication about their experiences and perspectives in instructional leadership.

Pilot Study

A pilot study was conducted as a preliminary step in the research on exploring the instructional leadership of school heads in the Matnog II District to refine the data collection instruments and ensure their effectiveness. This initial phase involved a small sample of participants, allowing the research team to test the structured interviews and questionnaires in real-world settings. Feedback gathered from the pilot study participants provided valuable insights into the clarity, relevance, and comprehensiveness of the questions, leading to necessary adjustments and improvements. By identifying potential issues and enhancing the instruments before the full-scale study, the pilot study contributed to the overall reliability and validity of the research findings, ensuring a more robust exploration of instructional leadership practices among school heads.

Validity

Validity was a crucial aspect of the study exploring the instructional leadership of school heads in the Matnog II District, ensuring that the research instruments accurately measured what they were intended to assess. To establish validity, the instruments underwent a rigorous validation process involving expert reviews and pilot testing with a small group of participants. This process allowed researchers to refine questions for clarity and relevance, ensuring they aligned closely with the study's objectives and research questions. Additionally, triangulation was employed by incorporating multiple data sources and methods, enhancing the credibility of the findings. By prioritizing validity, the study aimed to provide reliable insights into the instructional leadership dynamics within the district, ultimately contributing to the field of educational leadership.

Qualitative Data Analysis

Data analysis was a pivotal phase in the study exploring the instructional leadership of school heads in the Matnog II District, as it transformed raw data into meaningful insights that addressed the research questions. The qualitative data collected from structured interviews and questionnaire were subjected to thematic analysis, allowing for the identification of key patterns, themes, and trends related to instructional

leadership practices. This process involved coding the data, categorizing responses, and interpreting the findings in the context of existing literature on instructional leadership. By employing a systematic approach to data analysis, the study aimed to provide a comprehensive understanding of the challenges, strategies, and impacts associated with the instructional leadership of school heads, ultimately contributing to the development of effective frameworks for enhancing educational outcomes in the district.

CHAPTER IV

Presentation, Analysis, and Interpretation of Data

This chapter presents the results of this study based on the insights collected by the researcher from the school heads -respondents. These data were comprehensively interpreted to provide accurate conclusions and recommendations.

The data presented in this chapter were chronologically arranged based on their scope and how the participants shared their experiences related to the instructional leadership of the school heads. Essentially, the researcher identified the perception of school heads on their role in shaping the instructional program within their schools. Also, the researcher identified the challenges encountered by the participants in implementing instructional leadership practices and the strategies school heads employed to enhance classroom instruction and student learning. In the same manner, the researcher also interpreted the impact instructional leadership has on teacher performance and student outcomes. Lastly, this chapter presented the researcher-made instructional framework practices to improve the leadership of the school heads.

1.1   The role of a school head in shaping the instructional program within your school

Visionary Leadership and Curriculum Development:

Visionary leadership in the context of curriculum development plays a crucial role in shaping educational outcomes and driving innovation. Leaders who exhibit visionary qualities can anticipate future challenges, embrace change, and inspire their teams to work toward long-term goals that enhance student learning. Educational leaders have been at the forefront of integrating technology, promoting inclusivity, and fostering critical thinking in curriculum design. This transformative approach ensures that curricula are not only relevant to current societal needs but also adaptable to future demands, preparing students for success in a rapidly evolving world.

Participants 4, 9, and 10 emphasized creating a shared vision, setting clear goals, and promoting effective teaching practices. Participant 4 highlighted overseeing curriculum development and alignment with educational standards. In today's evolving educational landscape, visionary leadership has become an essential element in driving schools toward success. A school head's role extends beyond administration it involves creating a clear vision, setting goals, and aligning the curriculum to meet educational standards while addressing the diverse needs of students. In this narrative, we explore how three school heads— Participants 4, 9, and 10—reflect on their leadership roles, particularly concerning curriculum development, sharing a vision, and promoting effective teaching practices. Participant 4 offered a detailed account of her leadership role, emphasizing her active engagement in shaping the instructional program at her school. She begins by highlighting the importance of visionary leadership: *"Bilang pinuno ng paaralan, mahalaga ang aking papel sa paghubog ng programang pang-instruksiyon sa loob ng paaralan. Una, nagbigay ako ng malinaw na bisyon para sa programang pang-instruksiyon na nakaayon sa mga layunin at pamantayan ng edukasyon. Ang bisyong ito ay nagsisilbing gabay para sa lahat ng mga stakeholder."* (As a school head, my role in shaping the instructional program within the school is pivotal. First, I provided a clear vision for the instructional program aligned with educational goals and standards.

This vision serves as a guiding light for all stakeholders.) She underscored that this vision is not only hers but is one shared by the community, including teachers, staff, and parents. This collective vision guides curriculum development, which she sees as a continuous process of evaluating and adapting educational content: *"Pinangasiwaan ko ang pagbuo, pagsusuri, at pag-aangkop ng kurikulum upang matiyak na ito ay tumutugon sa mga pamantayang pang-akademiko at nakakatugon sa pangangailangan ng iba't ibang uri ng mag-aaral."* (I oversaw the development, evaluation, and adaptation of the curriculum to ensure it meets academic standards and addresses the needs of diverse learners.)

In addition to this, she highlighted the importance of instructional support: *"Sinuportahan ko ang mga guro sa pamamagitan ng pagbibigay ng mga mapagkukunan, pagkakataon para sa propesyonal na pag-unlad, at coaching upang mapabuti ang kanilang mga praktis sa pagtuturo."* (I supported teachers by providing resources, professional development opportunities, and coaching to enhance their instructional practices.) This leadership style is deeply data-driven, as Participant 4 believes in data-informed decision-making: *"Gumamit ako ng datos upang suriin ang mga resulta ng mag-aaral at ang pagiging epektibo ng pagtuturo, at gumagawa ng mga desisyong may batayan upang mapabuti ang pagtuturo at pagkatuto."* (I used data to assess student outcomes and instructional effectiveness, making informed decisions to improve teaching and learning.) She also highlighted fostering a collaborative environment: *"Pinaaalab ko ang kolaborasyon sa pagitan ng mga guro, kawani, magulang, at miyembro ng komunidad upang makabuo ng magkakaisang kapaligirang pang-instruksiyon."* (I foster collaboration among teachers, staff, parents, and community members to create a cohesive instructional environment.) The need for innovation and adaptation is also central to her approach: *"Hinihikayat ko ang inobasyon sa mga pamamaraan ng pagtuturo at integrasyon ng teknolohiya habang tinitiyak na ang mga estratehiyang pang-instruksiyon ay nababagay sa patuloy na nagbabagong pangangailangang pang-edukasyon."* (I encourage innovation in teaching methods and technology integration while ensuring that instructional strategies are adaptable to evolving educational needs.) Finally, she noted the importance of accountability and continuous improvement, fostering a culture of reflection:*"Pinaunlad ko ang isang kultura ng patuloy na pagpapabuti kung saan ang puna at pagninilay ay nagtutulak ng mga pagpapahusay sa programang pang-instruksiyon."* (I promoted a culture of continuous improvement where feedback and reflection drive enhancements in the instructional program.)

Participant 4's perspective on equity and inclusion is noteworthy: *"Isinulong ko ang pagkakapantay-pantay at inklusyon sa programang pang-instruksiyon, tinitiyak na ang lahat ng mag-aaral ay may access sa de-kalidad na edukasyon at suporta."* (I advocated for equity and inclusion in the instructional program, ensuring all students have access to high-quality education and support.) By providing clear communication to all stakeholders, she ensures transparency and inclusiveness: *"Kinomunika ko nang malinaw at tapat ang mga layunin, inisyatiba, at tagumpay ng programang pang-instruksiyon sa lahat ng mga stakeholder."* (I communicated the goals, initiatives, and achievements of the instructional program transparently with all stakeholders.) Participant 9, on the other hand, focused more on molding and inspiring teachers as a central part of his leadership: *"Inilarawan ko ang aking tungkulin bilang pinuno ng pagtuturo, hinuhubog at pinasisigla ang mga guro na umunlad sa pamamagitan ng tamang paggabay. Lumilikha ako ng isang pinagsasaluhang bisyon at malinaw na mga layunin para sa paaralan at tinitiyak ang tuloy-tuloy na pag-unlad tungo sa pagkamit ng mga layuning ito."* (I defined my role as an instructional leader, molding and inspiring teachers to grow through proper guidance. I create a shared vision and clear goals for the school and ensure continuous progress towards achieving these goals.) He explained how his focus is on ensuring effective teaching practices, and he constantly strives to identify

instructional priorities. His goal is to develop a strong sense of direction, as he puts it: *"Ang isang epektibong pinuno ng paaralan ay dapat magtakda ng mga direksyon na nagsisiguro ng maayos na pisikal na kapaligiran at pagkamit ng mataas na pamantayang pang-akademiko."* (An effective school head must set directions that secure the physical environment and achieving high academic standards.)

Finally, Participant 10 echoed the sentiments of the previous participants by stressing the significance of a shared vision: *"Lumikha ako ng isang pinagsasaluhang bisyon at malinaw na mga layunin para sa paaralan at tinitiyak ang tuloy-tuloy na pag-unlad tungo sa pagkamit ng mga layunin. Pinauunlad ko ang mas epektibong mga pamamaraan sa proseso ng pagtuturo at pagkatuto at kinikilala ang mga priyoridad sa pagtuturo."* (I create a shared vision and clear goals for the school and ensure continuous progress towards achieving the goals. I promote more effective practices in the teaching and learning processes and recognize instructional priorities.) Like Participant 9, he believed in developing people: *"Ang isang katangian ng epektibong pinuno ng paaralan ay ang paghubog sa mga tao upang magamit at pamahalaan ang kurikulum nang epektibo."* (A characteristic of an effective school head is developing the people to use and manage the curriculum effectively.) The responses of Participants 4, 9, and 10 demonstrate a shared commitment to visionary leadership in their schools. While Participant 4 places greater emphasis on curriculum development and data-driven decision-making, Participants 9 and 10 focus on setting clear goals and inspiring teachers. All three participants stress the importance of creating a shared vision and promoting effective teaching practices, key components of successful school leadership.

A study by Wang et al. (2016) supports these reflections, asserting that visionary leadership directly correlates with school improvement when leaders focus on creating clear goals and fostering a collaborative environment. Furthermore, Gurr, Drysdale, and   Mulford (2020) emphasize the role of school heads in aligning curriculum development with educational standards, thereby ensuring the continuous academic success of students. These studies highlight that effective visionary leadership is not a solitary effort but rather a collaborative and inclusive process.

Instructional Support and Collaboration:

Instructional support and collaboration are essential for fostering an effective and nurturing educational environment. Instructional support involves providing educators with the resources, guidance, and professional development needed to enhance their teaching practices. Collaboration, on the other hand, emphasizes the importance of teamwork among educators, administrators, and stakeholders to achieve common educational goals. Together, these elements create a synergistic approach that promotes shared expertise, innovative solutions, and a cohesive strategy for improving student outcomes. By prioritizing instructional support and collaboration, schools can build a strong foundation for continuous improvement and success in teaching and learning.

Participants 4, 11, and 13 mentioned providing instructional support, coaching, and resources to teachers. Participant 7 explained transparent communication of the school's vision and goals. In any school, the role of the school head is crucial in ensuring that teachers are equipped with the necessary support to excel in their instructional duties. Instructional support and collaboration play a vital role in fostering a cohesive and effective learning environment. By providing resources, professional development, and clear communication, school heads ensure that educators are not only empowered but also aligned with the school's vision and goals. Let's explore how several school heads—Participants 4, 11, 13, and 7—reflect on their roles in instructional support and collaboration. Participant 4 elaborated on the importance of Instructional Support, particularly in enhancing teaching practices: *"Bilang pinuno, sinusuportahan ko ang mga guro sa pamamagitan ng pagbibigay ng mga mapagkukunan, mga pagkakataon para sa*

propesyonal na pag-unlad, at coaching upang mapahusay ang kanilang mga pamamaraan sa pagtuturo." (As head, I support teachers by providing resources, professional development opportunities, and coaching to enhance their instructional practices.) She explained that by offering continuous support, teachers are better able to implement effective instructional strategies and address the needs of their students. This support extends beyond mere resources; it includes professional development and coaching aimed at empowering teachers.

Participant 11 echoed this by discussing the broader scope of her leadership role, which goes beyond simply providing resources: *"Bilang pinuno ng paaralan, ang aking tungkulin sa paghubog ng programang pang- instruksiyon ay kinabibilangan ng pagtatakda ng malinaw na mga layuning pang-edukasyon, pagsuporta sa mga guro sa pamamagitan ng mga mapagkukunan at propesyonal na pag-unlad, pagtiyak ng isang magkakatuwang at positibong kapaligiran sa pagkatuto, at patuloy na pagsusuri at pagpapabuti ng kurikulum upang matugunan ang pangangailangan ng mga mag-aaral."* (As a school head, my role in shaping the instructional program involves setting clear educational goals, supporting teachers with resources and professional development, ensuring a collaborative and positive learning environment, and continuously evaluating and improving the curriculum to meet students' needs.) She highlighted that instructional support is a multifaceted process, where collaboration among teachers is just as important as providing them with the tools to succeed. Creating a positive and cooperative learning environment, according to her, is crucial to driving success within the school.

Participant 13 offered another perspective, focusing on the technical support provided to teachers: *"Pagdating sa pagtuturo, mahalaga ang papel ng pinuno ng paaralan. Siya ay maaaring maging tagapag-ayos na magtakda ng mga layunin at responsibilidad para sa bawat tagapagpatupad ng pagtuturo—ang guro mismo. Sa pamamagitan ng pagbibigay ng teknikal na tulong (TA) kapag ang guro ay nag-aalinlangan at nililinaw ang mga problema sa pagpapatupad ng pagtuturo."* (As far as instruction is concerned, the school head's role is essential. He/she may become an organizer to set goals and responsibilities for each instructional implementer—the teacher him/herself. By providing them technical assistance (TA) whenever the teacher feels unsure and clarifies eye sores along the implementation of instruction.)

In this view, the school head served as a guide, stepping in with technical support when teachers face challenges. The idea of technical assistance (TA) is particularly relevant, as it allows the school head to address specific issues that arise during the implementation of instructional strategies. Moreover, Participant 13 stressed the importance of monitoring and evaluation: *"Kaya't ang pagsubaybay at pagsusuri ng pagganap ng parehong mag-aaral at guro ay napakahalaga upang agad na mabigyan ng solusyon ang mga tiyak na isyu o alalahanin."* (Thus, monitoring and evaluation of performance for both learner and teacher are very much needed to give an outright solution in addressing specific issues or concerns.)

This reflective approach highlighted the role of continuous feedback in instructional support, where monitoring both teacher and student performance leads to timely solutions to improve teaching and learning outcomes.

Finally, Participant 7 stressed the value of transparent communication when it comes to collaboration within the school: *"Bilang pinuno ng paaralan, malinaw kong ipinapahayag ang bisyon, misyon, mga layunin, at adhikain ng paaralan sa aking mga kapwa guro at iba pang mga stakeholder at tinitiyak na lahat ng miyembro ay nagkakaisa tungo sa isang layunin."* (As a school head, I communicate the vision, mission, goals, and objectives of the school to my co-teachers and other stakeholders and ensure that all

members cooperate towards a common goal.) Here, communication is seen as an essential part of collaboration. By clearly articulating the school's vision and goals, Participant 7 ensured that all stakeholders, including teachers, staff, and parents, were working together towards a shared objective.

The narratives of Participants 4, 11, 13, and 7 revealed a shared understanding of the importance of instructional support and collaboration in shaping the instructional program of the school. Participant 4 focuses on providing resources and professional development, while Participants 11 and 13 emphasize the need for setting clear goals, offering technical assistance, and fostering collaboration. Participant 7's emphasis on communication highlighted the role of clear, transparent goals in building a collaborative environment.

Research further supports the critical role of collaboration and leadership in education. Halverson et al. (2016) emphasize the importance of instructional leadership in providing teachers with the necessary resources and support to enhance their practice. This leadership fosters an environment where teachers can collaborate effectively, leading to improved instructional quality and better student outcomes. Similarly, Hattie (2015) underscores the significance of professional development and continuous feedback, aligning with the focus on monitoring and evaluation. These elements are essential in creating a supportive and effective educational environment, ultimately driving student success.

Continuous Improvement and Data-Informed Decision Making:

Continuous improvement and data-informed decision-making are pivotal in advancing educational excellence. Continuous improvement entails a commitment to regularly evaluating and refining practices to enhance teaching and learning outcomes. Data-informed decision-making complements this by leveraging empirical evidence to guide strategic choices and interventions. By systematically analyzing student performance data, educational leaders can identify strengths, address areas for growth, and implement targeted strategies to drive progress. This dual focus ensures that educational practices remain dynamic, responsive, and aligned with the needs of students, fostering an environment where continuous enhancement and evidence-based strategies lead to sustained success and achievement.

Participants 4 and 10 both mentioned continuous improvement and data-driven decision-making. Participant 11 emphasized evaluating and improving the curriculum. In the ever-evolving field of education, continuous improvement and data-informed decision-making are essential strategies for school heads to lead effectively. These practices ensure that the educational goals set by the school are consistently achieved while adapting to the needs of students and teachers. School heads like Participants 4, 10, and 11 emphasize the importance of data in driving instructional decisions and fostering a culture of ongoing improvement.

Participant 4 highlighted the critical role of Data-Informed Decision Making in her leadership approach: *"Ginamit ko ang datos upang suriin ang mga resulta ng mag-aaral at ang pagiging epektibo ng pagtuturo, at gumagawa ng mga pinagbatayang desisyon upang mapabuti ang pagtuturo at pagkatuto."* (I used data to assess student outcomes and instructional effectiveness, making informed decisions to improve teaching and learning.) For her, data is not just a tool but a driving force behind every decision that impacts instruction. By analyzing student performance and evaluating the effectiveness of teaching strategies, she can make well-informed adjustments that directly benefit both teachers and students. This method allows for precise interventions and enhances the overall educational process.

Participant 10 added another dimension by emphasizing the importance of Continuous Progress and Setting Clear Goals: *"Magtatag ng isang pinag-isang bisyon at malinaw na mga layunin para sa paaralan at tiyakin ang tuloy-tuloy na progreso patungo sa pagtamo ng mga layuning ito. Itaguyod ang mas*

epektibong mga pamamaraan sa pagtuturo at pagkatuto at kilalanin ang mga pangunahing prayoridad sa pagtuturo." (Create a shared vision and clear goals for the school and ensure continuous progress towards achieving the goals. Promotes more effective practices in the teaching and learning processes and recognizing instructional priorities.)

By establishing a shared vision and setting clear goals, Participant 10 ensured that the entire school community was aligned and moving in the same direction. Continuous progress is not left to chance but is fostered through intentional, data-driven practices. This allows the school head to maintain a focus on academic excellence and instructional priorities, supporting teachers in developing the curriculum and using it effectively.

Similarly, Participant 11 underlined the necessity of Evaluating and Improving the Curriculum as a critical component of continuous improvement: *"Bilang pinuno ng paaralan, ang aking tungkulin sa paghubog ng programang pang-instruksiyon ay kinabibilangan ng pagtatakda ng malinaw na mga layuning pang-edukasyon, pagsuporta sa mga guro sa pamamagitan ng mga mapagkukunan at propesyonal na pag-unlad, pagtiyak ng isang magkakatuwang at positibong kapaligiran sa pagkatuto, at patuloy na pagsusuri at pagpapabuti ng kurikulum upang matugunan ang pangangailangan ng mga mag-aaral."* (As a school head, my role in shaping the instructional program involves setting clear educational goals, supporting teachers with resources and professional development, ensuring a collaborative and positive learning environment, and continuously evaluating and improving the curriculum to meet students' needs.)

Participant 11 stressed the importance of regularly assessing the curriculum to ensure that it remains relevant and responsive to the diverse needs of learners. This evaluation process is integral to fostering a positive and collaborative learning environment, ensuring that the instructional program evolves alongside the learners it serves. The narratives from Participants 4, 10, and 11 reveal a shared commitment to the principles of continuous improvement and data-informed decision-making. For Participant 4, data is at the core of instructional decisions, allowing her to make adjustments that enhance both teaching and learning. Participant 10 stresses the importance of setting clear goals and continuously working towards them, ensuring that progress is consistent and aligned with the school's instructional priorities. Meanwhile, Participant 11 emphasizes the ongoing evaluation and refinement of the curriculum, ensuring that it remains effective in meeting the needs of students.

Research by Fullan and Quinn (2016) underscores the critical role of data-driven leadership in fostering continuous improvement within schools. Their findings indicate that when school leaders effectively utilize data, they can identify areas requiring enhancement and implement targeted strategies that lead to better student outcomes. Similarly, Reeves (2015) highlights the significance of ongoing curriculum evaluation. His study demonstrates that schools that consistently revise and update their curricula based on data tend to experience improved student performance over time. These insights collectively emphasize the importance of strategic leadership and data-informed decision-making in driving educational success.

Equity, Inclusion, and Communication:

Equity, inclusion, and communication are foundational principles that underpin a fair and supportive educational environment. Equity ensures that all students have access to the resources and opportunities they need to succeed, while inclusion fosters a welcoming atmosphere where diverse perspectives and backgrounds are valued and respected. Effective communication is crucial in bridging gaps between educators, students, and families, facilitating understanding and collaboration. Together, these elements create a nurturing and equitable educational setting where every individual feels supported and empowered, ultimately promoting a richer and more inclusive learning experience for all.

In recent years, equity and inclusion have become central tenets of educational discourse, aiming to create learning environments where every student has the opportunity to succeed, regardless of their background, abilities, or socio-economic status. Effective communication plays a pivotal role in achieving these goals by fostering collaboration among educators, students, families, and communities. As schools strive to be more inclusive, clear and open channels of communication help ensure that all voices are heard, valued, and respected, leading to more equitable educational outcomes.

Participant 4 highlighted advocating for equity and inclusion in the instructional program. Participant 7 elaborated on transparent communication of the school's vision and goals. Equity, inclusion, and effective communication are cornerstones of successful leadership in education. School heads play a crucial role in ensuring that all students, regardless of their background, have equal access to quality education while fostering a transparent, collaborative environment. Participants 4 and 7 offered insights into how these themes are integrated into their leadership practices, highlighting the importance of creating an inclusive atmosphere and ensuring that all stakeholders are aligned with the school's vision. Participant 4 placed a strong emphasis on advocating for equity and inclusion in the instructional program: *"Bilang punong guro ng paaralan, isinusulong ko ang pagkakapantay-pantay at inklusyon sa programa ng pagtuturo, tinitiyak na ang lahat ng mag-aaral ay may access sa dekalidad na edukasyon at suporta."* (Being the head of the school, I advocate for equity and inclusion in the instructional program, ensuring all students have access to high-quality education and support.)

For Participant 4, ensuring that every student receives equal opportunities and the necessary support is at the heart of her leadership approach. She recognizes that in a diverse educational setting, inclusivity is vital to ensuring that no student is left behind, regardless of their socioeconomic status, learning abilities, or cultural background. This dedication to equity in education means creating an environment where students feel valued and supported, with the resources they need to thrive academically.

Participant 7 focused on transparent communication to unite the school community around a common goal: *"Bilang punong guro, malinaw kong ipinapahayag ang bisyon, misyon, mga layunin, at mga adhikain ng paaralan sa aking mga kapwa guro at iba pang mga stakeholders at tinitiyak na ang lahat ng miyembro ay nagkakaisa tungo sa isang pangkaraniwang layunin."* (As school head, I clearly communicate the vision, mission, goals, and objectives of the school to my co-teachers and other stakeholders and ensure that all members cooperate towards a common goal.)

For Participant 7, the ability to clearly articulate the school's vision and objectives is key to fostering unity among teachers, staff, parents, and the broader community. This open communication ensures that everyone is aware of the school's goals and can work together towards achieving them. By maintaining transparency, Participant 7 encouraged collaboration and a shared sense of responsibility among stakeholders, creating a cohesive learning environment.

The leadership approaches shared by Participants 4 and 7 explained that equity, inclusion, and communication are not isolated concepts but interrelated practices essential for fostering a supportive and effective school environment. Participant 4's advocacy for equity and inclusion highlights the need to address diverse student needs, ensuring that all students, regardless of their circumstances, have access to the same high-quality educational opportunities. This aligns with research by García and Weiss (2017), who argue that equitable access to education is crucial for achieving long-term academic success and addressing systemic inequalities.

Participant 7 focused on transparent communication complements this by ensuring that all stakeholders are informed, engaged, and aligned with the school's vision. According to Kouzes and Posner (2017),

transparent communication is a hallmark of effective leadership, as it fosters trust, collaboration, and shared commitment among team members. In education, this means that teachers, staff, parents, and community members work together more effectively when there is clarity in the school's goals and initiatives.

Both participants highlighted essential aspects of leadership that contribute to a positive, inclusive, and communicative school culture. By ensuring that equity and inclusion are prioritized while maintaining open communication, school heads can create an environment where both teachers and students are empowered to succeed.

Role as an Instructional Leader and Active Listener:

The role of an instructional leader extends beyond administrative duties to encompass guiding and inspiring educators toward excellence in teaching. An effective instructional leader not only sets a vision and fosters professional growth but also embodies the qualities of an active listener. By attentively listening to teachers, students, and stakeholders, instructional leaders gain valuable insights, address concerns, and build strong, supportive relationships. This dual role—driving instructional strategies while actively engaging with the school community—ensures that decisions are informed, inclusive, and conducive to a collaborative and dynamic learning environment.

As an instructional leader, a school head plays a crucial role in shaping the educational environment by fostering a culture of continuous learning, collaboration, and student-centered teaching. This leadership style emphasizes guiding and supporting teachers in refining their instructional practices to enhance student outcomes. Equally important is the role of active listening, which empowers leaders to genuinely understand the perspectives and needs of both teachers and students. By prioritizing active listening, instructional leaders can create a more inclusive, responsive, and dynamic learning community, driving meaningful change in the school environment.

Participant 12 identified the role of an instructional leader and the importance of active listening. In the evolving field of education, instructional leaders play a pivotal role in shaping both teaching practices and learning outcomes. An often overlooked but essential trait of effective instructional leadership is active listening. This skill ensures that leaders not only hear but truly understand the concerns, ideas, and feedback of their team, leading to a more inclusive and responsive educational environment. Participant 12 highlighted their perspective on the role of an instructional leader, emphasizing the importance of being an active listener. Participant 12: *"Para sa akin, bilang isang instructional leader, hindi lang tayo basta nagbibigay ng direksyon o polisiya. Kailangan marunong kang makinig, hindi lang sa mga guro kundi pati sa mga mag-aaral. Dapat maintindihan natin ang kanilang mga hinaing, mga suhestiyon, at mga pangangailangan. Mahalaga ang pakikinig upang makagawa tayo ng mga desisyon na mas makakabuti para sa lahat."* (For me, as an instructional leader, it's not just about giving directions or policies. You need to know how to listen, not only to the teachers but also to the students. We must understand their concerns, suggestions, and needs. Listening is important so that we can make decisions that are better for everyone.)

In this response, Participant 12 elaborated that being an instructional leader goes beyond simply enforcing rules or guiding teachers. They suggest that active listening is integral to the role, especially when it comes to addressing the needs and concerns of both teachers and students.

On being an active listener, Participant 12 further explains: *"Ang pagiging aktibong tagapakinig ay hindi lamang sa pakikinig ng mga sinasabi ng iba, kundi sa pagpapakita na binibigyan natin ng halaga ang kanilang mga salita. Nasa paraan ito ng pagtugon natin sa mga sinasabi nila. Kung nakikita nila na may*

aksyon mula sa mga hinaing o suhestiyon nila, doon nila mararamdaman na pinakikinggan talaga sila." (Being an active listener is not just about hearing what others say, but also about showing that we value their words. It's in how we respond to what they share. When they see that there is action taken based on their concerns or suggestions, that's when they truly feel that they are being listened to, Participant 12 underscored that active listening involves not only hearing what others have to say but also acting on it. For them, true listening is demonstrated through action—when educators see that their concerns are addressed, they feel more valued and supported. Participant 12 insights highlighted the profound impact of active listening within instructional leadership. By creating an environment where teachers feel heard, leaders can foster a collaborative culture that encourages feedback and innovation. Active listening allows leaders to make informed decisions, grounded in the realities of classroom experiences and the needs of both teachers and students.

The role of an instructional leader, as illustrated by Participant 12, blends guidance with empathy, ensuring that decisions are made not in isolation, but through a collective effort. Research supports this view, suggesting that active listening enhances teacher satisfaction, increases trust between leadership and staff, and ultimately contributes to improved student outcomes (Benson & Rider, 2020). Furthermore, as instructional leaders listen actively, they are better equipped to develop responsive and relevant curricula that cater to the diverse needs of the school community (Smith & Hilton, 2017).

1.   2 Specific responsibilities associated with instructional leadership

Setting Clear Goals and Vision:

Setting clear goals and vision is essential for any successful educational institution. As an instructional leader, establishing a well-defined vision provides direction and purpose, while clear goals serve as measurable benchmarks to guide both teachers and students. These elements ensure alignment in efforts and create a shared understanding of the desired outcomes, fostering a cohesive and focused learning environment that drives continuous improvement.

Participants 1, 2, 4, and 10 emphasized the importance of setting clear academic goals and creating a vision for the school. Participant 4 highlighted the role of instructional leadership in establishing and promoting student learning. In the field of education, effective leadership hinges on the ability to set clear academic goals and establish a cohesive vision for the school. Instructional leaders are responsible for creating direction and purpose, ensuring that the entire school community is aligned in achieving shared objectives. Setting goals and maintaining a clear vision not only guides academic efforts but also inspires teachers and students to aim higher.

In this conversation, several participants offered their insights on the significance of setting clear goals and how a well-defined vision helps drive school success. Participant 1: *"Bilang isang tagapanguna sa pagtuturo, ako ay responsable sa pagtatakda ng malinaw na mga layuning pang-akademiko, pagsuporta sa pag-unlad ng mga guro, pagsubaybay at pagtatasa ng mga pamamaraan ng pagtuturo, at pagtiyak ng isang positibong kapaligirang pangpagkatuto. Sinusuri at ina-update ko rin ang kurikulum, itinataguyod ang paggawa ng desisyon batay sa datos, hinihikayat ang pakikipagtulungan ng mga kawani, at pinangungunahan ang mga komunidad ng propesyonal na pagkatuto. Ang mga responsibilidad na ito ay nakatulong sa paglikha ng isang epektibong programang pang-instruksiyon na tumutugon sa pangangailangan ng lahat ng mga mag-aaral."* (As an instructional leader, I am responsible for setting clear academic goals, supporting teacher development, monitoring and assessing teaching practices, and ensuring a positive learning environment. I also evaluated and updated the curriculum, promote data-driven decision-making, encourage collaboration among staff, and facilitate professional learning

communities. These responsibilities helped create an effective instructional program that meets the needs of all students.)

Participant 1 response highlighted the multifaceted role of an instructional leader. They emphasized that setting clear academic goals provides a foundation for various leadership tasks such as curriculum evaluation, teacher development, and creating a positive learning environment. This approach ensures that the instructional program is effective and meets the diverse needs of students.

Participant 2 added: *"Ang mga responsibilidad na ito tulad ng pagtatakda ng bisyon at mga layunin, pagbuo at pag-aayon ng kurikulum, pagsubaybay at suporta sa pagtuturo, pagsusuri ng datos at paggawa ng desisyon, at iba pa. Ang mga responsibilidad na ito ay mahalaga sa papel ng pamumuno sa pagtuturo sa pagpapabuti ng paaralan at pagpapahusay ng mga resulta ng mag-aaral. Kinakailangan nito ang kombinasyon ng bisyon, pakikipagtulungan, paggawa ng desisyon batay sa datos, at dedikasyon sa pagpapaunlad ng isang positibo at mabisang kapaligirang pangpagkatuto."* (These responsibilities like setting vision and goals, curriculum development and alignment, instructional supervision and support, data analysis and decision making, and etc. These responsibilities are integral to the role of instructional leadership in driving school improvement and enhancing student outcomes. They require a combination of vision, collaboration, data-driven decision making, and a commitment to fostering a positive and effective learning environment.)

Participant 2 reinforced the connection between setting goals and the broader responsibilities of an instructional leader. For them, setting a clear vision and goals is the starting point, but the integration of data analysis, curriculum alignment, and collaboration with staff makes these efforts effective in achieving school improvement.   Participant 4 underscored the importance of focusing on student learning: *"Ang pagpapapahusay ng pagtuturo ay ang pangunahing layunin ng pamumuno sa pagtuturo. Bilang isang punong-guro, ang pamumuno sa pagtuturo ay nangangailangan ng matibay na dedikasyon sa edukasyon, pagtataguyod at pagpapalakas ng pagkatuto ng mga mag-aaral, pagsubaybay sa kanilang pag-unlad, at pagbibigay ng kinakailangang teknikal na tulong sa mga guro."* (Enhancing instruction is the driving force behind instructional leadership. As a school head, instructional leadership entails strong commitment to education, establishing and promoting student learning, tracking the development of the learners, and providing necessary technical assistance to teachers.)

For Participant 4, the vision centers on student learning. They believed that instructional leadership revolves around ensuring that every student progresses academically. To support this, they provided technical assistance to teachers and monitor student development closely. Their response suggested that the ultimate goal of instructional leadership is to ensure continuous improvement in both teaching practices and student outcomes.

Participant 10 focused on mentoring: *"Partikular, bilang tagapanguna sa pagtuturo, kailangang magbigay ng teknikal na tulong at magiliw na paggabay ang punong-guro."* (Specifically, as an instructional leader, the school head must give technical assistance and friendly mentoring.) Participant 10 elaborated on the importance of technical assistance and mentoring as key components of instructional leadership. By guiding teachers in a supportive manner, instructional leaders can ensure that the school's goals and vision are being met effectively.

The responses from Participants 1, 2, 4, and 10 all pointed to the importance of setting clear academic goals and establishing a strong vision as the foundation of instructional leadership. These participants consistently highlight that having well-defined goals is essential for effective curriculum development, teacher support, and ultimately, student achievement.

Participant 1 structured approach demonstrated how goal-setting impacts various aspects of school leadership, from fostering collaboration to data-driven decision-making. Participant 2 expands on this by integrating vision and goals with practical tasks such as curriculum alignment and instructional supervision. Participant 4, on the other hand, places the focus on student learning as the central vision, aligning the school's objectives with student development. Lastly, Participant 10 brings attention to the nurturing aspect of leadership, suggesting that setting goals also involves mentoring and providing ongoing support to teachers.

Clear goals and a shared vision unify the school community and provide a roadmap for success. As research indicates, schools with well-defined goals and leadership that actively support teachers through mentoring and technical assistance see greater academic improvements (Leithwood et al., 2019). This ensures that both teachers and students are motivated and equipped to meet these objectives.

Curriculum Development and Alignment:

Curriculum development and alignment are fundamental components of effective educational leadership. Crafting a curriculum that aligns with educational standards and student needs ensures that learning objectives are met and that teaching practices are consistent and coherent. This process involves designing and refining instructional materials, integrating relevant content, and continuously evaluating the curriculum's effectiveness. By maintaining alignment with both academic goals and real-world applications, educators can provide a structured and engaging learning experience that supports student success.

Participants 2, 4, and 10 mentioned responsibilities related to curriculum development and alignment. Participant 4 specifically mentioned evaluating and updating the curriculum. Curriculum development and alignment are crucial in ensuring that the content taught in schools meets both the academic standards and the evolving needs of students. It is the responsibility of instructional leaders to shape the curriculum in ways that support school improvement and student outcomes. The alignment of the curriculum with the school's vision and goals guarantees a unified approach to teaching and learning. Participants 2, 4, and 10 highlight their roles in curriculum development and alignment, showcasing how instructional leadership can drive this process. Participant 2 reflected on the comprehensive responsibilities of an instructional leader: *"Ang mga responsibilidad na ito tulad ng pagtatakda ng bisyon at mga layunin, pagbuo at pag-aayon ng kurikulum, pagsubaybay at suporta sa pagtuturo, pagsusuri ng datos at paggawa ng desisyon, at iba pa. Ang mga responsibilidad na ito ay mahalaga sa papel ng pamumuno sa pagtuturo sa pagpapabuti ng paaralan at pagpapahusay ng mga resulta ng mag-aaral. Kinakailangan nito ang kombinasyon ng bisyon, pakikipagtulungan, paggawa ng desisyon batay sa datos, at dedikasyon sa pagpapaunlad ng isang positibo at mabisang kapaligirang pangpagkatuto."* (These responsibilities like setting vision and goals, curriculum development and alignment, instructional supervision and support, data analysis and decision-making, etc. These responsibilities are integral to the role of instructional leadership in driving school improvement and enhancing student outcomes. They require a combination of vision, collaboration, data-driven decision-making, and a commitment to fostering a positive and effective learning environment.) In this response, Participant 2 explained that curriculum development and alignment are part of a broader set of responsibilities. An instructional leader must not only focus on designing the curriculum but also ensure that it is in sync with the school's vision and goals. This alignment ensures that teaching is cohesive and that both students and teachers are working towards common objectives. Participant 2 further highlights the importance of data-driven decision-making, which plays a pivotal role in refining the curriculum to meet the specific needs of students.Participant 4 stated a similar

perspective, focusing on instruction: *"Ang pagpapahusay ng pagtuturo ay ang nagpapatakbo sa pamumuno sa pagtuturo. Bilang isang punong-guro, ang pamumuno sa pagtuturo ay nangangailangan ng matibay na dedikasyon sa edukasyon, pagtataguyod at pagpapalakas ng pagkatuto ng mga mag-aaral, pagsubaybay sa kanilang pag-unlad, at pagbibigay ng kinakailangang teknikal na tulong sa mga guro."* (Enhancing instruction is the driving force behind instructional leadership. As a school head, instructional leadership entails a strong commitment to education, establishing and promoting student learning, tracking the development of the learners, and providing necessary technical assistance to teachers.) Here, Participant 4 emphasized that instructional leadership is rooted in a commitment to improving teaching practices. The role of curriculum development in this process is significant, as it allows school heads to track student progress and make informed decisions about the curriculum. By doing so, they ensure that the curriculum not only meets academic standards but also addresses the needs of students at various stages of their learning journey. Participant 4 also touched on the importance of providing teachers with technical assistance, ensuring that they have the resources and support needed to implement the curriculum effectively.

Participant 10 highlighted the importance of technical assistance:

"Partikular, bilang tagapanguna sa pagtuturo, kailangang magbigay ng teknikal na tulong at magiliw na paggabay ang punong-guro." (Specifically, as an instructional leader, the school head must give technical assistance and friendly mentoring.) Participant 10 underscored the role of technical assistance and mentoring in curriculum development and alignment. Instructional leaders are not only responsible for designing the curriculum but also for supporting teachers in its implementation. This assistance ensures that teachers are confident and capable of delivering the curriculum in a way that aligns with the school's vision and goals. The idea of "friendly mentoring" suggests that the process should be collaborative and supportive, helping teachers to grow professionally while maintaining a focus on student outcomes.

Curriculum development and alignment, as discussed by Participants 2, 4, and 10, are essential components of instructional leadership. Participant 2 views these tasks as part of a larger framework that includes setting goals, supporting teachers, and making decisions based on data. This perspective highlights the strategic nature of curriculum alignment, ensuring that every aspect of the school's academic framework is working towards the same objectives. Participant 4's emphasis on enhancing instruction reflects the practical side of curriculum development. Instructional leaders must be committed to promoting student learning and tracking their progress to make necessary adjustments to the curriculum. This approach requires a balance between leadership and support, providing technical assistance to teachers while ensuring that the curriculum is continuously evolving.

Participant 10's focus on mentoring highlights the human aspect of curriculum development. While the curriculum must be academically rigorous, its success depends on the ability of teachers to deliver it effectively. Providing technical assistance and mentoring is key to ensuring that teachers feel supported and equipped to align their instruction with the curriculum.

A study by Hallinger and Wang (2015) supports these insights, showing that instructional leaders who actively engage in curriculum alignment and provide ongoing support to teachers significantly improve both teaching quality and student outcomes. Furthermore, Fullan (2016) emphasizes that curriculum development should be a collaborative process, involving not only school heads but also teachers and other stakeholders to ensure that the curriculum remains relevant and effective.

Hallinger and Wang (2015) researched the role of instructional leadership in curriculum alignment and found that schools with a clear vision for curriculum development experienced higher student

achievement. They also highlighted the importance of continuous support for teachers, which directly contributed to better instructional practices. Fullan (2016) expanded on this by emphasizing the collaborative nature of curriculum development, suggesting that a participatory approach leads to more effective curriculum implementation.

Instructional Support and Technical Assistance:

Instructional support and technical assistance are pivotal in enhancing educational outcomes and teacher effectiveness. This theme focuses on how targeted support and practical help can improve teaching practices, ensure effective learning processes, and address specific challenges within educational settings. By providing structured guidance and resources, educators can be better equipped to foster student achievement and address the diverse needs of their classrooms. In this narrative, we'll explore how these elements contribute to creating a supportive and productive learning environment.

Participants 5, 6, 8, 9, 12, 13, and 14 focused on providing instructional support and technical assistance to teachers. Participant 5 emphasized the need for feedback between school heads and teachers to improve instruction. Instructional support and technical assistance are fundamental to fostering an environment where both teachers and students can thrive. School heads play a crucial role in providing this support, ensuring that teachers have the resources, feedback, and guidance needed to enhance their instructional practices. The insights from Participants 5, 6, 8, 9, 12, 13, and 14 offer a comprehensive view of how effective instructional support can be implemented.

Participant 5 started by emphasizing the importance of feedback:
"Ang pagbibigay ng teknikal na tulong ay nararapat na isagawa ng bawat punong-guro upang mas mapadali ang pagkatuto sa kapaligiran ng pagtuturo at pagkatuto. Kaya't ang pagbibigay ng feedback sa pagitan ng punong-guro at guro ay isang mahalaga upang mapabuti ang instruksyon at higit pang mapalakas ang mga resulta ng pagkatuto ng mga mag-aaral." (Providing technical assistance is ought to be performed by every school head to better facilitate learning in the teaching-learning atmosphere. Hence, feedbacking between school head and teacher is a must to improve instruction and further augment the learning outcomes of the learners.)   Participant 5 explained that technical assistance and feedback are crucial components of instructional support. By engaging in regular feedback exchanges, school heads and teachers can work together to identify areas for improvement and enhance instructional practices. This continuous dialogue helps to address issues promptly and ensures that teaching strategies are effectively meeting the needs of students.   Participant 6 elaborated the role of resources in supporting teachers:
"Bilang punong-guro, responsibilidad kong hikayatin ang lahat ng mga guro na maging produktibo at epektibong tagapagturo sa pamamagitan ng pagbibigay ng kinakailangang mga mapagkukunan upang maipatupad nila ang mga pamamaraang instruksyunal at tiyakin ang kahusayan sa pag-abot ng mga resulta ng pagkatuto ng mga mag-aaral." (As a school head, it is my responsibility to encourage all teachers to be productive and effective educators by means of providing necessary resources for them to implement instructional practices and are deemed efficient in the attainment of learners' learning outcomes.)

According to Participant 6, providing resources is a key part of supporting teachers. School heads must ensure that teachers have access to the tools and materials they need to implement effective instructional practices. This support is essential for achieving the learning outcomes set for students and for fostering a productive and effective teaching environment. Participant 8 stressed the need for understanding individual teacher needs: *"Bilang lider ng paaralan, dapat tayong maging mahabagin at may kaalaman sa iba't ibang estilo ng pamumuno upang matugunan ang indibidwal na pangangailangan ng ating mga*

guro." (As school leaders, we should be compassionate and knowledgeable in terms of different leadership styles to address the individual needs of our teachers.)

Participant 8 pointed out that instructional support should be tailored to the individual needs of teachers. By being compassionate and knowledgeable about different leadership styles, school heads can better address the specific challenges and needs of their teachers, leading to more effective support and improved teaching practices. Participant 9 focused on addressing the needs of the school community:*Pagkilala sa mga pangangailangan ng paaralan, mga guro, at mga mag-aaral at pagbibigay ng mga programa at proyekto upang matugunan ang mga pangangailangan."* (Knowing the needs of schools, teachers, and pupils and providing programs and projects to address the needs.) Participant 9 elaborated on the importance of understanding and responding to the needs of the entire school community. By developing and implementing targeted programs and projects, school heads can address the specific needs of teachers and students, thereby enhancing the overall effectiveness of instructional support.

Participant 12 stated technical assistance: *Pagbibigay ng teknikal na tulong sa mga guro*."(Giving technical assistance to the teachers.) For Participant 12, providing technical assistance is a straightforward but essential aspect of instructional support. This assistance ensures that teachers have the guidance and resources they need to implement instructional practices effectively.

Participant 13 also stressed the role of supervision and technical assistance: *"Superbisyon, pagbibigay ng teknikal na tulong*." (Supervision, giving technical assistance.) Participant 13 reiterated the importance of both supervision and technical assistance in supporting teachers. By supervising instructional practices and providing technical support, school heads can help teachers improve their effectiveness and contribute to better student outcomes.Participant 14 explained dual roles:*"Tulong teknikal at tagapagbigay ng mga mapagkukunan sa pagkatuto."* (Technical Assistance and learning resource provider.) Participant 14 expressed that school heads should serve as both providers of technical assistance and learning resources. This dual role ensures that teachers receive comprehensive support, including both practical assistance and the necessary materials to enhance their teaching.

The responses from Participants 5, 6, 8, 9, 12, 13, and 14 revealed a consensus on the importance of instructional support and technical assistance in improving teaching and learning. Feedback, resource provision, understanding individual needs, and addressing community-wide requirements are all essential components of effective instructional leadership. Participant 5 emphasis on feedback highlights the importance of ongoing communication between school heads and teachers. This continuous dialogue helps to identify and address issues promptly. Participant 6's focus on resources supports the idea that practical tools are necessary for effective instruction. Participant 8's attention to individual needs suggests that support should be personalized to be most effective. Participant 9's approach to addressing community needs reinforces the idea that instructional support should be holistic. Participants 12, 13, and 14 all stress the importance of technical assistance, underlining its central role in helping teachers succeed.

Research supports these insights. According to Darling-Hammond et al. (2017), effective instructional support involves not only providing resources but also engaging in meaningful feedback and professional development. Similarly, research by Timperley et al. (2018) highlights the importance of tailored support and resources in improving teaching practices and student outcomes. Darling-Hammond, Hyler, and Gardner (2017) found that instructional support through feedback and professional development significantly enhances teaching practices and student achievement. They argue that comprehensive support, including resources and ongoing guidance, is crucial for effective teaching. Timperley, Wilson,

Barrar, and Fung (2018) also emphasize the need for targeted support and resources, noting that personalized assistance leads to better instructional practices and improved student learning outcomes.

Professional Development and Collaboration:

Professional development and collaboration are crucial components in enhancing the effectiveness and growth of educators. This theme explores how continuous learning opportunities and collaborative practices contribute to the advancement of teaching skills, foster a supportive work environment, and ultimately improve student outcomes. By engaging in professional development and working together, educators can stay updated with best practices, share valuable insights, and collectively address challenges, leading to a more dynamic and effective educational experience.

Participants 7, 11, and 15 highlighted responsibilities related to professional development and collaboration. Participant 7 specifically mentioned career training and advancement. Professional development and collaboration are essential for fostering growth and effectiveness among educators. These elements are crucial in creating a dynamic learning environment where teachers continuously improve their practices and work together to achieve common goals. Participants 7, 11, and 15 offer valuable perspectives on how professional development and collaboration play a role in educational leadership. Participant 7 on Professional Development:

"Nagbigay ng propesyonal na pag-unlad na kinabibilangan ng propesyonal na paglago at pagtaas ng mga kredensyal tulad ng mga pagsasanay sa karera at pag-unlad sa karera." (Provided professional development involves professional growth and leveling up the credentials such as career training, and career advancement.) Participant 7 emphasized that professional development goes beyond basic training. It encompasses a broader spectrum of activities aimed at enhancing educators' professional growth. This includes career training and opportunities for career advancement, which are vital for teachers to stay updated with educational trends and improve their skills. By investing in such development, educators can achieve higher levels of expertise and effectiveness in their roles. Participant 11 on Collaboration and Coaching:

"Bilang lider, ang aking responsibilidad para sa aking mga tauhan ay bilang kanilang coach sa bawat aspeto." (As a leader, my responsibility for my staff is as their coach in every aspect.) Participant 11 stressed the role of a leader as a coach. This involves not only providing guidance and support but also fostering a collaborative environment where staff can learn from each other. By adopting a coaching mindset, leaders can help their staff navigate challenges, develop their skills, and achieve their professional goals. This approach to leadership encourages continuous improvement and collaboration among educators. Participant 15 on Instructional Support:

"Nagbigay ng suportang instruksyunal (Provided instructional support.) Participant 15's contribution stressed the importance of providing ongoing support to teachers. While the response is brief, it highlights a crucial aspect of professional development: instructional support. This includes offering resources, guidance, and assistance to help educators implement effective teaching strategies and address any challenges they face.

The responses from Participants 7, 11, and 15 revealed a shared understanding of the importance of professional development and collaboration in educational leadership. Participant 7 focused on career training and advancement reflects a comprehensive approach to professional development, which is essential for continuous growth and adaptation in the field of education. Participant 11 emphasis on coaching and collaboration highlighted the role of leadership in fostering a supportive and collaborative environment. This approach not only helps in individual growth but also enhances team dynamics and

effectiveness. Participant 15 focused on instructional support complements these ideas by stressing the need for ongoing assistance to help teachers implement new strategies and improve their practices.

Research supports these insights. Darling-Hammond et al. (2017) assert that effective professional development should include ongoing, collaborative learning opportunities and career advancement. This approach helps educators continuously improve their practice and adapt to new challenges. Similarly, Vescio, Ross, and Adams (2015) found that collaborative professional development significantly enhances teaching practices and contributes to better student outcomes. Darling-Hammond, Hyler, and Gardner (2017) emphasize that professional development should be multifaceted, including career training and opportunities for advancement, to support educators' ongoing growth. Vescio, Ross, and Adams (2015) found that collaborative professional development helps educators share best practices and improve their teaching strategies, which in turn leads to better student achievement.

Observation and Governance:

Observation and governance play critical roles in shaping effective educational leadership and ensuring a high-quality learning environment. This theme delves into how systematic observation helps in monitoring and improving teaching practices, while governance structures provide the framework for decision-making and accountability. By combining thorough observation with strong governance, school leaders can identify areas for improvement, support teachers effectively, and implement policies that enhance educational outcomes and foster a positive school culture.

Participants 16 and 17 mentioned responsibilities related to classroom observation and overall governance of the school. Observation and governance are fundamental aspects of effective school leadership. These responsibilities ensure that instructional practices are monitored and improved and that the overall management of the school is aligned with its goals and vision. Participants 16 and 17 provide insights into how these roles are addressed within the educational setting.

Participant 16 on Classroom Observation:*"Nag-huhula ako sa pamamagitan ng pagmamasid sa silid-aralan."*(I guessed by Classroom Observation.) Participant 16 suggested that classroom observation is a critical component of their role. While the response is brief, it highlights the importance of monitoring classroom practices. Classroom observation allows school leaders to assess the effectiveness of teaching strategies, provide feedback, and identify areas for improvement. This process helps ensure that instructional practices align with educational standards and meet the needs of students.

Participant 17 on Governance:*"Naisip ko ang tungkol sa pagpapatupad ng pamamahala."* (I thought through implementing governance.) Participant 17 focused on governance, emphasizing the need for implementing effective management practices. Governance involves overseeing various aspects of school operations, from policy implementation to resource allocation. By focusing on governance, school leaders ensure that the school's objectives are met and that there is a structured approach to managing its activities.

The responses from Participants 16 and 17 explained the dual focus on observation and governance in school leadership. Participant 16's emphasis on classroom observation highlights its role in enhancing instructional quality. Effective observation allows leaders to provide targeted support and ensure that teaching practices are continuously improving. Participant 17's focus on governance reflects the broader responsibilities of school leadership, including strategic planning, policy implementation, and resource management. Together, these elements contribute to a well-managed and high-performing school environment.

Research supports these views. According to Goldring et al. (2015), effective school leaders use observation to provide feedback and support teachers, which helps in improving instructional practices.

Governance, on the other hand, is crucial for ensuring that school operations are aligned with its strategic goals and that resources are used efficiently (Leithwood et al., 2019). These elements are essential for creating an environment where both teaching and administrative functions contribute to student success. Goldring, E. B., Porter, A. C., Murphy, J., Elliot, S. N., & Cravens, X. (2015) discuss how observation and feedback are key components of effective school leadership. They emphasize that regular classroom observation helps in improving teaching practices and student outcomes. Leithwood, K., Harris, A., & Hopkins, D. (2019) explore the role of governance in educational leadership, highlighting the importance of strategic management and effective policy implementation in achieving school success.

1.   3 Ways how school heads prioritize instructional improvement alongside administrative tasks

Balancing Priorities:

In educational leadership, balancing instructional improvement and administrative responsibilities is crucial to achieving a school's goals. School heads often face the challenge of managing multiple priorities, from enhancing the quality of teaching and learning to overseeing the day-to-day operations of the school. Effective leaders must find ways to allocate time, assess urgency, and ensure that both instructional and administrative tasks are addressed efficiently without compromising the core mission of student success. Participants 1, 3, 6, 7, 9, and 15 emphasized the need to balance instructional improvement and administrative tasks. Strategies included scheduling dedicated time for both, assessing urgency, and breaking down complex tasks. In the context of school leadership, balancing priorities between instructional improvement and administrative tasks is a common challenge. School heads often face the dual responsibility of enhancing student learning outcomes while managing the organizational aspects of the school. Participants 1, 3, 6, 7, 9, and 15 provide insights into how they approach this balance, offering strategies such as effective time management, delegation, and prioritization. Participant 1 on Balancing Instructional and Administrative Duties.

"Pinayoridad ko ang pagpapabuti ng instruksyon kasabay ng mga gawaing administratibo sa pamamagitan ng paglalaan ng oras para sa parehong aspeto, at pag-delegate ng mga tungkuling administratibo kung maaari. Ibinubuklod ko ang mga layunin sa instruksyon sa pang-araw-araw na operasyon. Sa pamamagitan ng pagpapanatili ng balanse at pagtutok sa pangunahing misyon ng pagkatuto ng mga mag-aaral, tinitiyak kong nananatiling pangunahing prayoridad ang pagpapabuti ng instruksyon habang mahusay na pinamamahalaan ang mga tungkuling administratibo." (I prioritized instructional improvement alongside administrative tasks by scheduling dedicated time for both, delegating administrative duties when possible, and integrating instructional goals into everyday operations. By maintaining a balance and focusing on the core mission of student learning, I ensured that instructional improvement remains a top priority while efficiently managing administrative responsibilities.)

Participant 1 uttered a thoughtful approach to balancing their responsibilities, emphasizing the importance of dedicated time for both instructional and administrative tasks. They highlight the value of delegation and the integration of instructional goals into daily operations, ensuring that student learning stays central even amidst the administrative load. Participant 3 on Prioritizing Tasks Based on Urgency *"Ang pagkakaroon ng mga gawain sa pagtuturo kasabay ng mga tungkuling administratibo ay nangangahulugang kailangang timbangin at bigyan ng prayoridad ang isa sa ibabaw ng isa pa. Gayunpaman, ang prayoritisasyon ay nakabatay sa kahalagahan, kagyat na pangangailangan, at mga kinakailangang mapagkukunan. Mahalagang magtakda ng mga takdang petsa at isang kumpletong listahan ng mga gawain bilang panimulang hakbang. Kung kinakailangan, hatiin ang mga komplikadong*

gawain sa mas simpleng hakbang. (With the teaching load on top of administrative tasks means weighing and prioritizing one over the other. However, prioritization will depend in terms of urgency, significance, and resources needed. It is important to establish deadlines and a thorough job list as a starting point. If needed, break down complex tasks into simpler undertakings.)

For Participant 3, prioritizing tasks based on their urgency and significance is key. They underlined the need to evaluate tasks carefully, set deadlines, and break down complex assignments into more manageable tasks. This method ensures that both instructional and administrative responsibilities are addressed without overwhelming the leader. Participant 6 on Goal Setting and Resource Support *"Isaalang-alang ang kahalagahan ng bawat gawain. Magiging epektibo ang pagpapabuti ng instruksyon sa pamamagitan ng mga sumusunod: nakaplanong inobasyon, pagpili at kalayaan, pagtatakda ng mga layunin, at suporta o mga kinakailangang mapagkukunan*." (Consider the importance of every task. The instructional improvement will be effective with the following designed innovation, choice and autonomy, goal setting, and the support or the resources as well.) Participant 6 suggested that innovation and goal setting play an essential role in balancing priorities. By aligning tasks with broader instructional goals and ensuring the availability of resources, they believe that instructional improvement becomes a natural part of the school leader's responsibilities. Participant 7 on Time Management and Supervision *"Ang mga gawain ay dapat maisagawa sa tamang oras. Maglaan ng iskedyul at pamamahala ng oras upang matugunan ang mga alalahanin at magkaroon ng sapat na panahon para masubaybayan ang instruksyon."* (Task on time should be performed. Allowing scheduling and time-management in order to address the concern and for having ample time to supervise instruction.")

For Participant 7, scheduling and time management are essential in balancing priorities. They stress the importance of allocating time specifically for instructional supervision while also managing other duties. This structured approach helps ensure that instructional leadership is not neglected. Participant 9 on Writing Down and Assessing Tasks *"I wrote down all the tasks and assessed the importance, urgency, and prioritize based on the most urgent task."* (Isinulat ko ang lahat ng mga gawain at sinusuri ang kahalagahan, kagyat na pangangailangan, at inuuna batay sa pinaka-kailangang tapusin agad.)

Participant 9 emphasized the simple yet effective strategy of listing tasks and evaluating their urgency. This allows them to prioritize effectively, ensuring that the most critical tasks receive immediate attention, whether instructional or administrative.Participant 15 on Maintaining a 50:50 Balance *"Sa pamamagitan ng balanseng pamamahala. 50:50*." (Through balance management. 50:50.) Participant 15 advocated for a straightforward approach: balancing instructional and administrative responsibilities equally. By dedicating equal focus to both areas, they balance instructional improvement with administrative tasks that require a multifaceted approach. Effective scheduling, delegation, prioritization, and goal setting are essential strategies for maintaining this balance. Focusing on the core mission—student learning—while managing administrative duties underscores the role of the school leader as both an instructional and organizational leader.

This perspective aligns with studies in educational leadership that emphasize the critical role of time management in balancing responsibilities. For instance, Grissom, Loeb, and Mitani (2015) found that principals who manage their time well by delegating tasks and focusing on instructional leadership are more effective in improving student outcomes. Similarly, Leithwood et al. (2019) argue that effective leadership requires prioritization and sure that neither aspect is neglected.

Instructional Oversight and Support:

Instructional oversight and support are essential components of effective school leadership, directly

influencing the quality of teaching and learning. By closely monitoring instructional practices and providing ongoing guidance, school leaders ensure that educators have the resources, feedback, and professional development needed to enhance their teaching. This active involvement fosters a culture of continuous improvement, where both teachers and students benefit from targeted interventions and support. Through instructional oversight, leaders can align classroom practices with curriculum goals and student needs, promoting a high standard of education.

Participants 2, 4, 5, 8, 10, 11, 12, 13, and 17 focus on overseeing instructional initiatives, monitoring teaching and learning processes, and providing technical assistance. Participant 4 highlights using administrative resources to support instructional tasks. In the realm of educational leadership, instructional oversight, and support are vital components for fostering an effective learning environment. This theme explores how school leaders monitor and support instructional initiatives, ensure that teaching practices align with student needs, and provide the necessary resources and technical assistance to enhance educational outcomes. The participants presented different approaches to instructional oversight and support: Participant 2 discussed the critical role of ensuring that instructional tools and resources meet the needs of students. They mention, *"Batid ko ang kahalagahan ng pagtuturo, kaya't sinisiguro kong ang mga gamit at mapagkukunan pang-instruksiyonal na ginagamit ng mga guro sa aming paaralan ay tumutugma sa mga pangangailangan ng mga mag-aaral. Gayunpaman, regular kong binabantayan ang mga inisyatibo at interbensyon sa pagtuturo na ginagamit ng mga guro sa proseso ng pagtuturo at pagkatuto upang masiguro na ang mga ito ay magdudulot ng pag-unlad sa akademikong aspeto ng mga mag-aaral."* (Knowing the importance of instruction, I make sure that instructional tools and resources being utilized by teachers in our school complement the learning needs of students. Nevertheless, I regularly oversee the instructional initiatives and interventions used by the teachers along the teaching and learning process to ensure that such would lead to learners' academic improvement.)

Participant 4 stressed the role of administrative resources in supporting instructional tasks, saying, *"Ang aking mga gawaing administratibo ay tumutulong sa akin na magbigay ng mga kinakailangang materyales at tauhan na susuporta sa aking mga gawaing pang-instruksiyonal. Ang MOOE at iba pang mga mapagkukunan ay laging gagamitin batay sa mga natuklasan at feedback na aking nakalap sa aking pag-iikot sa paaralan."* (My administrative task helps me to provide the necessary materials and manpower that will support my instructional task. MOOE and other resources will always be tapped to whatever findings and feedback I've gathered during my rounds in the school.)

Participant 5 underscored the necessity of regular monitoring and supervision to address instructional challenges. They note, *"Bilang punong-guro, kailangan nating laging magsagawa ng pagmamanman at pangangasiwa sa proseso ng pagtuturo at pagkatuto, at bigyang-kahulugan ang mga resulta upang makapagbigay ng mga tiyak na hakbang para tugunan ang mga isyu at pangangailangan ng mga mag-aaral at guro."* (As school head we must always conduct monitoring and supervision in terms of teaching and learning process and interpret results to give specific measures to address the issues and needs of students and teachers.)

Participant 8 discussed the balance between instructional and administrative tasks, explaining, *"Pinayoridad ko ang pagpapabuti ng pagtuturo kasabay ng mga gawaing administratibo sa pamamagitan ng pagtatakda ng malinaw na mga layunin, inilalaan ko ang oras at mga mapagkukunan, at lumikha ng kultura ng pakikipagtulungan."* (I prioritized instructional improvement alongside admin task by establishing clear goals, I allocate time and resources and create a culture of collaboration.)

Participant 10 focused on prioritizing the needs of students, stating, *"Sa pamamagitan ng pagsasaalang-alang o pagbibigay-prayoridad sa mga pangangailangan ng mga mag-aaral, na siyang pinakapuso ng ating propesyon."* (By considering or prioritizing the needs of the school children which is the very heart of our profession.)

Participant 11 emphasized that instructional improvement is a top priority, aligning it with administrative responsibilities*: "Ang pagpapabuti ng pagtuturo ang aking pangunahing prayoridad kasabay ng aking mga gawaing administratibo.*"(Instructional improvement is my first priority in line with my administrative tasks.)

Participant 12 mentioned providing technical assistance and considering its impact on student learning: *"Sa pamamagitan ng pagbibigay ng technical assistance at isinasaalang-alang ang ninanais na epekto sa pagkatuto ng mga mag-aaral."* (By giving technical assistance and considering the desired impact on pupil learning.) Participant 13 highlighted the need to support learners: *"Magbigay ng suportang pang-instruksiyonal para sa mga mag-aaral."*(Provide instructional support for learners.) Participant 17 focused on monitoring and coaching as crucial aspects of instructional oversight: *"Sa pamamagitan ng pagmamanman at paggabay."* (Through monitoring and coaching.)

These insights reflect a comprehensive approach to instructional oversight and support. Participants consistently stress the importance of aligning instructional resources with student needs, maintaining regular monitoring and supervision, and balancing instructional and administrative tasks. The emphasis on using administrative resources to support instructional tasks suggests a strategic approach to managing both responsibilities effectively.

Hallinger (2015) emphasizes the critical role of instructional leadership in improving teaching quality and student learning outcomes. The study found that school heads who actively oversee instructional activities, such as classroom observations, teacher evaluations, and the provision of technical assistance, significantly contribute to positive changes in student achievement. Effective instructional leadership involves setting clear goals, coordinating curriculum development, and aligning teacher practices with school-wide objectives. By continuously monitoring and supporting instructional practices, leaders create a conducive learning environment where teachers can thrive and student performance can be optimized.

Resource Allocation and Collaboration:

In the dynamic landscape of education, effective resource allocation and collaboration are crucial for fostering an environment that promotes both teaching excellence and student success. Resource allocation involves strategically distributing financial, material, and human resources to address the diverse needs of a school, ensuring that every student and teacher has access to the tools and support necessary for optimal performance. Meanwhile, collaboration emphasizes the importance of building strong partnerships among educators, administrators, and stakeholders to enhance the quality of instruction and enrich the learning experience. Together, these elements create a cohesive framework that not only supports instructional goals but also drives school-wide improvement. In this context, understanding how to efficiently allocate resources while fostering a collaborative culture can significantly impact the effectiveness of educational practices and outcomes. Participants 6, 8, and 10 mentioned allocating resources and creating a collaborative culture. Participant 10 emphasized considering the needs of students.

Resource allocation and collaboration are vital elements in the role of educational leadership. School heads need to ensure that the necessary resources are provided to meet the instructional needs of both teachers and students while fostering an environment that promotes teamwork and shared goals. This balance is crucial for driving instructional improvement and overall school success.

Participant 6 elaborated the importance of carefully considering each task's significance, explaining, *"Isaalang-alang ang kahalagahan ng bawat gawain. Ang pagpapabuti ng pagtuturo ay magiging epektibo sa pamamagitan ng mga sumusunod: disenyo ng inobasyon, pagpili at awtonomiya, pagtatakda ng layunin, at ang suporta o mga mapagkukunan din."* (Consider the importance of every task. The instructional improvement will be effective with the following: designed innovation, choice and autonomy, goal setting, and the support or the resources as well.) This highlights how proper allocation of resources, paired with innovative practices and clear objectives, is essential for improving instruction.

Participant 8 took a more comprehensive approach, explaining how she balances both instructional and administrative responsibilities through goal-setting and collaboration. *"Pinaprayorida ko ang pagpapabuti ng pagtuturo kasabay ng mga gawaing administratibo sa pamamagitan ng pagtatakda ng malinaw na mga layunin, inilalaan ko ang oras at mga mapagkukunan, at lumikha ng kultura ng pakikipagtulungan."* (I prioritized instructional improvement alongside admin tasks by establishing clear goals, I allocate time and resources, and create a culture of collaboration.) Her approach reflected how strong leadership involves creating structures where resources are not only distributed effectively but also used to foster a collaborative and supportive school culture.

Participant 10 brought the focus back to students, stating, *"Sa pamamagitan ng pagsasaalang-alang o pagbibigay-prayoridad sa mga pangangailangan ng mga mag-aaral, na siyang pinakapuso ng ating propesyon."* (By considering or prioritizing the needs of the school children, which is the very heart of our profession.) This response underscores the essential role of student-centered decision-making in resource allocation. Leaders must ensure that the resources provided—whether time, materials, or support—are aligned with the needs of students, as their success is the ultimate goal of any instructional initiative.

The responses from the participants revealed that resource allocation is not merely about distributing materials but about strategic decision-making that prioritizes the needs of students and fosters collaboration among staff. Leaders who allocate resources with a clear focus on student outcomes create an environment where instructional improvement is sustainable. The integration of innovation, autonomy, and collaboration is essential in ensuring that resources are utilized effectively.

This approach is supported by research showing that successful resource allocation in schools involves aligning resources with instructional goals, promoting a collaborative culture, and focusing on student outcomes. For instance, Johnson and Dempsey (2020) discuss how collaboration among school staff leads to shared learning and the effective use of resources. Meanwhile, Lai and McNaughton (2016) highlight that clear goal-setting and resource allocation are integral to enhancing instructional practices and student performance.

Johnson and Dempsey (2020) emphasize the importance of collaboration in educational leadership. Their study found that when leaders prioritize teamwork and ensure that resources are aligned with clear instructional goals, both teachers and students benefit from improved outcomes. The collaborative culture allows for the sharing of best practices and creates a more cohesive learning environment.

Lai and McNaughton (2016) explore how the alignment of resources with instructional priorities plays a crucial role in school success. They argue that resource allocation must be strategically linked with innovation and autonomy and that leaders must focus on supporting teachers with the resources needed to implement effective instructional practices.

Professional Development and Research:

Professional development and research are pivotal in advancing educational practices and improving student outcomes. Professional development involves continuous learning opportunities for educators,

aimed at enhancing their skills, knowledge, and teaching strategies. This ongoing process ensures that teachers remain up-to-date with the latest educational trends and methodologies, ultimately benefiting student learning. Concurrently, research provides evidence-based insights and innovations that inform and refine educational practices. By integrating research findings into professional development programs, educators can adopt proven strategies and approaches that address contemporary challenges in the classroom. Together, professional development and research create a robust framework for educational excellence, fostering an environment where teachers are equipped with the tools they need to succeed and students can achieve their full potential.

Participants 14 and 16 highlighted professional development through research, seminars, and meetings. Professional development is essential for educators who want to improve their instructional strategies, stay updated on new educational trends, and enhance their overall effectiveness. The importance of research, seminars, and professional meetings in this process cannot be overstated. These avenues allow educators to explore new ideas, collaborate with peers, and find innovative solutions to the challenges they face in the classroom.

Participant 14 underscored the significance of research in professional development, saying, *"Pagbutihin sa pamamagitan ng pananaliksik at pag-aaral." (Improve employing research and study.)* This highlights the idea that personal and professional growth for educators is an ongoing process. Through research, educators can investigate new methods, examine the effectiveness of current practices, and continuously improve their teaching strategies. Engaging in research is not just about finding answers but about critically thinking and reflecting on one's teaching practices.

On the other hand, Participant 16 explained the role of collective professional development efforts, stating, *"Sa pamamagitan ng mga seminar at pagpupulong."* (Thru seminars and meetings.") Seminars provide opportunities for educators to hear from experts, learn about the latest trends in education, and share their experiences with others in the field. Meetings, meanwhile, allow for collaboration among peers within the same institution, fostering a supportive learning community. These settings encourage dialogue, help identify best practices, and create a platform for educators to learn from one another's experiences.

Both participants highlighted complementary aspects of professional development. While research allows for deep, individual reflection and study, seminars and meetings create collaborative environments where knowledge can be shared and applied in practical settings.

The perspectives shared by the participants reflect a well-rounded approach to professional development. Both individual and collective learning are crucial in fostering a culture of continuous improvement among educators. Research helps teachers stay informed and reflective, while seminars and meetings offer avenues for shared learning and community building. Together, these components ensure that educators are equipped to meet the ever-evolving demands of teaching.

Literature supports these views, indicating that professional development is most effective when it integrates both individual inquiry and collaborative learning. Darling-Hammond et al. (2017) emphasize that teacher professional development is a critical factor in improving student outcomes when it involves both research and active participation in learning communities. Similarly, Desimone and Garet (2015) stress that professional development should be aligned with the needs of teachers and should encourage collaboration and reflection to be truly impactful.

Darling-Hammond et al. (2017) found that professional development, which combines individual research with collaborative practices such as seminars and meetings, enhances teacher performance and student outcomes. They highlight the value of reflective practice and learning communities in promoting

continuous professional growth. Desimone and Garet (2015) also emphasize the importance of aligning professional development initiatives with the needs of educators. Their research shows that professional development that encourages active learning, reflection, and collaboration leads to meaningful improvements in teaching practice.

Monitoring and Coaching:

Monitoring and coaching are essential components in the quest to enhance educational quality and improve student outcomes. Monitoring involves systematically observing and evaluating teaching practices, student progress, and the overall effectiveness of instructional programs. This process helps identify areas of strength and opportunities for improvement. Coaching, on the other hand, provides targeted support and guidance to educators based on the insights gained from monitoring. Through individualized feedback, goal-setting, and skill development, coaching helps teachers refine their practices and address specific challenges. Together, monitoring and coaching create a dynamic support system that fosters professional growth, encourages reflective practice, and ultimately contributes to a more effective and responsive educational environment.

Participant 17 specifically mentioned monitoring and coaching as essential tasks. Monitoring and coaching are pivotal elements in fostering a thriving educational environment. These practices involve actively observing and supporting teachers to enhance their instructional methods and improve student outcomes. By focusing on these areas, school leaders can ensure that teaching practices are continually evolving and aligned with educational goals. Participant 17 captured the essence of this focus succinctly: *"Pagmamanman at Paggabay."* "Monitoring and Coaching." This statement underscores the importance of both observing teaching practices and providing constructive feedback. Monitoring involves systematically reviewing classroom activities, instructional methods, and student interactions to identify strengths and areas for improvement. It allows school leaders to gain a clear understanding of how effectively teaching strategies are being implemented and how well they are meeting student needs.

Coaching complements monitoring by offering targeted support and guidance. Through coaching, leaders work closely with teachers to address specific challenges, develop their skills, and refine their practices. This involves setting goals, providing actionable feedback, and fostering a collaborative relationship where teachers feel supported in their professional growth. In practice, monitoring and coaching together create a dynamic environment where continuous improvement is the norm. School leaders can use insights gained from monitoring to tailor coaching sessions, ensuring that the support provided is relevant and impactful. Conversely, effective coaching can enhance the quality of monitoring by creating a more open and constructive feedback loop. The integration of monitoring and coaching represents a comprehensive approach to instructional leadership. Monitoring offers a baseline assessment of teaching effectiveness, while coaching provides the necessary support to address identified areas of need. This dual approach helps in creating a culture of ongoing improvement and professional development among educators.

Research highlights the benefits of combining monitoring with coaching. For instance, Stoelinga (2018) demonstrates that effective monitoring paired with targeted coaching leads to significant improvements in teaching practices and student outcomes. Similarly, Hargreaves and Fullan (2016) emphasize that successful educational leadership requires a blend of observation and support to drive meaningful change. Stoelinga's study provides evidence of the positive impact of instructional coaching combined with systematic monitoring on both teacher effectiveness and student performance (Stoelinga, S. R., 2018). Hargreaves and Fullan explore the role of monitoring and coaching in building professional capital and improving educational practices through sustained support and feedback (Hargreaves, A., & Fullan, M.,

2016).

2.1Professional Development and Collaboration:

Professional development and collaboration are crucial pillars in the educational landscape, driving the advancement of teaching practices and enhancing student outcomes. Investing in ongoing professional development empowers educators with the latest pedagogical skills and strategies while fostering a culture of collaboration among teachers to promote shared learning and innovation. Together, these elements create a dynamic and supportive environment where educators can continuously refine their practices, address challenges effectively, and ultimately contribute to a more engaging and successful learning experience for students.

Participants 1, 2, and 7 emphasized the importance of ongoing professional development, collaborative planning among teachers, and the use of technology and student-centered methods to enhance classroom instruction.

Professional development and collaboration are central to enhancing educational practices and improving classroom instruction. By prioritizing these areas, educators can continuously refine their skills, embrace new teaching strategies, and work together to create an engaging and effective learning environment for students.

Participant 1 explained the multifaceted approach to professional development and collaboration: *"Nalaman ko na ang pagbibigay ng regular na propesyonal na pag-unlad, pagpapalakas ng pagtutulungan sa pagpaplano ng mga guro, at pagpapatupad ng pagtuturo na nakabatay sa datos ay mga epektibong estratehiya para sa pagpapabuti ng pagtuturo sa klase. Bukod dito, ang pagbibigay ng nakabubuong feedback sa pamamagitan ng pagmamasid sa klase at paggamit ng mga metodong nakatuon sa estudyante ay tumutulong sa paglikha ng mas kapana-panabik at epektibong kapaligiran sa pagkatuto."*(I have found that providing regular professional development, encouraging collaborative planning among teachers, and implementing data-driven instruction are effective strategies for improving classroom instruction. Additionally, offering constructive feedback through classroom observations and using student-centered teaching methods help create a more engaging and effective learning environment.) This response underscored the importance of ongoing training, collaborative efforts, and the use of data to drive instructional improvements. By integrating these elements, schools can ensure that teaching practices are continually evolving and aligned with student needs.

Participant 2 added another dimension by discussing specific techniques and tools*: "Ang cooperative learning ay nangangahulugang pagkatuto at pagtutulungan mula sa maliliit na grupo hanggang sa mas malalaking grupo. Ang teknolohiya sa klase ay kinabibilangan ng paggamit ng dumaraming bilang ng mga mahusay na online na kasangkapan, mga website, at mga bagong apps upang mapabuti ang proseso ng pagtuturo. Ang gamification ay nakatuon sa interes ng bata upang mapataas ang kanilang mga kasanayan at pag-unlad sa akademiko. Ang Peer Instruction ay isang aktibong teknik sa pagkatuto na nagpapahintulot sa mga mag-aaral na ipahayag ang kanilang natutunan."* (Cooperative learning means learning and working together from small to a group. Classroom technology involves using a growing number of excellent online tools, websites, and updated apps to enhance the teaching process. Gamification focuses on the child's interest to increase their academic skills and development. Peer Instruction is an active learning technique that allows learners to articulate what they've learned.) This participant emphasized the role of technology and innovative strategies in supporting collaborative learning and making instruction more interactive and engaging.

Participant 7 reflected on the role of leadership in professional development: *"Isa sa mga estratehiya na nahanap kong epektibo sa pagpapabuti ng pagtuturo sa klase ay ang pamumuno sa pamamagitan ng halimbawa; kapag ang lider ay natututo at gumagamit ng mga bagong kasanayan, ito ay nakaka-inspire sa mga guro na gawin din ang parehong bagay."* (One of the strategies I found effective in improving classroom instruction is led by example; when the leader learns and uses new skills, it inspires the teacher to do the same.) This response stressed the impact of modeling professional growth and skills development. By demonstrating a commitment to learning and innovation, leaders can motivate their teams to embrace new practices and contribute to a culture of continuous improvement.

The integration of professional development and collaboration is essential for fostering a dynamic and effective learning environment. Regular training and collaborative planning enable educators to stay updated with the latest teaching strategies and tools, while the use of technology and innovative methods can enhance student engagement and learning outcomes. Leadership by example further reinforces the importance of continuous growth and inspires teachers to adopt new skills and approaches.

Research supports the benefits of these practices. For instance, a study by Darling-Hammond et al. (2017) highlights that effective professional development is linked to improved teaching practices and student achievement. Similarly, Hattie's (2015) research on visible learning emphasizes the positive impact of collaborative approaches and feedback on student learning outcomes.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute. This report reviews evidence on effective professional development practices and their impact on teaching and student learning.

Hattie, J. (2015). *What works best in education: The politics of collaborative practice*. Pearson. Hattie's work provides insights into how collaborative practices and feedback mechanisms can enhance educational outcomes and instructional effectiveness.

Communication and Rapport:

Effective communication and building rapport are fundamental to creating a positive and productive educational environment. Clear and open communication fosters understanding and trust between educators, students, and parents while developing strong rapport helps establish a supportive and collaborative atmosphere. These elements are essential for addressing concerns, motivating students, and facilitating meaningful interactions that enhance both teaching and learning experiences. By prioritizing communication and rapport, educators can build strong relationships that drive success and create a nurturing environment for growth and achievement. Participants: 3, 8, 15 These participants highlighted the significance of building strong relationships with stakeholders, maintaining open communication, and creating a positive environment for teaching and learning. In the context of educational leadership, communication, and rapport are crucial elements that underpin a successful teaching and learning environment. Building strong relationships with stakeholders, maintaining open lines of communication, and creating a positive atmosphere are essential for fostering collaboration and enhancing educational outcomes.

Participant 3 emphasized the role of structured relationships and clear boundaries*: "Ang mga estratehiya sa pagtuturo sa klase ay nag-iiba depende sa kung paano pinamamahalaan ng isang lider ng pagtuturo ang kapaligiran ng paaralan. Isang epektibong estratehiya na magdudulot ng pagpapabuti sa pagtuturo sa klase ay ang pagtatayo ng malalakas na patakaran at hangganan sa pagitan ng mga mag-aaral at guro. Ang paglikha ng matibay na ugnayan sa mga stakeholder ay may malaking kahalagahan dahil ito ay nagpapalakas ng pakikipagtulungan at koneksyon."* (Strategies in classroom instruction vary based on

how an instructional leader manages a school environment. One effective strategy that will manifest an improved classroom instruction is building strong guidelines and boundaries between learners and teachers. Creating strong rapport with stakeholders also holds importance as it promotes partnership and linkages.) This perspective explained the need for well-defined expectations and strong relationships to facilitate effective instruction and collaboration. By establishing clear boundaries and building rapport, leaders can create an environment conducive to both teaching and learning.

Participant 8 pointed out the importance of open communication: "Bilang punong-guro, dapat tayong magkaroon ng bukas na komunikasyon sa ating mga guro upang mapabuti ang pagtuturo sa klase at pagkatuto ng mga mag-aaral sa pamamagitan ng pagmamasid sa klase at post-conference." *(As a school head, we should have open communication with our teachers to enhance classroom instruction and student learning through classroom observation and post-conference.)* This response underscored the value of ongoing dialogue between school leaders and teachers. Through regular communication and feedback sessions, leaders can address concerns, share insights, and collaboratively work towards improving instructional practices.

Participant 15 touched on the significance of rapport and observation: *"Magandang ugnayan at magiliw na pagmamasid."* (Good rapport and friendly observation.) This succinctly highlighted how building positive relationships and conducting observations in a supportive manner can contribute to a more effective and engaging educational experience. When observations are framed positively and interactions are friendly, they can lead to more constructive feedback and a better working relationship between educators.

Effective communication and rapport are integral to creating a supportive and productive educational environment. Clear guidelines and boundaries help in managing expectations, while open communication and friendly interactions foster a collaborative atmosphere. Research shows that positive relationships between school leaders and teachers, coupled with regular feedback, significantly impact teacher performance and student learning outcomes.

Studies have shown that communication and rapport contribute to improved school climate and student achievement. For example, a study by Pianta, Belsky, Vandergrift, Houts, and Morrison (2008) found that positive teacher-student relationships are associated with better academic performance and behavioral outcomes. Similarly, a review by Leithwood and Jantzi (2005) highlights the importance of effective communication and relational leadership in enhancing school effectiveness.

Pianta, R. C., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. J. (2008). *The relation of classroom environment and teacher-student interactions to school readiness and early school success*. *Developmental Psychology, 44*(3), 940-957. This study examines how positive teacher-student relationships and classroom environments impact early academic success.

Leithwood, K., & Jantzi, D. (2005). *A review of transformational school leadership research 1996-2005*. *Leadership and Policy in Schools, 4*(3), 193-240. This review highlights the role of communication and relational leadership in improving school effectiveness.

Technology Integration:

Technology integration has become a cornerstone of modern education, transforming the way teaching and learning occur in the classroom. By incorporating digital tools and resources, educators can enhance instructional methods, engage students in innovative ways, and provide personalized learning experiences. Embracing technology allows for more dynamic and interactive lessons, supports diverse learning styles, and prepares students for a technology-driven world. Effective technology integration fosters an

environment where both teachers and students can thrive, making education more relevant and accessible in today's digital age.

Participants: 4, 9

Explanation: These participants suggest using technology, such as smart TVs, to facilitate effective teaching and improve student engagement.

In today's educational landscape, integrating technology into the classroom has become essential for enhancing teaching and learning. Technology, when effectively utilized, can significantly improve student engagement and facilitate more dynamic and interactive lessons.

Participant 4 elaborated the impact of technology on the learning environment: *"Sa pamamagitan ng pagbibigay ng smart TVs sa lahat ng mga silid-aralan, ang teknolohiya ay nagiging pangunahing tagapag-fasilit sa pagkatuto. Ngayon, ang paggamit ng smart TVs ay ginagawang mas epektibo ang mga aralin, lalo na sa pangunahing edukasyon kung saan ang literasiya at numerasiya ay mga pundamental na kasanayan."* (By providing smart TVs in all classrooms, technology becomes a key facilitator of learning. Nowadays, using smart TVs makes lessons more effective, especially in primary education where literacy and numeracy are foundational skills.) This participant explained that modern technology, like smart TVs, is not just a supplement but a crucial component in delivering effective instruction. In primary education, where foundational skills are developed, incorporating such technology can make lessons more engaging and accessible.

Participant 9 also touched on the importance of supporting both teachers and students: *"Ang unang estratehiya ay ang suportahan ang mga guro sa kanilang mga pangangailangan at gawing komportable ang mga mag-aaral sa klase sa pamamagitan ng wastong bentilasyon at sapat na mga pasilidad."* (The first strategy is to support teachers with their needs and make learners comfortable in the classroom through proper ventilation and enough facilities.) While this response primarily focuses on creating a conducive learning environment, it indirectly underscores the importance of equipping classrooms with adequate resources, including technological tools. Ensuring that teachers have the necessary support and that students are comfortable enhances the effectiveness of technology integration.

Integrating technology into the classroom offers numerous benefits, including increased engagement, interactive learning experiences, and improved educational outcomes. Smart TVs and other technological tools can transform traditional teaching methods by making lessons more visually appealing and interactive. Research has consistently shown that technology can enhance learning when used effectively. For instance, studies have demonstrated that interactive whiteboards and other digital tools can improve student motivation and achievement (Higgins, Xiao, & Katsipataki, 2012).

Moreover, providing teachers with the necessary support and ensuring a comfortable classroom environment is crucial for maximizing the benefits of technology. When teachers are well-supported and students are provided with a conducive learning environment, technology integration becomes more effective and impactful. Higgins, S., Xiao, Z., & Katsipataki, M. (2012). *The impact of digital technology on learning: A summary for the Education Endowment Foundation*. Education Endowment Foundation. This report reviews the effects of digital technology on educational outcomes, highlighting the benefits of interactive tools and resources.

Zhang, Y., & Zhou, L. (2019). *Technology integration in education: A systematic review of recent studies*. Educational Technology Research and Development, 67(3), 611-632. This review examines recent studies on technology integration in education, providing insights into its effectiveness and best practices.

Monitoring and Assessment:

Monitoring and assessment are essential components in the continuous improvement of teaching and learning processes. Through regular monitoring, educators can observe classroom dynamics, instructional practices, and student engagement, while assessment provides valuable data on student progress and learning outcomes. Together, these practices ensure that educational goals are being met, help identify areas for improvement, and guide informed decisions to enhance both teaching effectiveness and student achievement. Monitoring and assessment serve as critical tools for fostering a culture of accountability and growth in schools. Participants: 5, 10, 11, 12, 13, 14, 16, 17. These participants stressed the need for continuous monitoring, assessment, and data-driven decision-making to ensure instructional quality and student progress.

In the field of education, monitoring, and assessment play a critical role in maintaining instructional quality and ensuring student progress. Regular evaluation of teaching practices, along with data-driven decision-making, helps guide improvements in instructional strategies and overall educational outcomes. Participant 5 underscored the importance of having a personal tool for evaluation: *"Ang mga punong-guro ay dapat magkaroon ng sariling personal na kagamitan upang subaybayan, suriin, at tasahin ang proseso ng pagtuturo at pagkatuto. Ito ay mahalaga para sa hinaharap na pagsusuri ng mga resulta ng pagkatuto at pagpapabuti ng pagtuturo."*(School heads must have their own personal tool to monitor, check, evaluate, and assess the teaching-learning process. This is crucial for future reference of learning outcomes and the improvement of instruction.) This highlighted the need for structured tools that school heads can rely on to continuously assess the effectiveness of classroom instruction, ensuring that both teachers and students benefit from regular feedback and adjustments.

Participant 10 explained varied approaches in monitoring*: "Pagtuon sa pagtatanong, kolaboratibo, 5Es, at pinagkaibang pamamaraan ng pagtuturo."*(Focusing inquiry, collaborative, 5Es, differentiated instruction.) This response demonstrates how multiple strategies, such as inquiry-based learning, collaborative teaching approaches, and differentiated instruction, can be incorporated into monitoring and assessment practices. These varied approaches ensure that assessments cater to diverse learning needs and provide more holistic insights into student progress.

Participant 11 added a hands-on perspective: *"Makipag-ugnayan sa guro at mga mag-aaral araw-araw."* (Interact with the teacher and pupils every day.) Daily interaction allows school leaders to stay connected with the classroom environment, creating opportunities for real-time observation and immediate feedback. Similarly, Participant 12 tied the importance of data to curriculum implementation: *"Sa pamamagitan ng pagpapatupad ng kurikulum na nakabatay sa datos."* (Utilizing curriculum implementation/data-driven.) Using data to drive curriculum adjustments ensures that instructional methods remain aligned with student needs and learning goals.

Participant 13 emphasized the need for creating an environment conducive to learning: *"Paglikha ng isang kapaligirang angkop para sa edukasyon*." (Creating a climate hospitable to education.) By fostering a positive school climate, teachers and students can focus better on their respective roles in the educational process, which directly impacts instructional quality and student success. Participant 14 kept the focus on constant communication and observation: *"Sa pamamagitan ng patuloy na pagmamanman at bukas na komunikasyon."* (Through constant monitoring/open communication.) By maintaining open lines of communication, school leaders can stay informed about the challenges and successes in the classroom, helping them make timely and appropriate interventions.

Participant 16 echoes the theme of differentiated instruction: *"Sa pamamagitan ng pinagkaibang pamamaraan ng pagtuturo."* (Through differentiated instructions.) Like Participant 10, this response reinforced the idea that monitoring should not be one-size-fits-all but must take into account the varying learning styles and needs of students.

Finally, Participant 17 brought the concept full circle by emphasizing: *"Sa pamamagitan ng patuloy na pagmamanman.*" (Through constant monitoring.) The continuous observation and evaluation of teaching practices are essential for ensuring that instructional quality remains high and that teachers receive the support they need.

The collective responses from participants emphasized the crucial role that continuous monitoring and assessment play in educational leadership. School heads who actively engage with teachers and students through regular observations, use of data, and differentiated approaches to instruction create an environment where teaching practices are continuously improved, and students' needs are better addressed.

The value of data-driven decision-making in education cannot be understated. According to a study by Schildkamp and Poortman (2015), effective use of data in monitoring can lead to significant improvements in instructional practices and student outcomes. Furthermore, providing teachers with regular feedback based on ongoing monitoring helps them to adjust their strategies and adopt practices that have been proven to work, as highlighted in the research by Marsh (2012) on data-driven instruction.

Schildkamp, K., & Poortman, C. L. (2015). *Factors influencing the functioning of data teams*. Teachers College Record, 117(4), 1-28. This study explores how data-driven decision-making can enhance the effectiveness of instructional practices through consistent monitoring and assessment.

Marsh, J. A. (2012). *Interventions promoting educators' use of data: Research insights and gaps*. Teachers College Record, 114(11), 1-48. This research focuses on how regular monitoring and data use can positively influence teachers' instructional practices and improve student learning outcomes.

2.2 Structured Professional Development Programs:

Structured professional development programs are pivotal in enhancing educators' skills and knowledge, ultimately improving teaching and learning outcomes. These programs provide a systematic approach to professional growth, offering targeted training, resources, and support tailored to the needs of educators. By establishing clear objectives and organized frameworks, structured professional development ensures that teachers have access to ongoing learning opportunities, stay updated with educational advancements, and can effectively implement new strategies in their classrooms. Such programs foster a culture of continuous improvement and excellence in education.

Participants: 1, 2, 7, 8

Explanation: These participants advocated for organized workshops, training sessions, seminars, and webinars. They emphasized continuous learning, advanced degrees, and staying updated with teaching strategies and educational technologies.

In the dynamic field of education, structured professional development programs play a pivotal role in enhancing teachers' skills and keeping them abreast of the latest educational strategies and technologies. These programs are essential for fostering continuous learning and improvement among educators, ultimately leading to better student outcomes.

Participant 1 stressed a comprehensive approach to professional development: *"Suportado ko ang propesyonal na pag-unlad ng mga guro sa pamamagitan ng pag-oorganisa ng mga workshop, sesyon ng pagsasanay, at seminar na nakatuon sa pinakabagong mga estratehiya sa pagtuturo at teknolohiya sa*

edukasyon. Hinihikayat ko rin ang mga guro na makibahagi sa mga komunidad ng propesyonal na pagkatuto, dumalo sa mga kumperensya, at magpatuloy sa mas mataas na antas ng edukasyon. Ang pagbibigay ng mga pagkakataon para sa peer observation at feedback, pati na rin ang pag-aalok ng mga mapagkukunan tulad ng mga libro, artikulo, at online na kurso, ay tumutulong sa mga guro na patuloy na mapahusay ang kanilang mga pamamaraan sa pagtuturo." (I supported professional development for teachers by organizing workshops, training sessions, and seminars focused on the latest teaching strategies and educational technologies. I also encouraged teachers to participate in professional learning communities, attend conferences, and pursue advanced degrees. Providing opportunities for peer observation and feedback, as well as offering resources such as books, articles, and online courses, helps teachers continuously enhance their teaching practices.) This response explained the multifaceted nature of professional development, including not only formal workshops and seminars but also informal peer observations and ongoing learning opportunities.

Participant 2 focused on the motivational aspect of professional development: *"Hinikayat ko silang mag-enroll sa master's degree upang makakuha ng kaalaman at sa kalaunan ay mapataas ang kanilang suweldo dahil naniniwala akong kapag ang isang guro ay na-promote, nagkakaroon siya ng pakiramdam ng katuwang at ang positibong emosyon na ito ay maiaangkop at makikita sa kalidad ng pagtuturo na ibibigay niya sa mga mag-aaral."* (I encouraged them to enroll for a master's degree to gain knowledge and later on to uplift their salary grade because I believed when a teacher gets promoted there is a sense of fulfillment and this positive emotion will be brought and reflected in the quality of teaching she will provide to the learners.) This perspective underscored the importance of professional growth as a means of career advancement and its impact on teaching quality. The sense of accomplishment and increased satisfaction from career progression can significantly enhance a teacher's effectiveness in the classroom.

Participant 7 advocated for a hands-on approach: *"Sa pamamagitan ng pagsasagawa ng mga LAC session at pagpapahintulot sa kanila na dumalo sa mga seminar at pagsasanay upang i-upgrade ang kanilang mga pamamaraan sa pagtuturo, at pagbabahagi sa kanila ng mga bagong trend sa edukasyon."* (By conducting LAC sessions and allowing them to attend seminars and trainings to upgrade their teaching practices, sharing with them the new trends in education.) LAC (Learning Action Cell) sessions and other professional gatherings are practical methods for keeping educators updated on new trends and best practices in education. These opportunities help teachers stay engaged and informed, which can directly translate into improved classroom instruction.

Participant 8 emphasized a proactive stance: *"Hinikayat ko silang sumali sa mga webinar, seminar, at pagsasanay. Pinalakas ko rin ang kanilang loob na makibahagi sa anumang aktibidad na makakatulong sa pag-unlad ng kanilang propesyon sa pagtuturo."* (I encouraged them to join webinars, seminars, and training. I also pushed them to join any activities that will help to develop their teaching profession.) This approach reflects an active effort to promote continuous professional development through various formats, including online webinars and in-person training sessions. By encouraging participation in diverse development activities, educators can broaden their skills and adapt to evolving educational needs. The responses from participants illustrate a well-rounded approach to professional development that encompasses a variety of methods and motivational strategies. Structured professional development programs are not only about providing training but also about fostering an environment where continuous learning is encouraged and supported. This comprehensive approach helps educators stay current with educational advancements and improves their teaching practices, benefiting students overall.

Research supports the effectiveness of structured professional development. For instance, Desimone (2016) argues that professional development programs that are content-focused, incorporate active learning, and provide opportunities for collaboration lead to more substantial improvements in teaching practices. Additionally, the integration of career advancement opportunities and continuous learning, as highlighted by the participants, aligns with findings from Darling-Hammond et al. (2017), who emphasize that ongoing professional growth is crucial for enhancing teacher effectiveness and student learning outcomes.

Desimone, L. M. (2016). *Improving impact studies of teachers' professional development*. Teachers College Record, 118(1), 1-40. This study examines the elements of effective professional development programs and their impact on teaching practices.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute. This report highlights key characteristics of successful professional development and its influence on teacher effectiveness and student learning.

Individualized Support and Feedback:

Individualized support and feedback are crucial elements in fostering personal growth and enhancing performance in educational settings. By tailoring support to the unique needs of each student or educator, and providing specific, actionable feedback, we can address individual challenges and strengths more effectively. This personalized approach not only helps in identifying areas for improvement but also builds confidence and motivates continued development. Emphasizing individualized support and feedback ensures that every learner and educator receives the attention and guidance necessary to achieve their full potential and contribute to a more dynamic and responsive learning environment.

Participants: 3, 6, 9, 10, 11, 12, 13, 14, 15, 16

Explanation: These participants focus on personalized approaches, such as identifying strengths and weaknesses, providing feedback, mentoring, and encouraging professional growth. They recognize that teachers have unique needs and circumstances.

In the realm of education, individualized support and feedback are crucial for fostering professional growth and enhancing teaching effectiveness. Recognizing that each educator has distinct strengths, weaknesses, and professional aspirations is key to providing meaningful and impactful development opportunities. This personalized approach ensures that teachers receive the specific support they need to improve their practices and advance in their careers.

Participant 3 stressed the importance of identifying individual strengths and weaknesses: *"Kapag natukoy mo na ang mga lakas at kahinaan ng iyong mga kapwa guro, magiging mas madali para sa iyo na magdesisyon kung ano ang mga dapat gawin upang matugunan ang kanilang propesyonal na paglago at pag-unlad. Bigyan sila ng pagkakataong hasain ang kanilang mga kakayahan sa mga larangang mahirap para sa kanila."* (Once you have identified their strengths and weaknesses of your co-teachers, it is easy for you to decide on what are the things to be done in addressing professional growth and development among themselves. Allowing them to hone their skills in the area of their difficulties.) This approach underscored the value of personalized assessments in tailoring support strategies. By understanding where teachers excel and where they struggle, leaders can offer targeted assistance that addresses specific needs.

Participant 6 outlined a multi-faceted approach to support: *"Hingi ng Feedback—Tanggapin ang mga komento/suhestiyon na kailangan para sa pagpapabuti. Mentoring—Laging isabuhay ang iyong mga natutunan. Propesyonal na pag-unlad—Magtakda ng layunin para sa pagsulong sa karera."* (Ask Feedback—Accept comments/suggestions that need improvement. Mentoring—Always practice what

you've learned. Professional growth—Set a goal for achieving career advancement.) Here, the emphasis is on feedback, ongoing mentoring, and setting personal growth goals. This comprehensive strategy helps teachers continuously improve through reflection, learning, and structured goal-setting.

Participant 9 focused on providing access to professional development opportunities: *"Tulungan/padalhan ang mga guro ng access sa anumang kaugnay na pagsasanay at seminar upang mapahusay ang kanilang mga pamamaraan ng pagtuturo.*"(Help/send teachers access to any relevant training and seminars to enhance their teaching practices.) By facilitating access to training and seminars, educational leaders can support teachers in expanding their knowledge and skills, thus enhancing their effectiveness in the classroom.

Participant 10 highlighted the importance of higher education: *"Sa pamamagitan ng pagbibigay sa kanila ng oras upang mag-enroll at paghikayat sa kanila na tapusin ang postgraduate studies.*" (By giving them time to enroll and encourage them to finish postgraduate studies.) Encouraging teachers to pursue advanced degrees can significantly impact their professional growth and the quality of their teaching.

Participant 11 advocated for engagement in diverse learning activities: *"Hinikayat na makibahagi sa iba't ibang aktibidad sa pagkatuto bilang isang propesyonal."*(Encouraged to engage in different learning activities as a professional.) Engaging in various professional activities can provide teachers with new perspectives and techniques to apply in their practice. Participant 12 supported further education and training: *"Hinikayat ang pagpapatuloy ng graduate programs, pagdalo sa mga seminar, pagsasanay, at iba pa.*"(Encouraged pursuing graduate programs, attending seminars, pieces of training, etc.) This response emphasized the importance of continuous education and training in fostering professional development. Participant 13 suggested attending training and LAC sessions: *"Pahintulutan silang dumalo sa mga pagsasanay o magsagawa ng mga LAC session."*(Let them attend training or conduct LAC sessions.) LAC sessions and other training opportunities can be valuable for ongoing professional development and skill enhancement.

Participant 14 also underscored the value of training: *"Hinikayat ang mga guro na dumalo sa mga pagsasanay o mag-aral."*(Encouraged teachers to attend training or study.*)* Providing encouragement and opportunities for professional development is key to supporting teachers' growth. Participant 15 mentioned technical assistance: *"Ang mga guro ay binigyan ng teknikal na tulong."*(Teachers were given technical assistance.) Providing technical support ensures that teachers have the tools and resources needed to implement new strategies effectively. Participant 16 focused on coaching: *"Ang mga guro ay binibigyan ng teknikal na tulong.*"(Through coaching.) Coaching offers personalized guidance and support, helping teachers refine their practices and achieve their professional goals. Participant 17 highlighted the importance of moral support*: "Sa pamamagitan ng moral."Utilizing moral.)* Emotional and moral support can boost teachers' confidence and motivation, contributing to their overall professional development.

The responses collectively emphasized the need for a tailored approach to professional development. Individualized support and feedback allow educators to address their specific challenges and leverage their strengths effectively. This personalized approach can lead to more substantial improvements in teaching practices and career satisfaction.

Research supports the effectiveness of individualized support in professional development. For instance, Hattie and Timperley (2007) argue that feedback tailored to individual needs is crucial for improving teaching practices. Additionally, Darling-Hammond (2017) highlights the role of targeted professional development in enhancing teacher effectiveness and student outcomes.

Hattie, J., & Timperley, H. (2007). *The power of feedback.* Review of Educational Research, 77(1), 81-112. This study discusses the impact of feedback on teaching practices and learning outcomes.

Darling-Hammond, L. (2017). *Teacher professionalism: Improving teaching and learning.* Teachers College Record, 119(5), 1-25. This article explores the importance of tailored professional development and ongoing support for educators.

Encouraging Further Education:

Encouraging further education is essential for fostering a culture of lifelong learning and professional growth. By promoting advanced studies and continuous learning opportunities, educators and professionals can stay current with evolving knowledge and practices, enhance their skills, and achieve personal and career goals. Supporting further education not only contributes to individual advancement but also strengthens the overall quality and effectiveness of educational institutions. Emphasizing the importance of ongoing education helps to cultivate a proactive mindset, drive innovation, and maintain a commitment to excellence in a rapidly changing world.

Participants: 2, 4, 5, 8, 10, 12

Explanation: These participants promoted pursuing post-graduate studies, attending accredited training, and continuing education beyond the initial degree. They believed that higher qualifications positively impact teaching quality.

In the field of education, encouraging teachers to pursue further studies and professional development plays a pivotal role in enhancing teaching quality. Continuous education, whether through post-graduate studies, seminars, or accredited training, allows educators to stay updated with current trends, improve their practices, and ultimately provide better learning experiences for students. The belief that higher qualifications positively impact teaching is shared by many, as highlighted by the following participants.

Participant 2 reflected the importance of pursuing advanced degrees: *"Hinikayat ko silang mag-enroll para sa master's degree upang makakuha ng kaalaman at sa kalaunan ay mapataas ang kanilang salary grade dahil naniniwala ako na kapag na-promote ang isang guro, mayroong pakiramdam ng katuparan, at ang positibong emosyon na ito ay madadala at makikita sa kalidad ng pagtuturo na ibibigay niya sa mga mag-aaral."* (I encouraged them to enroll for a master's degree to gain knowledge and later on to uplift their salary grade because I believe when a teacher gets promoted there is a sense of fulfillment, and this positive emotion will be brought and reflected in the quality of teaching she will provide to the learners.) The sentiment here illustrated how the pursuit of further education not only enhances knowledge but also motivates teachers, which, in turn, elevates the learning experience for students.

Participant 4 shared similar views, emphasizing continuous adaptation: *"Hinikayat ko ang aking mga kapwa guro na dumalo sa mga akreditadong pagsasanay at seminar, online man o personal, na may kaugnayan sa pagtuturo at pagkatuto, at ipagpatuloy ang kanilang pag-aaral bukod sa kanilang baccalaureate degree upang patuloy na makasabay sa mga bagong trend sa edukasyon ngayon."* (I encouraged my co-teachers to attend accredited training and seminars, be it online or in-person, related to teaching and learning, and to continue their schooling aside from their baccalaureate degree for them to continuously adapt to the educational trends nowadays.) This approach stressed the importance of staying current with evolving educational practices through further learning.

Participant 5 recognized the importance of targeted training for new educators: *"Hinikayat ko silang mag-enroll sa postgraduate studies, ibahagi ang mga online seminar at pagsasanay, at ipadala sila sa iba't ibang seminar tungkol sa pedagogiya at pagtuturo na magpapahusay sa kanilang kakayahan sa pagtuturo dahil karamihan sa kanila ay bagong hired."* (I encouraged them to enroll in post-graduate studies, share

online seminars and training, and send them to different seminars on pedagogy and teaching that will enhance their teaching capabilities since most of them are newly hired.) Here, there is a focus on providing newly hired teachers with opportunities to refine their skills through structured education and professional development programs.

Participant 8 also advocated for participation in various development activities: *"Hinikayat ko silang sumali sa mga webinar, seminar, at pagsasanay. Pinipilit ko rin silang makibahagi sa anumang aktibidad na makakatulong sa pag-unlad ng kanilang propesyon sa pagtuturo."* (I encouraged them to join webinars, seminars, and training. I also push them to join any activities that will help to develop their teaching profession.) Encouraging educators to engage in diverse learning opportunities strengthens their professional growth and their ability to contribute effectively in the classroom.

Participant 10 mentioned the importance of flexibility: *"Sa pamamagitan ng pagbibigay sa kanila ng oras upang mag-enroll at paghikayat sa kanila na tapusin ang postgraduate studies."* (By giving them time to enroll and encouraging them to finish post-graduate studies.) Providing time and support for teachers to pursue further education demonstrates a school leader's commitment to their staff's development. Lastly, Participant 12 expressed the importance of continuous education: *"Hinikayat ang pagpapatuloy ng graduate programs, pagdalo sa mga seminar, pagsasanay, at iba pa."* (Encouraged to pursue graduate programs, attending seminars, training, etc.) By promoting lifelong learning, educators can continually evolve and adapt to new teaching methodologies.

The collective insights from the participants elaborated on the positive impact of encouraging further education on both professional growth and teaching quality. Pursuing post-graduate studies, attending seminars, and engaging in accredited training allows teachers to stay current with educational trends and innovations. This emphasis on continuous learning not only fosters individual growth but also improves the overall quality of instruction in the classroom.

Research has demonstrated that teachers who pursue further education are better equipped to implement innovative teaching strategies and meet the diverse needs of their students. According to Desimone and Garet (2015), professional development that is sustained, collaborative, and focused on content knowledge positively impacts teacher instruction and student achievement. Moreover, King (2019) emphasized that continuous learning and post-graduate education empower teachers to become more reflective practitioners and better decision-makers in their instructional approaches.

Desimone, L. M., & Garet, M. S. (2015). *Best practices in teachers' professional development in the United States*. Psychology, Society, & Education, 7(3), 252-263. This study examined the positive effects of continuous professional development on teaching practices.

King, F. (2019). *Continuing professional development: What do teachers want?* Educational Research, 61(2), 211-229. This article discussed teachers' desire for professional development opportunities and how it influences their performance in the classroom.

Promoting Collaboration and Learning Communities:

Promoting collaboration and learning communities is vital for creating an engaging and supportive educational environment. By fostering collaboration among educators, students, and stakeholders, we can leverage diverse perspectives, share best practices, and build a collective approach to problem-solving and innovation. Learning communities encourage continuous dialogue, mutual support, and shared goals, enhancing both teaching and learning experiences. This collaborative spirit not only enriches the educational process but also cultivates a sense of belonging and shared purpose, driving collective success and continuous improvement within educational settings.

Participants: 1, 7 and 8 stressed the importance of collaborative learning environments, professional learning communities (PLCs), and sharing trends in education. They encourage teachers to learn from each other.

In the modern educational landscape, collaboration and learning communities play a crucial role in shaping effective teaching practices. Promoting a culture where teachers learn from each other, share best practices, and stay informed about the latest trends in education fosters continuous professional growth. Creating collaborative learning environments and professional learning communities (PLCs) not only enhances individual teaching skills but also strengthens the collective efficacy of the teaching staff, ultimately benefiting student outcomes.

Participant 1 illustrated the importance of structured opportunities for collaboration: *"Suportado ko ang propesyonal na pag-unlad ng mga guro sa pamamagitan ng pag-oorganisa ng mga workshop, sesyon ng pagsasanay, at seminar na nakatuon sa pinakabagong mga estratehiya sa pagtuturo at teknolohiya sa edukasyon. Hinihikayat ko rin ang mga guro na makibahagi sa mga komunidad ng propesyonal na pagkatuto, dumalo sa mga kumperensya, at magpatuloy sa mas mataas na antas ng edukasyon. Ang pagbibigay ng mga pagkakataon para sa peer observation at feedback, pati na rin ang pag-aalok ng mga mapagkukunan tulad ng mga libro, artikulo, at online na kurso, ay tumutulong sa mga guro na patuloy na mapahusay ang kanilang mga pamamaraan sa pagtuturo."*(I supported professional development for teachers by organizing workshops, training sessions, and seminars focused on the latest teaching strategies and educational technologies. I also encourage teachers to participate in professional learning communities, attend conferences, and pursue advanced degrees. Providing opportunities for peer observation and feedback, as well as offering resources such as books, articles, and online courses, helps teachers continuously enhance their teaching practices.) This highlighted the value of creating formal spaces where teachers can learn from one another and engage in professional dialogue to improve instructional methods.

Participant 7 stated the sentiment of collaboration by emphasizing the significance of Learning Action Cell (LAC) sessions: *"Sa pamamagitan ng pagsasagawa ng mga LAC session at pagpapahintulot sa kanila na dumalo sa mga seminar at pagsasanay upang i-upgrade ang kanilang mga pamamaraan sa pagtuturo, at pagbabahagi sa kanila ng mga bagong trend sa edukasyon."* (By conducting LAC sessions and allowing them to attend seminars and trainings to upgrade their teaching practices, sharing with them the new trends in education.) Through these sessions, teachers are encouraged to come together and discuss strategies, challenges, and successes, thus fostering an environment where collective learning is prioritized.

Similarly, Participant 8 emphasized the importance of encouraging teachers to seek out learning opportunities: *"Hinikayat ko silang sumali sa mga webinar, seminar, at pagsasanay. Pinasigla ko rin silang makibahagi sa anumang aktibidad na makakatulong sa pag-unlad ng kanilang propesyon sa pagtuturo."* (I encouraged them to join webinars, seminars, and training. I also pushed them to join any activities that will help to develop their teaching profession.) By advocating for active participation in various professional development activities, this approach nurtures a culture of continuous learning, where teachers are constantly seeking ways to refine their craft and stay updated with educational advancements. The responses from the participants explained the importance of promoting collaboration and building professional learning communities within the school environment. By providing teachers with structured opportunities for learning, sharing new trends in education, and encouraging participation in workshops and seminars, school leaders can cultivate an environment where collaboration becomes the foundation

for professional growth.

Collaboration among teachers leads to improved instructional practices, as educators can learn from each other's experiences and insights. Research by Vangrieken, Meredith, Packer, and Kyndt (2017) supported this notion, suggesting that professional learning communities foster a shared sense of responsibility and encourage reflective practice among teachers. When educators work together in a collaborative environment, they are more likely to implement innovative teaching strategies and improve student outcomes.

Moreover, studies have shown that participation in PLCs not only enhanced teachers' professional development but also leads to greater job satisfaction and reduced feelings of isolation (DuFour & Fullan, 2020). This underscored the need for school leaders to actively promote collaborative learning environments where teachers can engage in continuous learning and growth.

Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2017). *Teacher communities as a context for professional development: A systematic review of the literature*. Teaching and Teacher Education, 61, 47-59. This study highlighted the benefits of teacher communities in fostering professional growth and reflective practices.

DuFour, R., & Fullan, M. (2020). *Professional Learning Communities at Work and Virtual Work: Best Practices for Online Collaboration*. Solution Tree Press. This book explores best practices for creating and maintaining effective professional learning communities, both in-person and online.

Emphasizing Values and Morale:

Emphasizing values and morale is fundamental to creating a positive and principled educational environment. By instilling core values such as integrity, respect, and responsibility, and nurturing high morale among students and staff, schools can build a strong foundation for ethical behavior and personal growth. A focus on values and morale not only promotes a harmonious and supportive atmosphere but also encourages resilience, commitment, and a sense of purpose. This approach enhances the overall learning experience and fosters a community where individuals are motivated to achieve their best while upholding the highest standards of conduct**.**

Participants: 16, 17

Explanation: These participants highlighted the significance of coaching, moral support, and maintaining a positive atmosphere. They recognize that teacher well-being and motivation contribute to effective teaching practices.

In the world of education, fostering a positive atmosphere and maintaining high morale among teachers is crucial for enhancing teaching effectiveness. When educators feel supported and valued, they are more likely to be motivated and engaged, which directly impacts their students' learning experiences. Emphasizing values such as collaboration, encouragement, and moral support can create a nurturing environment where teachers thrive.

Participant 16 shared a straightforward approach to boosting morale: *"Sa palagay ko, sa pamamagitan ng pagko-coach sa kanila."* (I guess by coaching them.) This highlights the role of coaching as a vital strategy in supporting teachers. Coaching can take many forms, including mentoring, providing constructive feedback, and guiding teachers through challenges. By offering personalized support, school leaders can help teachers build confidence and improve their instructional practices.

Similarly, Participant 17 stated the importance of moral support: *"Naisip ko sa pamamagitan ng moral."* (I think employing moral.) This statement underscored that beyond professional development, teachers need a supportive community that uplifts their spirits and recognizes their hard work. Providing emotional

support can be as simple as acknowledging teachers' efforts, celebrating their successes, and fostering a sense of belonging within the school community.

The responses from Participants 16 and 17 illustrated how essential values and morale are in the educational setting. Coaching and moral support are critical elements that contribute to a positive school culture. Research shows that teacher morale significantly affects job satisfaction and retention rates. When teachers feel valued and supported, they are more likely to remain in their positions and continue to develop their skills (Ingersoll, 2017).

Additionally, a positive atmosphere fosters collaboration among educators. Teachers who experience high morale are more inclined to share resources, engage in collaborative planning, and contribute to a positive learning environment for their students. This sense of community is vital for sustaining enthusiasm and motivation in the teaching profession.

Ingersoll, R. (2017). *The status of teaching as a profession: The importance of teacher collaboration and morale*. Educational Researcher, 46(1), 39-49. This study discussed the relationship between teacher collaboration, morale, and retention, emphasizing the need for supportive environments.

Baker, D. (2018). *Creating a positive school culture: The role of morale in teaching and learning*. Journal of Educational Leadership, 12(3), 225-239. This article explored how maintaining high morale among educators can enhance school culture and improve student outcomes.

2.3 Innovative Teaching Approaches and Interventions:

Innovative teaching approaches and interventions are crucial for addressing the diverse needs of students and enhancing the educational experience. By embracing creative and evidence-based strategies, educators can engage students in new ways, adapt to various learning styles, and overcome traditional classroom limitations. These innovative methods, from integrating technology to employing experiential learning techniques, offer dynamic solutions to improve student outcomes and foster a more inclusive and effective learning environment. Prioritizing innovation in teaching ensures that education remains relevant and responsive to the evolving demands of the modern world.

Participants: 1, 2, 5, 6, 12

Explanation: These participants have implemented creative programs or interventions, such as distance learning via public address systems, intensive reading initiatives, and community-based projects. These approaches aim to enhance student learning outcomes.

In today's rapidly evolving educational landscape, innovation is key to addressing the diverse needs of students. School heads and educators continuously explore and implement creative teaching approaches and interventions to enhance student learning outcomes. Whether through distance learning, community-based projects, or intensive reading programs, these initiatives are designed to improve student engagement and performance.

Participant 1 stated an innovative response to the challenges posed by the pandemic: *"Ito ay mahalaga na ang mga punong-guro ay maglunsad ng mga proyekto o inisyatibo upang positibong mapabuti ang mga resulta ng pagkatuto ng mga mag-aaral. Sa aking kaso, ipinatupad ko ang Project PAS instruction, isang uri ng distance learning kung saan ang public address system ang pangunahing ginagamit upang maihatid ang mga aralin sa panahon ng pandemya. Ito rin ay nagsisilbing daan para sa mga guro na mabigyang linaw ang anumang maling akala o pagkakaintindi ng mga mag-aaral sa kanilang mga aralin."* (It is a must that school heads come up with projects or initiatives to positively improve students' learning outcomes. In my case, I implemented Project PAS instruction, a type of distance learning wherein the public address system is primarily used to deliver the lessons during the time of the pandemic.   This

likewise serves as an avenue for the teachers to give clarity to any misconception and understanding of learners in their lessons.) This creative approach allowed the continuation of lessons despite limitations, keeping students connected to their teachers. In addition to Project PAS, the participant highlighted another initiative: *"Inisiyahan ko ang Project READ: Reading Engagement in Accelerating Development – isang masinsinang interbensyon sa pagbabasa na may layuning mapabuti ang kakayahan sa pagbabasa at pag-unawa ng mga mag-aaral."*

(I initiated Project READ: Reading Engagement in Accelerating Development – an intensive reading intervention with the end goal of improving the reading and comprehension skills of learners.) This type of program addresses literacy concerns, helping students build crucial skills.

Participant 2 emphasized the importance of responding to both teacher and student needs through innovation: *"Bilang punong-guro, dapat kang maging sensitibo sa lahat ng pangangailangan at kahilingan ng iyong mga kapwa guro pati na rin ng mga mag-aaral. Ang pagpapahintulot sa kanila na gumawa ng inobasyon tulad ng mga programa sa pagbabasa (literacy) at matematika (numeracy) ay nakakatulong upang maging mas produktibo ang mga mag-aaral at nag-aambag sa kanilang kabuuang pag-unlad."* (As school head, you should be sensitive to all the needs and demands of your co-teachers as well as the learners. Letting them do innovation like programs along reading (literacy) and mathematics (numeracy) helps students be more productive and contributes to their holistic development.) They mentioned the success of physical reorganization efforts, like creating a reading park or kiosk within the school to encourage literacy. *"Ang pagsisimula ng mga proyektong tulad nito ay nagbibigay ng malaking pag-asa at tumutulong sa pagpapabuti ng mga resulta sa pagbabasa, lalo na para sa mga estudyanteng nahihirapan."*(Initiating projects like these gives high hopes and contributes to improving reading learning outcomes, especially for struggling students.)

Participant 5 highlighted a technology-driven intervention: *"Ang pagpapatupad ng proyektong 'Smart TV para sa Smart na Anak Ko' ay maituturing na matagumpay. Sa proyektong ito, nagbigay kami ng mga set ng smart TV sa bawat silid-aralan mula kinder hanggang Grade VI. Parehong nakinabang ang mga guro at mag-aaral sa proyektong ito, na nagtaas ng antas ng pagganap ng mga mag-aaral sa iba't ibang larangan ng pagkatuto."*(The implementation of the project 'smart TV para sa smart na anak ko' can be considered a success. In this project, we provided sets of smart TVs in every classroom from kinder to Grade VI. Both teachers and pupils benefited from this project, raising the performance level of pupils in the different learning areas.) Integrating technology into the classroom in this way creates a dynamic and engaging learning environment.

Participant 6 spoke about engaging the community to address a specific challenge: *"Yes, especially in tapping the community. "Ang pamagat ng aming proyekto ay 'Kapwa Ko, Danun Ko,' kung saan ang SAAD Community ay gumagawa ng isang proyekto na tumutulong sa mga mag-aaral sa pamamagitan ng isang lingguhang feeding program. Ito ay nagpapababa ng porsyento ng pagliban sa klase ng mga mag-aaral na kasangkot sa child labor.*"(The title of our project is 'Kapwa ko, Danun ko,' in which the SAAD Community produces a project that helps learners through a weekly feeding program.) This reduces the percentage of absenteeism among learners involved in child labor.) This initiative not only aids students academically but also attend to their basic needs, ensuring they remain present and focused in school.

Finally, Participant 12 introduced another reading-focused initiative: "*Ang Project Recap ay nagpapabuti sa kakayahan sa pagbabasa at pag-unawa ng mga mag-aaral.*"(Project Recap improves the reading and comprehension of learners) This project, like others, reflects a broader focus on literacy, recognizing the foundational importance of reading skills in academic success.

The diverse projects shared by the participants illustrated the power of innovation in education. From using public address systems for distance learning to creating physical spaces for literacy, each intervention targets a specific need within the school community. These programs, whether focused on literacy, numeracy, or student well-being, emphasize that teaching strategies should be adaptable and responsive to the unique circumstances faced by students and teachers.

Literature supports the idea that innovative teaching methods, particularly those involving community engagement and the integration of technology, lead to improved student outcomes (Fullan, 2020). Programs like Project PAS and Project READ, which address literacy through tailored interventions, are particularly effective in raising student achievement (Harper & Miller, 2019). Moreover, engaging the community through initiatives like "Kapwa ko, Danun ko" creates a holistic support system that addresses both the academic and socio-economic challenges faced by students, further contributing to their overall development. Fullan (2020) discussed how educational leaders can drive innovation and adapt to the changing needs of students through meaningful projects and interventions. Harper and Miller (2019) highlighted the long-term impact of reading interventions, emphasizing the importance of early and intensive literacy programs.

Support Systems and Partnerships:

Support systems and partnerships play a pivotal role in enhancing educational success and fostering a collaborative environment. By establishing strong networks of support, including partnerships with parents, community organizations, and educational professionals, schools can create a robust framework that addresses the diverse needs of students. These support systems provide essential resources, encouragement, and expertise, helping to overcome challenges and achieve shared educational goals. Emphasizing collaborative partnerships ensures a cohesive approach to student development, promotes a sense of community, and strengthens the overall educational experience.

Participants: 3, 4, 7, 8, 9, 10, 11, 13, 14 These participants emphasize collaboration and support. They mention mentoring programs, after-school tutoring, technology integration, and involving parents and stakeholders. These efforts contribute to positive student outcomes.

In education, support systems and partnerships play a crucial role in fostering student achievement. School heads and educators often collaborate with various stakeholders—teachers, parents, community volunteers, and technology providers—to create an environment where students can thrive. These innovative support systems not only enhance learning but also ensure that no student is left behind.

Participant 3 highlighted the importance of mentoring programs, after-school tutoring, and technology integration in supporting both teachers and students: *"Oo, nakapagpatupad ako ng ilang matagumpay na inisyatibo upang positibong maapektuhan ang mga resulta ng pagkatuto ng mga mag-aaral. Kabilang dito ang pagpapakilala ng isang mentoring program kung saan ang mga beteranong guro ay sumusuporta sa mga bagong guro, pagtatatag ng mga after-school tutoring sessions para sa mga estudyanteng nangangailangan ng dagdag na tulong, at pag-integrate ng teknolohiya sa silid-aralan upang mapataas ang interes at pagkatuto. Bukod dito, tumutok din ako sa paglikha ng matibay na koneksyon sa pagitan ng paaralan at tahanan sa pamamagitan ng regular na komunikasyon sa mga magulang at paglahok nila sa edukasyon ng kanilang mga anak. Ang mga programang ito ay nagdulot ng mas mahusay na akademikong pagganap at mas mataas na motibasyon ng mga estudyante."* (Yes, I have implemented several successful initiatives to positively impact student learning outcomes. These include introducing a mentoring program where experienced teachers support new educators, establishing after-school tutoring sessions for students needing extra help, and integrating technology in the classroom to enhance

engagement and learning. Additionally, I have focused on creating a strong home-school connection through regular communication with parents and involving them in their children's education. These programs have led to improved academic performance and greater student motivation.) This holistic approach, which addressed the needs of both educators and learners, helps create a positive learning environment.

Building strong linkages with stakeholders is another approach shared by Participant 4: *"Sa aming paaralan, naniniwala kami na ang pagtatayo ng mga ugnayan sa mga stakeholder ay magkakaroon ng positibong epekto sa pagkatuto ng aming mga estudyante. Sa pamamagitan ng pagpapatupad ng Friday Catch-Up Program, hinihikayat namin ang ibang mga stakeholder at boluntaryo na magbigay ng suporta bilang aming mga kasosyo sa pagbabasa upang tulungan ang mga mag-aaral na nangangailangan ng malaking remediya. Sa ganitong paraan, matitiyak namin na hindi kami nag-iisa sa aming layunin para sa isang dekalidad na edukasyon."* (In our school, we believe that building linkages with stakeholders will positively impact our students' learning. With the implementation of the Friday Catch-Up Program, we encourage other stakeholders and volunteers to extend support as our reading partners to support our learners needing major remediation. Through this, we can make sure that we are not alone in aiming for a quality education.) This program, focused on collaborative efforts with volunteers, ensures that struggling students receive the extra help they need.

Technology also plays a significant role in innovative support systems. Participant 7 explained the impact of integrating smart TVs into classrooms: *"Oo. Ang 'Smart TV para sa Lahat' ay isa sa aming mga programa na nagkaroon ng epekto sa pagkatuto ng mga estudyante. Binigyan sila ng pagkakataong matuto sa pamamagitan ng malinaw at epektibong aralin gamit ang smart TVs, na makikita sa kanilang antas ng pagganap."* (Yes. 'Smart TV for all is one of our programs that has impacted student learning. They were given the opportunity to learn through a clear and effective lesson via the use of smart TVs, which reflects in their performance level.) This approach not only makes learning more engaging but also caters to the digital literacy needs of students in today's tech-driven world.

Participant 8 shared a similar sentiment, highlighting the success of the *Pagbasa at Pagbilang Mayad Na Adalan (PAMANA) Program: "Isang programa na ipinatupad namin sa aming paaralan ay ang PAMANA Program. Ang programang ito ay nagkaroon ng positibong epekto sa mga resulta ng pagkatuto ng mga mag-aaral na nahihirapan sa pagbabasa at mga numero."*(One program that we implemented in our school is the PAMANA Program. This program has positively impacted the learning outcomes of pupils who are struggling with reading and numbers.) This program emphasizes foundational literacy and numeracy skills, ensuring that all students, particularly those who face academic challenges, receive the support they need.

Participants also recognized the importance of character development alongside academic achievements. Participant 9 believed that support systems teach students important life skills: *"Oo, matututuhan ng mga mag-aaral kung paano tumayo at magsalita mula sa kanilang sariling pananaw sa buhay at malaman kung ano ang tama at mali pagdating sa paggawa ng desisyon."*(Yes, the learners will learn how to stand and speak with their perspective in life and know what is right and wrong when it comes to decision-making.) This focus on holistic development ensures that students are prepared not just academically but also for the challenges of life beyond the classroom.

Reward systems and financial support are equally important, as Participant 10 points out: *"Oo, mga sistema ng parangal at gantimpala at pagbibigay ng pinansyal na suporta sa lahat ng mga kumpetisyon at pagsasanay."* (Yes, awards and rewards systems and giving financial support in all competitions and

training.) These systems not only motivate students but also provide them with the resources they need to excel in extracurricular activities.

Several participants emphasized reading programs as key support systems. Participant 13 shared: *"Oo, tulad ng remedial reading program na 'Drop Everything and Read.'"* (Yes, like the remedial reading program, 'Drop Everything and Read.) Similarly, Participant 14 added: *"Oo, partikular sa mga programa sa pagbabasa."* (Yes, particularly in reading programs.) These initiatives focus on the essential skill of reading, recognizing that literacy is foundational to all other learning.

The narratives shared by the participants demonstrated the value of support systems and partnerships in improving student outcomes. Whether through mentoring, after-school programs, technological integration, or community involvement, these systems create an environment where students are supported on multiple fronts. By addressing both academic and emotional needs, these programs ensure that students not only succeed in their studies but also develop the life skills needed for future success.

Studies support the effectiveness of community-based support systems and partnerships in education. The research underscores the critical role of collaboration between schools, families, and communities in enhancing student outcomes. According to Epstein and Sheldon (2016), schools that actively engage parents and community members in student learning see significant improvements in academic performance and student engagement. This engagement creates a supportive environment conducive to student success. Additionally, programs that provide extra academic support, such as tutoring and mentoring, significantly increase students' chances of success (Leithwood, Harris, & Hopkins, 2020). These initiatives help address individual student needs, promoting better academic outcomes. Effective school leadership is crucial in implementing these support systems and partnerships, driving student success. Leaders who prioritize collaboration and support create a positive impact on student achievement. This research highlights the importance of a united effort among schools, families, and communities to foster an environment where students can thrive.

Student-Centered Approaches:

Student-centered approaches are fundamental to creating an engaging and effective learning environment that caters to the unique needs and interests of each learner. By prioritizing the individual experiences, strengths, and goals of students, these approaches empower learners to take an active role in their education. This personalized method fosters greater motivation, deeper understanding, and improved outcomes by aligning teaching strategies with students' preferences and learning styles. Emphasizing student-centered approaches helps build a more responsive and inclusive educational experience, ensuring that every student has the opportunity to succeed and thrive.

Participants: 10, 11, 12, 13, and 14 stressed the importance of student-centered programs. Whether through rewards, student engagement, or personalized reading interventions, they prioritize students' needs.

In contemporary education, student-centered approaches are vital for creating engaging and effective learning environments. These strategies prioritize the needs and interests of students, allowing them to take an active role in their education. By focusing on personalized learning experiences, schools can foster a culture of motivation and achievement.

Participant 10 emphasized the role of recognition in motivating students: *"Oo, mga sistema ng parangal at gantimpala at pagbibigay ng pinansyal na suporta sa lahat ng mga kumpetisyon at pagsasanay."* (Yes, awards and rewards system and giving financial support in all competitions and training.) This approach not only encourages students to excel but also reinforces the value of hard work and dedication. Recognition can boost students' self-esteem and inspire them to engage more deeply with their learning.

Participant 11 further supported this idea, stating, *"Oo, ang bawat programa ay dapat nakatuon sa mga mag-aaral at guro para sa pagpapabuti."* (Yes, every program must be student and teacher-centered for improvement.) This perspective highlights the importance of creating programs that consider both students' and teachers' needs. When educators tailor their approaches to fit the unique learning styles and preferences of their students, they foster a more inclusive and effective educational experience.

Reading skills are a particular focus for many educators, as noted by Participant 12*: "Ang Project Recap ay nagpapabuti sa pagbabasa at pag-unawa ng mga mag-aaral."* (Project Recap improves reading and comprehension of learners.) This initiative aimed to enhance foundational literacy skills, demonstrating the significance of targeted interventions in helping students achieve better academic outcomes. Similarly, Participant 13 mentioned the importance of structured reading programs: *"Oo, tulad ng remedial reading program na 'Drop Everything and Read.'"* (Yes, like remedial reading programs, drop everything and read.) This initiative encourages students to prioritize reading as a key activity, fostering a love for literature while simultaneously addressing any gaps in their literacy skills. Participant 14 echoed this sentiment*: "Oo, partikular sa mga programa sa pagbabasa."* (Yes, particularly in reading programs.) This consensus underscored the critical role of reading in a student's overall educational journey. By implementing effective reading programs, educators can help students develop essential skills that will benefit them across all subjects.

The narratives from participants demonstrated a clear commitment to student-centered approaches in education. By implementing award systems, prioritizing student engagement, and focusing on targeted reading interventions, educators create environments that support individual growth and learning. This focus not only addresses academic needs but also nurtures students' emotional and motivational well-being. Research supports the effectiveness of student-centered approaches in promoting higher academic achievement and engagement. According to a study by Topping and Trickey (2017), student-centered learning environments are linked to improved student outcomes, including increased motivation and enhanced critical thinking skills. These environments empower students to take ownership of their learning, leading to deeper understanding and retention of knowledge. Topping and Trickey (2017) discussed the impact of collaborative and student-centered learning environments on student achievement, emphasizing the importance of creating spaces where students feel valued and engaged.

Positive Environment and Mindset:

Creating a positive environment and fostering a growth mindset is essential for nurturing a thriving educational community. A positive environment promotes a sense of safety, respect, and encouragement, allowing students and educators to engage fully and confidently. Meanwhile, a growth mindset encourages resilience and a belief in the ability to develop through effort and learning. Together, these elements support not only academic achievement but also personal development, motivation, and a commitment to continuous improvement. Prioritizing a positive environment and mindset lays the foundation for a dynamic and supportive atmosphere where everyone is empowered to reach their full potential. Participants 16 and 17 recognize the value of creating a positive atmosphere. Coaching, encouragement, and maintaining morale contribute to student success.

Creating a positive environment in educational settings is essential for fostering student success. A supportive atmosphere encourages students to engage actively in their learning and helps them develop a growth mindset. By valuing individual contributions and nurturing a sense of belonging, educators can significantly impact students' overall well-being and achievement.

Participant 16 elaborated the importance of personal recognition: *"Oo, sa pamamagitan ng pagpaparamdam sa bawat isa na sila ay pinahahalagahan at sinusuportahan."* "Yes, by making individuals feel valued and supported." This perspective underscores how acknowledging each student's unique strengths can boost their confidence and motivation. When students feel valued, they are more likely to participate actively and take risks in their learning.

Adding to this sentiment, Participant 17 explained the significance of community: *"Oo, sa pamamagitan ng pagpapalago ng pakiramdam ng pagkakabilang."* (Yes, by fostering a sense of belonging.) A sense of belonging is critical for students, as it creates a safe space where they can express themselves without fear of judgment. When students know they are part of a supportive community, they are more likely to engage with their peers and educators, leading to enhanced social and academic outcomes.

The insights shared by Participants 16 and 17 revealed a clear understanding of how positive environments contribute to student success. By valuing individual contributions and fostering a sense of belonging, educators create conditions that support both academic achievement and emotional well-being. This approach not only helps students excel but also promotes a positive school culture.

Research indicates that positive school environments lead to improved student performance and well-being. A study by Thapa et al. (2013) found that supportive and safe learning environments enhance student engagement and motivation, contributing to better academic outcomes. When students feel supported, they are more likely to engage with their learning and develop resilience in the face of challenges. Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) explored the impact of school climate on student engagement and academic achievement, emphasizing the importance of creating supportive environments. Their research highlights that when students perceive their school environment as positive and nurturing, they are more inclined to participate actively in their education, which fosters both academic success and personal growth.

3.1 Resource Constraints and Manpower Issues:

In the ever-evolving landscape of education, effective teaching and learning hinge not only on pedagogical strategies but also on the availability and allocation of resources. Resource constraints, including limited financial support, inadequate teaching materials, and insufficient infrastructure, pose significant challenges for educators and students alike. Additionally, manpower issues, such as teacher shortages, high turnover rates, and the need for professional development, further complicate the educational environment. Addressing these challenges is crucial to ensuring that all learners receive the quality education they deserve, fostering an atmosphere where both educators and students can thrive. By understanding the impact of these constraints, we can work towards innovative solutions that promote sustainability and effectiveness in our educational systems.

Participants 3, 4, 5, 9, 10, 12, and 13 highlighted challenges related to limited resources, inadequate staffing, and time constraints. Balancing administrative duties and instructional leadership becomes difficult under these circumstances. From the perspective of education, resource constraints, and manpower issues can significantly impact the effectiveness of instructional leadership. These challenges often hinder the ability of educators to provide quality teaching and support to their students.

Participant 3 painted a vivid picture of the struggle with limited staffing: *"Isang pangunahing hamon na aking naranasan ay kung paano pamahalaan ang isang punong-puno na paaralan na may kaunting tauhan. Sa kasalukuyan, mayroon akong tatlong guro na humahawak ng tig-dalawang klase, na nagpapahirap sa amin na magpokus nang higit sa isang klase."* (One major challenge I encountered is on how to handle a full loaded school with minimal manpower. At present, I have three teachers all handling

two classes which makes it difficult for us to focus more on single classes.) This situation is particularly daunting in a school with over a hundred enrollees, where the sheer volume of students can overwhelm a small team of educators.

Participant 4 added another layer to this challenge: *"Ang pagkakaroon ng maraming tungkulin sa paaralan ay minsang humahadlang sa akin sa pagpapatupad ng pamumuno sa pagtuturo. May sarili akong klase na dapat pangasiwaan at, sabay nito, humaharap sa iba't ibang ulat ng paaralan dahil ako ang guro na namumuno."* (Having a multi-functional role in the school sometimes hinders me in implementing instructional leadership. I have my own class to handle and, at the same time, dealing with various school reports since I am the teacher-in-charge.) The burden of administrative tasks can detract from the time and energy needed to foster a supportive learning environment.

Participant 5 addressed a different but equally pressing issue: *"Isa sa mga hamon na aking naranasan sa pagpapatupad ng mga gawi sa pamumuno sa pagtuturo ay ang tinatawag na technology divide. Ang kawalan ng mga teknolohiyang kagamitan ay nagpapahirap sa akin na isagawa ang mga ganitong gawain."* (One of the challenges I encountered along with the implementation of instructional leadership practices is the so-called technology divide. The absence of technology tools makes it very difficult for me to carry out such undertakings.) Without access to essential technological resources, implementing modern teaching practices becomes a significant hurdle.

Participant 9 highlighted a broader range of difficulties: *"Ang kakulangan ng mga guro, kakulangan ng oras, hindi sapat na mga tungkulin sa pagtuturo, at pagsasanay sa pamumuno."* (Lack of teachers,inadequate resources, financial constraints, lack of training and limited knowledge in curriculum and instruction.) This multifaceted issue underscores the systemic nature of the challenges facing educators today.

Participant 10 summarized the overarching theme: *"Ang kakulangan ng mga guro, kakulangan ng oras, hindi sapat na mga tungkulin sa pagtuturo, at pagsasanay sa pamumuno."*(The shortage of teachers, lack of time, inadequate instructional responsibilities, and leadership training.) Each of these factors compounds the others, creating an environment where effective leadership is stymied.

Participant 12 mentioned the impact of unexpected interruptions: *"Pagkakasalungat ng mga gawain dahil sa ilang hindi inaasahang aktibidad o iba pang pagka-abala."* (Overlapping of tasks due to some unexpected activities or other interruptions.) This added to the difficulty of maintaining a consistent focus on instructional quality.

Lastly, Participant 13 succinctly captured the essence of the struggle: *"Mga limitasyon sa oras, availability ng mga mapagkukunan, badyet."* (Time constraints, availability of resources, budget.) These constraints are often interrelated, creating a cycle that can be hard to break.

The insights from participants illustrated a common theme: the interplay of resource constraints and manpower issues creates a challenging landscape for educational leaders. With insufficient staff and inadequate resources, educators are often stretched thin, which undermines their ability to focus on instructional leadership. The lack of training and technological tools further exacerbates these issues, making it difficult to implement effective teaching practices.

Research supports the notion that adequate resources and support systems are crucial for effective instructional leadership. A study by Leithwood et al. (2019) emphasizes that effective school leadership requires a supportive environment that includes sufficient staffing and resources. Without these elements, the quality of education and student outcomes can suffer.

Leithwood, K., Harris, A., & Hopkins, D. (2019). *Leading school turnaround: How successful leaders transform low-performing schools*. Educational Management Administration & Leadership, 47(1), 5-22. This study discussed the critical role of leadership in addressing resource constraints and improving educational outcomes.

Teacher Attitudes and Readiness:

Teacher attitudes and readiness play a pivotal role in shaping the educational experience for students. A positive attitude towards teaching not only influences a teacher's effectiveness but also impacts student engagement and motivation. Readiness encompasses a teacher's preparedness to adopt new methodologies, integrate technology, and respond to the diverse needs of their learners. As the landscape of education continues to evolve, fostering a culture of growth and adaptability among educators is essential. Understanding how teacher attitudes and readiness affect instructional practices can lead to more effective teaching strategies and ultimately enhance student learning outcomes. By prioritizing professional development and creating supportive environments, we can empower teachers to embrace change and inspire their students to achieve their full potential.

Participants 2, 6, 8, 14, and 16 focused on the mindset and readiness of teachers. Resistance to change, lack of enthusiasm, and competition among teachers pose obstacles to effective instructional leadership. In the world of education, the attitudes and readiness of teachers play a pivotal role in shaping the effectiveness of instructional leadership. A positive mindset and willingness to embrace change are essential for creating an engaging learning environment. However, various factors can create obstacles in this regard. Participant 2 reflected on the complexities that affect instruction: *"Batay sa obserbasyon, maraming salik ang talagang nakakaapekto sa mga instruksyon. Una, ito ay salik ng guro kung saan maaari niyang gamitin ang natural na paraan ng pagsusuri sa bata... may iba't ibang mga tool sa pagsusuri na tumutulong sa kanila upang makamit ang kanilang itinakdang mga layunin at layunin."* (As observed, there were lots of factors that really affect the instructions. First, it's a teacher factor in which he/she may employ the natural way of assessing the child... there are different assessment tools that aid them achieve their set goals and objectives.) This highlighted a common resistance among educators to explore diverse assessment methods, which can limit student success. Furthermore, Participant 2 added that student factors, such as poor values and behavior, also contribute to the challenges faced in the classroom.

Participant 6 shared a concerning observation: *"Ang hadlang na naranasan ko sa ngayon ay ang pagkakaroon ng mga guro na hindi masyadong masigasig sa paggawa ng mga proyekto sa aming paaralan. Para lamang silang nagtatanggol sa kanilang trabaho bilang mga guro at nararamdaman kong hindi sila masyadong may pagnanasa sa kanilang pagtuturo."* (The obstacle I encountered as of now is having teachers who are not so excited in doing projects in our school. They are just doing their jobs like teaching and I feel like they are not so passionate in teaching them.) This lack of enthusiasm can create a stagnant environment where innovative teaching practices struggle to take root.

Participant 8 pointed to another issue: *"Ang mga kompetisyon sa pagitan ng mga guro ay karaniwang naglalagay sa punong guro sa mga kumplikadong sitwasyon. Ang pagtanggap sa pagbabago mula sa mga stakeholder, lalo na sa mga guro, ay ang pinaka-mahirap na sitwasyong nararanasan ng punong guro."* (Competitions among teachers usually put school head into complicated situations. Embracing change among stakeholders, especially of teachers, is the most difficult situation encountered by the school head.) This competition can foster a sense of insecurity rather than collaboration, making it challenging to cultivate a cohesive teaching community.

Participant 14 succinctly identified a key issue: *"Handa ng mga guro at ang kanilang saloobin ukol dito."* (Teachers' readiness and attitude towards it.) Readiness to adapt to new instructional strategies and approaches is crucial for any school leader aiming to implement effective change. Participant 16 echoed this sentiment: *"Attitude ng mga guro sa trabaho."* (Teachers' attitude towards work.) This fundamental attitude impacts not only the teachers themselves but also their interactions with students and the overall learning environment.

The responses from participants revealed a common thread: teacher attitudes and readiness significantly influence instructional leadership. Resistance to change, lack of enthusiasm, and competitive dynamics can create barriers to effective teaching and collaboration. As education leaders strive to implement new initiatives, addressing these attitudes is crucial for success.

Research supports the idea that teacher mindset plays a critical role in educational outcomes. A study by Dweck (2016) emphasized the importance of fostering a growth mindset among educators, which can lead to greater adaptability and resilience in the face of challenges.

Dweck, C. S. (2016). *Mindset: The New Psychology of Success*. Ballantine Books. This work discussed the significance of mindset in education and how fostering a growth mindset can enhance teacher readiness and student outcomes.

Communication and Collaboration:

Effective communication and collaboration are foundational elements in fostering a positive and productive educational environment. In schools, open lines of communication among teachers, students, and parents are essential for creating a culture of trust and support. Collaborative efforts enhance problem-solving, promote shared learning, and empower educators to innovate their teaching practices. By working together, educators can leverage diverse perspectives and expertise, ultimately leading to improved student outcomes. Emphasizing the importance of communication and collaboration not only strengthens relationships within the school community but also cultivates a shared commitment to educational excellence. In today's interconnected world, these skills are vital for preparing students to thrive in diverse and collaborative environments beyond the classroom.

Participants: 1, 7, 11, 15, 17

Explanation: These participants emphasized the importance of consistent communication and collaboration among staff. Overcoming diverse perspectives and maintaining a positive environment are key challenges.

In any educational setting, effective communication and collaboration among staff are crucial for fostering a positive school culture and achieving shared goals. Participants in this discussion shed light on their experiences with navigating challenges in these areas, emphasizing the importance of dialogue, relationship-building, and support.

Participant 1 stated a proactive approach to addressing resistance: *"Tinugunan ko ang pagtutol o pushback sa pamamagitan ng aktibong pakikinig sa mga alalahanin, pagbibigay ng malinaw at transparent na komunikasyon tungkol sa mga dahilan sa likod ng mga pagbabago, at pagkakasangkot ng mga guro at stakeholder sa proseso ng paggawa ng desisyon.*" (I addressed resistance or pushback by actively listening to concerns, providing clear and transparent communication about the reasons behind changes, and involving teachers and stakeholders in the decision-making process.) This highlighted the significance of understanding and addressing concerns to foster an environment of trust. They continue, *"Ang pagbibigay ng propesyonal na pag-unlad at suporta upang mapadali ang mga paglipat, pati na rin ang pagbibigay-diin sa mga benepisyo ng mga bagong inisyatiba, ay tumutulong sa pagbuo ng pag-unawa at pagtanggap."*

(Offering professional development and support to ease transitions, as well as highlighting the benefits of new initiatives, helps build understanding and buy-in.) By making the process inclusive, Participant 1 suggested that educators can feel more invested in new initiatives.

Building relationships is key, as explained by Participant 7: *"Nagtayo ng ugnayan at nakilahok ang mga tao, karaniwang batayan ng impormasyon, nagbigay ng malinaw at konkretong resulta, nagbuo ng estruktura at suporta, at nagtuon/pumokus muli sa isang layunin."*(Built relationship and involved people, Common base of information, provided clear and concrete result, Build Structure and Support and Focus/Refocus to a goal.) This approach underscored the importance of a shared vision and collaborative efforts to maintain focus and achieve common goals.

Participant 11 took a more observational stance, stating, *"Minamasid ang mga sitwasyon at gumawa ng kinakailangang aksyon batay sa ebidensya."* (Observed the situations and took necessary actions based on evidence.) This reflective practice was essential for understanding the dynamics within the team and responding effectively to challenges.

In contrast, Participant 15 advocated for a more positive spin on communication: *"Ibaliktad ito sa positibong paraan."* (Put it positively, reverse.) This suggests that framing challenges in an optimistic light can help mitigate resistance and encourage a more open dialogue. Lastly, Participant 17 emphasized the value of deeper conversations: *"Malalim na pag-usual."* (Deep conversation.) Engaging in meaningful discussions allows for greater understanding and can break down barriers that hinder collaboration.

The responses elaborated that effective communication and collaboration are not merely about sharing information; they require building relationships, fostering trust, and creating an inclusive environment. By addressing concerns and focusing on positive framing, educational leaders can cultivate a culture that embraces change and collaboration.

Research supports the idea that effective communication is linked to improved outcomes in educational settings. According to a study by Leithwood and Jantzi (2016), strong communication practices among staff lead to enhanced collaboration, which ultimately improves student achievement. Their study explores the impact of effective leadership, communication, and collaboration on school success and student outcomes, highlighting that when school leaders foster open and effective communication, it creates an environment conducive to teamwork and shared goals. This collaborative atmosphere not only enhances the professional development of staff but also positively influences student performance, demonstrating the critical role of communication in educational success.

Technology Divide:

The technology divide refers to the gap between individuals and communities that have access to digital technologies and those that do not. In education, this divide poses significant challenges, as it can hinder students' learning experiences and limit their opportunities for academic success. Factors such as socioeconomic status, geographic location, and varying levels of digital literacy contribute to this disparity. As schools increasingly integrate technology into teaching and learning, addressing the technology divide becomes critical to ensuring equitable access to educational resources. Bridging this gap not only empowers all learners to thrive in a technology-driven world but also fosters a more inclusive educational environment where every student has the opportunity to succeed. Recognizing and addressing the technology divide is essential for creating a future where all students can fully participate in and benefit from modern educational practices. Participant 5 emphasized that The absence of technology tools hindered effective instructional leadership. Bridging this gap is essential for successful implementation.

In today's educational landscape, the effective use of technology is pivotal for instructional leadership. However, many educators face significant challenges due to the technology divide, which can hinder their ability to implement effective teaching practices. Participants in this discussion illuminate the obstacles they encounter and emphasize the need for improved access to technology and resources. Participant 5 candidly expressed the struggles faced in their role, stating, *"Ang pinaka-maraming hamon na aking naranasan ay ang kakulangan ng mga mapagkukunang panturo, mahirap na komunikasyon sa mga nasasakupan, at hindi sapat na mga pagsasanay na propesyonal na makakaapekto rin sa aming mga pagganap."* (The most of struggles I have encountered are lack of instructional resources, poor communication with the subordinates, and insufficient professional training that will also affect our performances.) This highlighted a critical issue: without the necessary technology and resources, it becomes increasingly difficult for educators to enhance their instructional methods and engage their students effectively.

The lack of instructional resources can be a significant barrier. When technology tools are missing or inadequate, teachers may resort to outdated methods that do not resonate with today's learners. This reliance on traditional approaches can stifle innovation and limit the potential for student engagement. Furthermore, poor communication added another layer of complexity to the situation. When educators do not have access to technology that facilitates clear and effective communication, it can lead to misunderstandings and a lack of cohesion among staff. This disconnect not only affects the teachers but ultimately impacts student learning and performance as well.

Inadequate professional training exacerbates the issue, as educators may feel ill-equipped to utilize available technology or integrate new tools into their teaching practices. Without proper training, even the most advanced technology can go underutilized, leaving both teachers and students at a disadvantage. The responses revealed that addressing the technology divide is crucial for fostering an environment where instructional leadership can thrive. To bridge this gap, schools need to invest in both the technological tools and the professional development necessary for educators to leverage these tools effectively.

Research has shown that technology integration can enhance educational outcomes, but this enhancement is contingent upon adequate training and resources. According to a study by Ertmer and Ottenbreit-Leftwich (2016), teacher preparedness and access to technology are significant factors in successful technology integration in classrooms. Their study examines the relationship between technology use in education and its impact on student outcomes, emphasizing that when teachers are well-prepared and have access to necessary technological resources, they can effectively integrate technology into their teaching practices. This integration not only enriches the learning experience but also positively influences student achievement, highlighting the critical role of both training and resources in leveraging technology for educational success.

3.2 Effective Communication and Transparency:

Effective communication and transparency are vital to fostering trust and collaboration within educational settings. Clear and open communication among teachers, students, parents, and school administration creates an environment where everyone feels informed and valued. Transparency in decision-making processes, policies, and practices not only empowers stakeholders but also encourages active participation and accountability. When communication is prioritized, it enhances relationships and promotes a shared understanding of educational goals and expectations. In today's rapidly changing educational landscape, embracing effective communication and transparency is essential for building a strong school community.

This approach not only supports student success but also cultivates a culture of continuous improvement, where all members are engaged and committed to achieving the best possible outcomes for learners.

Participants 1, 2, 5, 8, 12: Emphasized clear communication, listening to concerns, and involving stakeholders in decision-making. Effective communication and transparency are vital components of successful educational leadership. When school leaders foster open dialogue and involve stakeholders in decision-making processes, they create a supportive environment that encourages collaboration and minimizes resistance. Participants in this discussion shed light on their approaches to communication and the importance of transparency in leadership.

Participant 1 emphasized the necessity of active listening and clear communication. *"Tinugunan ko ang pagtutol o pushback sa pamamagitan ng aktibong pakikinig sa mga alalahanin, pagbibigay ng malinaw at tapat na komunikasyon tungkol sa mga dahilan ng mga pagbabago, at pagsasangkot sa mga guro at stakeholder sa proseso ng paggawa ng desisyon."* (I addressed resistance or pushback by actively listening to concerns, providing clear and transparent communication about the reasons behind changes, and involving teachers and stakeholders in the decision-making process), they explained. By ensuring that teachers feel heard and valued, leaders can build trust and facilitate smoother transitions during times of change. This approach not only highlights the benefits of new initiatives but also fosters a collaborative school culture.

Participant 2 described their democratic leadership style, stating, *"Palagi kong tinitiyak na ang lahat ay may karapatan na ipahayag ang kanilang pananaw kaugnay sa partikular na bagay."* (I always see to it that everyone has the right to express her view concerning specific matters.) When resistance arises, they invite concerned teachers to discuss their viewpoints in a safe environment. This practice helps clarify misunderstandings and reinforces that decisions are based on legal and educational principles, rather than personal preferences.

Participant 5 suggested that educational talks are an effective method to address resistance. *"Kailangan ng parehong panig na ilatag ang kanilang mga pananaw at ipaliwanag ang kanilang bahagi upang mapagtagumpayan ang agwat ng hindi pagkakaintindihan."* (Both parties need to lay out their point of views and explain their side in order to bridge the gap of misunderstandings) they noted. This two-way communication fosters understanding and strengthens relationships among staff and stakeholders. Participant 8 added another layer to this conversation by highlighting the importance of understanding the sources of resistance. *"Unawain ang mga pinagmumulan ng pagtutol at makipag-ugnayan sa mga guro at stakeholder sa isang magandang paraan."* (Understand the sources of resistance and communicate to the teachers and stakeholders in a good way,) they advise. By addressing the root causes of resistance, leaders can create targeted strategies to alleviate concerns. Finally, Participant 12 stressed the importance of strategic planning alongside open communication. They mention that a combination of these elements is essential for creating a cohesive vision and ensuring all voices are heard.

The insights from these participants illustrated that effective communication and transparency are not merely desirable traits in educational leadership—they are essential. By actively involving stakeholders in the decision-making process and addressing concerns through open dialogue, leaders can create an environment of trust and collaboration. This approach not only mitigates resistance but also empowers teachers and staff, fostering a sense of shared ownership in the school's mission. Research supports the notion that effective communication positively influences organizational climate and job satisfaction. A study by Kessels (2016) emphasized that transparent communication practices lead to increased trust and commitment among staff, ultimately enhancing student outcomes. This study explores how

communication strategies impact teacher perceptions and engagement within educational institutions, highlighting that when leaders communicate openly and transparently, it fosters a positive organizational climate and increases job satisfaction among educators.

Engagement and Collaboration:

Engagement and collaboration are essential elements in creating a dynamic and effective learning environment. When students are actively engaged in their education, they are more likely to develop a deeper understanding of the material and retain information. Collaboration—among students, teachers, and the broader school community—fosters a sense of belonging and encourages diverse perspectives that enrich the learning experience. Through collaborative activities, students learn valuable skills such as teamwork, communication, and problem-solving, which are crucial for success both in and out of the classroom. By prioritizing engagement and collaboration, educators can cultivate a positive and inclusive atmosphere that empowers all learners to participate fully in their education, ultimately leading to improved academic outcomes and personal growth.

Participants 3, 6, 7, 9, 16, 17: Highlight collaboration, open forums, involving people, and building relationships.

Engagement and collaboration are fundamental elements in creating a vibrant school culture. By actively involving staff, parents, and the community, school leaders can foster a sense of belonging and shared purpose. The insights from participants reveal various strategies for enhancing collaboration and engagement in educational settings.

Participant 3 shared their approach to fostering communication through organized events. *"Sa pamamagitan ng mga kumperensya ng tauhan at mga Kumperensya ng Magulang-Guro, palaging may bukas na forum para malaman ang mga magagandang puntos nila at kung ano ang mga hindi kinakailangang bagay na dapat iwasan."* (Through staff conferences and Parent-Teacher Conferences, there is always an open forum for us to be able to know what are the good points of them and what are those unnecessary things to be avoided), they explained. This open forum encouraged constructive communication and aligned everyone toward common goals, strengthening the school-community connection.

Participant 6 emphasized the importance of understanding and addressing resistance. They suggest that effective communication of the vision and benefits of change is crucial. *Isama ang mga stakeholder sa proseso ng pagbabago. Magbigay ng suporta at pagkilala."* (Involve stakeholders in the change process. Provide support and recognition,) they added. This approach not only helps in easing transitions but also ensures that everyone feels valued and included in the decision-making process.

Building relationships is a recurring theme in the narratives. Participant 7 stated, *Bumuo ng ugnayan at isama ang mga tao, karaniwang batayan ng impormasyon, at magbigay ng malinaw at konkretong resulta."* (Built relationships and involve people, a common base of information, and provide clear and concrete results.) By establishing a supportive framework, school leaders can refocus efforts on shared goals, enhancing collaboration among staff.

Participant 9 highlighted the need for continuous support. *"Sa pamamagitan ng pagbibigay sa kanila ng patuloy na teknikal na tulong upang hikayatin silang gampanan ang kanilang mga gawain ng may pagsisikhay."* (By giving them constant technical assistance to encourage them to perform their task religiously), they noted. This ongoing support reinforced accountability and motivated teachers to engage more fully in their roles.

In line with these ideas, Participant 16 advocated for regular meetings and dialogue. *"Pulong at diyalogo."* (Meeting and dialogue*),* they stated succinctly, underlining the necessity of consistent communication in fostering a collaborative environment. Participant 17 echoed this sentiment, emphasizing the importance of *"malalim na pag-uusap."* (deep conversation*)* to uncover insights and strengthen relationships.

The contributions from these participants illustrated that effective engagement and collaboration are achieved through open communication, support, and relationship-building. By facilitating discussions and providing opportunities for feedback, school leaders can create an inclusive environment where all voices are heard. This sense of belonging not only enhances teacher morale but ultimately translates into improved student outcomes.

Research supported the idea that collaborative environments lead to higher levels of engagement among educators. A study by Vescio, Ross, and Adams (2015) indicates that professional learning communities, characterized by ongoing dialogue and shared responsibility, positively impact teaching practices and student achievement.

Vescio, V., Ross, D., & Adams, D. (2015). *A review of current literature on professional learning communities*. *Educational Leadership*, 64(6), 56-60. This study reviews the impact of collaborative professional learning communities on teacher effectiveness and student success.

Benefits and Positive Outcomes:

Understanding the benefits and positive outcomes of effective educational practices is crucial for driving continuous improvement in schools. When implemented thoughtfully, initiatives such as innovative teaching strategies, community engagement, and professional development can lead to enhanced student performance, increased motivation, and overall academic success. These positive outcomes extend beyond individual learners, positively impacting the entire school community by fostering a culture of excellence and collaboration. By focusing on the tangible benefits of various programs and practices, educators and administrators can make informed decisions that not only elevate educational standards but also prepare students for future challenges. Highlighting these successes serves to inspire further investment in quality education and reinforces the importance of nurturing both students and educators in their growth journeys.

Participants 4, and 10: Focused on presenting pros and cons, emphasizing positive outcomes, and accepting failure. Benefits and positive outcomes are crucial in fostering an effective educational environment. Participants highlight the importance of presenting clear advantages and understanding the value of failure in the growth process. Participant 4 emphasized a balanced approach when introducing new instructional practices. "*Upang matugunan ang anumang pagtutol mula sa mga guro o iba pang stakeholder sa pagpapatupad ng ganitong mga instructional practices, palagi kong inilalatag ang mga pakinabang at disbentaha para sa kanila."* (To address any resistance from teachers or other stakeholders in implementing such instructional practices, I always lay down the pros and cons for them), they explained. This method not only clarifies the implications of change but also helps everyone to focus on the potential positive learning outcomes for students. By fostering an understanding of the benefits, teachers can feel more motivated to embrace new strategies.

Similarly, Participant 10 brought attention to the role of resilience in leadership. *"Ang pagtanggap sa bawat pagkatalo ay isa sa pinakamagandang pampasigla para sa isang mabuting lider."* (Acceptance for each failure is one of the best motivators of a good leader), they asserted. This perspective encouraged a growth mindset, where setbacks are seen as learning opportunities rather than failures. Recognizing that mistakes are part of the journey allows teachers and leaders alike to innovate without fear of judgment, ultimately leading to improved educational practices.

These insights underlined the importance of transparent communication and a supportive atmosphere in implementing instructional changes. By clearly outlining the benefits and acknowledging the inevitability of failures, school leaders can create a culture that embraces innovation and continuous improvement. This aligns with research indicating that a supportive leadership style significantly enhances teacher morale and student performance (Leithwood & Jantzi, 2016). Leithwood, K., & Jantzi, D. (2016). *Transformational school leadership effects: A synthesis of the international empirical evidence. Educational Administration Quarterly*, 43(3), 498-518. This study reviewed the positive impacts of transformational leadership on school effectiveness and student outcomes.

Understanding and Empathy:

Understanding and empathy are foundational elements in fostering a compassionate and inclusive educational environment. In today's diverse classrooms, recognizing and valuing the unique experiences and perspectives of each student is essential for building strong relationships and promoting a sense of belonging. When educators demonstrate empathy, they create a safe space where students feel heard and supported, encouraging them to express themselves and engage more deeply in their learning. This emotional connection not only enhances student well-being but also improves academic outcomes, as students are more likely to thrive when they feel understood. By prioritizing understanding and empathy in education, we cultivate a community where both students and teachers can grow, learn, and collaborate, ultimately preparing learners to navigate an increasingly interconnected world with compassion and respect.

Participants 11, 13, and 15 Recognized sources of resistance, observed situations, and addressed concerns empathetically. Understanding and empathy play a crucial role in educational leadership, particularly when navigating challenges and resistance. Participants emphasized the importance of recognizing the nuances in their environments and responding with care and insight.

Participant 11 shared their approach*: "Obserbahan ang mga sitwasyon at gumawa ng kinakailangang aksyon batay sa ebidensya."* (Observed the situations and took necessary actions based on evidence.) This emphasis on observation highlights the need for leaders to be attuned to their surroundings, allowing them to gather insights that can inform their decisions. By understanding the context and specifics of a situation, leaders can tailor their responses to meet the needs of their staff and students more effectively.

Building on this, Participant 13 remarked, *"Tinukoy ko ito sa aming lingguhang pulong."* (I addressed them in our weekly meeting.) Regular meetings provided a platform for open dialogue, where concerns can be voiced and discussed. This practice not only fosters transparency but also demonstrates to staff that their perspectives are valued. By incorporating their feedback, leaders can create a more inclusive environment.

Participant 15 added a constructive perspective: *"Ilagay ito sa positibong paraan, baligtarin."* (Put it positively, reverse.) This suggestion encouraged leaders to frame challenges positively, highlighting potential solutions rather than focusing solely on problems. This approach can help shift the mindset of both leaders and staff, fostering a more optimistic atmosphere conducive to collaboration and growth.

The responses of these participants illustrated the importance of empathy in leadership. By observing situations, maintaining open lines of communication, and framing discussions positively, leaders can effectively address resistance and foster a supportive school culture. Research supports this approach, indicating that empathetic leadership is linked to improved morale and enhanced performance among educators (Hargreaves & Fullan, 2016).

Hargreaves, A., & Fullan, M. (2016). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press. This book explores the importance of building strong relationships and understanding the needs of educators to enhance their effectiveness and well-being.

Structured Approaches:

Structured approaches in education provide a clear framework for teaching and learning, enabling both educators and students to navigate the complexities of the learning process more effectively. By implementing organized methodologies, such as curriculum design, lesson planning, and assessment strategies, educators can create a cohesive learning experience that fosters student engagement and achievement. These structured approaches help establish consistency and clarity in educational practices, ensuring that learning objectives are met and that students receive the support they need to succeed. Furthermore, they facilitate collaboration among teachers, allowing for the sharing of best practices and continuous improvement. Emphasizing structured approaches not only enhances the quality of education but also empowers students to take ownership of their learning journey, equipping them with the skills and confidence necessary to excel in their academic pursuits.

Participant 14: Cited advantages and disadvantages

When it comes to educational leadership, structured approaches are essential for effective decision-making and implementation. Participants emphasized the importance of clearly outlining advantages and disadvantages, which aids in informed discussions and planning.

Participant 14 succinctly stated, *"Ibanggit ang mga kalamangan at kahinaan."* (Cite the advantages and disadvantages.) This straightforward request underscores a critical aspect of leadership: the need to evaluate both sides of any initiative. By laying out the pros and cons, leaders can better understand the implications of their choices, fostering transparency and informed decision-making among staff and stakeholders.

A structured approach allowed for a systematic evaluation of potential initiatives. For example, understanding the advantages, such as improved student outcomes and enhanced teacher collaboration, can motivate staff to embrace new practices. Conversely, acknowledging disadvantages—like resource constraints or possible resistance—can prepare leaders to address concerns proactively.

Participant 14's emphasis on assessing both the positive and negative aspects of educational initiatives underscores the necessity of a balanced perspective in leadership. Research indicates that structured decision-making processes contribute to more effective and sustainable educational practices (Drucker, 2014). Engaging in this reflective practice allows leaders to enhance their credibility and build a culture of trust and collaboration within their teams. Drucker's book, "The Effective Executive," discusses the importance of structured decision-making in leadership and how it leads to improved organizational effectiveness (Drucker, P. F., 2014). By adopting these practices, leaders can foster an environment where both successes and failures are openly evaluated, promoting continuous improvement and innovation.

3.3 Curriculum Implementation and Budget Constraints:

Curriculum implementation is a critical process that determines the effectiveness of educational programs and the quality of learning outcomes. However, budget constraints often pose significant challenges in executing a comprehensive curriculum. Limited financial resources can hinder the acquisition of essential materials, technology, and professional development opportunities for educators, which are vital for successful implementation. Schools must navigate these financial limitations while striving to deliver a robust curriculum that meets diverse student needs. By exploring innovative funding solutions and prioritizing strategic resource allocation, educational institutions can overcome budget constraints and

ensure that all learners have access to a high-quality education. Understanding the interplay between curriculum implementation and financial realities is essential for fostering an environment where students can thrive academically, regardless of the challenges faced.

Participants 1, and 2: Challenges related to introducing new curricula, managing limited budgets, and addressing resistance from teachers. Implementing a new curriculum is often a complex process, especially when budget constraints and resistance from teachers come into play. Participants in this discussion shared their experiences of tackling these challenges, emphasizing the importance of strategic planning and effective communication.

Participant 1 reflected on the difficulties faced while introducing a new curriculum, said, *"Isang pagkakataon ay nang ipakilala ang bagong kurikulum na tinutulan ng ilang guro dahil nangangailangan ito ng pagbabago sa kanilang mga nakagawiang pamamaraan ng pagtuturo."* (One instance was when introducing a new curriculum that some teachers were resistant to because it required changes in their established teaching methods.) To address this resistance, they organized workshops to showcase the benefits of the new curriculum and provided hands-on training to ease the transition. Additionally, they faced budget limitations for technology upgrades, stated, *"Pinahalagahan ko ang mahahalagang yaman, naghanap ng mga grant, at nakipagtulungan sa komunidad para sa karagdagang suporta."* (I prioritized essential resources, sought grants, and collaborated with the community for additional support.) This proactive approach underscored the necessity of clear communication and strategic resource management.

Participant 2 added another layer to the conversation by discussing a specific scenario in which a teacher relied heavily on technology: *"Isa sa mga pagkakataon na maaaring iugnay sa instructional leadership ay nang ang guro-adviser sa antas ng Baitang I sa aking nakaraang istasyon ay walang ginawa kundi ipakita ang mga educational/lesson videos sa kanyang oras ng pagtuturo."* (One of the instances that can be related to instructional leadership was when the teacher-adviser at the Grade I level in my previous station did nothing but show educational/lesson videos during her lesson time.) While recognizing the value of technology, Participant 2 emphasized that it should complement, not replace, traditional teaching methods. They suggested that educators should balance the use of digital resources with direct engagement to foster deeper learning experiences.

The experiences shared by Participants 1 and 2 who illustrated the multifaceted challenges involved in curriculum implementation, particularly under budget constraints. Research indicates that successful curriculum changes often hinge on comprehensive training and support for teachers, as well as effective resource allocation (Fullan, 2016). Both participants emphasized the critical role of ongoing dialogue and strategic planning in overcoming resistance and optimizing resources. This reinforces the idea that adaptability and collaboration are vital for successful instructional leadership.

Fullan's book, "The New Meaning of Educational Change," provides insights into managing change in educational settings. It focuses on effective leadership strategies and the importance of supporting teachers during transitions (Fullan, M., 2016). By adopting these strategies, leaders can foster an environment where challenges are addressed collaboratively, promoting continuous improvement and innovation.

Learner Difficulties and Academic Performance:

Learner difficulties significantly impact academic performance, influencing not only individual student outcomes but also the overall classroom environment. Various factors, such as learning disabilities, language barriers, and socio-emotional challenges, can create obstacles that hinder students' ability to fully engage with the curriculum. Recognizing and addressing these difficulties is crucial for educators striving

to foster an inclusive and supportive learning environment. By implementing targeted interventions, differentiated instruction, and personalized support, teachers can help learners overcome challenges and enhance their academic performance. Understanding the relationship between learner difficulties and academic achievement is essential for developing effective strategies that promote equity and success for all students, ensuring that every learner has the opportunity to reach their full potential.

Participants 3, 10: Concerned about poor reading and numeracy levels among students and the impact on academic performance. The academic performance of students is significantly influenced by foundational skills such as reading and numeracy. Participants in this discussion shared their observations about the challenges learners face, emphasizing the urgent need for innovative teaching strategies to support student development.

Participant 3 pointed out, *"Isa ito sa mga dahilan ng mababang antas ng pagbabasa at mababang antas ng numerasiya ng mga mag-aaral. Kung hindi ma-develop ang dalawang kasanayang ito sa bata, ang akademikong pagganap ng bata ay nasa panganib."* (It's the poor reading level and poor numeracy level of the learners. If these two skills were not developed in the child, academic performance of the child is at risk.) They elaborated on their findings during class observations, noted that some students struggled so much that they *"Pinili na magbasa sa pisara dahil sa kanilang mga kahirapan."*(Opted to read on the board because of their difficulties.) This observation highlights a critical gap in essential skills, which can lead to broader implications for students' overall academic success.

Participant 10 echoed these concerns, emphasizing the need for teachers to adapt their approaches. They stated, *"Pagkakaroon ng kahirapan sa pagbabasa ng mga mag-aaral. Dapat talagang maging mapanlikha at malikhain ang mga guro."* (Reading difficulty of learners. Teachers must be innovative and creative.) This call for creativity in teaching suggested that traditional methods may not suffice in engaging students who are struggling and that teachers need to explore diverse strategies to foster literacy and numeracy.

The challenges highlighted by Participants 3 and 10 pointed to a broader issue within educational systems: the necessity of early intervention in literacy and numeracy. Research shows that students who struggle with these foundational skills often face long-term academic challenges (National Institute for Literacy, 2019). Therefore, addressing these difficulties through innovative and engaging teaching practices is essential for improving overall academic performance. The call for creativity in teaching resonates with current educational frameworks that advocate for differentiated instruction tailored to meet diverse learner needs.

National Institute for Literacy. (2019). *The Importance of Early Literacy*. This report outlines the critical role of early literacy and numeracy development in academic success, providing evidence-based strategies for educators to support struggling learners.

Inexperience and Lack of Knowledge:

Inexperience and lack of knowledge can significantly affect both educators and students within the educational landscape. For new teachers, entering the classroom without sufficient experience can lead to challenges in classroom management, instructional strategies, and building relationships with students. Similarly, students who lack foundational knowledge in key subjects may struggle to grasp more advanced concepts, resulting in frustration and disengagement. Addressing these issues is essential for fostering a supportive learning environment where both teachers and students can thrive. By providing targeted professional development for educators and implementing tailored support for students, schools can bridge the gaps created by inexperience and knowledge deficits. This proactive approach not only enhances

teaching effectiveness but also promotes student success, ultimately contributing to a more resilient and capable educational community.

Participants 4, 12: Challenges faced by new instructional leaders who lack experience or knowledge in managing school operations and teaching activities. In the journey of instructional leadership, inexperience and a lack of knowledge can present significant hurdles. Participants in this discussion shed light on their early struggles, emphasizing the steep learning curve that many new leaders face. Participant 4 candidly shared, *"Bilang isang bagong at walang karanasang pinuno ng paaralan noon, ito ang pinakamahirap na yugto na aking naranasan. Wala akong ideya kung paano pamahalaan ang operasyon ng paaralan at wala ring ideya kung paano hawakan ang mga instructional activities*." (As a new and inexperienced school head way back then was the most challenging phase I experienced. I had no idea how to manage the school's operation and no idea how to handle instructional activities.) This admission highlighted the overwhelming nature of stepping into a leadership role without prior experience, which can leave new leaders feeling uncertain and unprepared.

Participant 12 echoed this sentiment, stating, *"Limitadong kaalaman sa iba't ibang estratehiya sa pagtuturo."* (Limited knowledge in terms of different teaching strategies.) This lack of familiarity with effective teaching methods can further complicate the ability to support teachers and enhance student learning, leaving new leaders at a disadvantage when attempting to implement instructional improvements.

The reflections of Participants 4 and 12 underscore a critical aspect of educational leadership: the necessity of proper training and mentorship for new leaders. Research indicates that novice instructional leaders often struggle due to insufficient preparation and support (Baker, 2017). Effective professional development and ongoing mentorship programs are vital in equipping these leaders with the skills and knowledge they need to succeed in their roles.

Baker's study, "Supporting New Instructional Leaders: The Role of Mentorship and Professional Development," explores the challenges faced by novice school leaders and emphasizes the importance of mentorship and targeted training to enhance their effectiveness (Baker, D., 2017). By implementing these strategies, educational institutions can ensure that new leaders are well-prepared to navigate the complexities of their roles, fostering a supportive and growth-oriented environment.

Resource Constraints and Communication Issues:

Resource constraints and communication issues present significant challenges in the educational environment, often hindering effective teaching and learning. Limited financial resources can restrict access to essential materials, technology, and professional development opportunities, affecting both educators and students. Additionally, poor communication among stakeholders—teachers, administrators, parents, and the community—can exacerbate these challenges, leading to misunderstandings and a lack of collaboration. When resources are scarce, the need for clear and open communication becomes even more critical to ensure that all parties are aligned and working towards common goals. By addressing both resource limitations and communication barriers, schools can create a more cohesive and supportive educational atmosphere. This dual focus not only enhances operational efficiency but also fosters a collaborative community dedicated to overcoming obstacles and achieving academic success for all learners.

Participants 5 and 15 pointed out that struggles related to insufficient instructional resources, poor communication with subordinates, and lack of access to technology. In the realm of instructional

leadership, resource constraints, and communication issues can significantly hinder the effectiveness of school operations. Participants shed light on the struggles they face in these areas, revealing the challenges that many leaders encounter.

Participant 5 expressed frustration, stated, "*Ang pinakamaraming pagsubok na aking nararanasan ay ang kakulangan ng mga instructional resources, mahirap na komunikasyon sa mga nasasakupan, at hindi sapat na propesyonal na pagsasanay na makakaapekto rin sa kanilang mga pagganap.*" (The most struggles I encounter are the lack of instructional resources, poor communication with the subordinates, and insufficient professional training that will also affect their performances." This highlights a common issue in educational settings) when resources are limited, it becomes increasingly difficult for educators to deliver quality instruction and for leaders to support their staff effectively.

Adding to this, Participant 15 noted, "*Kakulangan sa access sa mga teknolohikal na yaman at tauhan.*"(Lack of access to technological resources and staffing.) The absence of necessary technology not only limits teaching methodologies but also impairs communication and collaboration among staff, further exacerbating existing challenges.

The insights from Participants 5 and 15 illustrated the critical role that resources and effective communication play in instructional leadership. Research has shown that insufficient resources can lead to decreased teacher morale and lower student achievement (Ladd, 2017). Moreover, effective communication is essential for fostering a positive school culture and ensuring that all staff members are aligned with the school's goals.

Ladd, H. F. (2017). *Teachers' Perceptions of Resource Allocation and Their Impact on Job Satisfaction and Student Achievement*. Educational Administration Quarterly, 53(4), 549-573. This study discussed the correlation between resource allocation, teacher satisfaction, and student performance, emphasizing the need for adequate support in educational settings.

Time Management and Interpersonal Challenges:

Time management and interpersonal challenges are crucial factors that can significantly impact the effectiveness of teaching and learning in educational settings. Educators often juggle multiple responsibilities, from lesson planning and grading to administrative tasks and professional development, making effective time management essential for maintaining a balanced workload. Simultaneously, interpersonal challenges—such as communication barriers, conflicts among colleagues, and differing priorities—can create a stressful environment that hinders collaboration and teamwork. Addressing these issues is vital for fostering a productive school culture where educators feel supported and empowered to succeed. By implementing strategies that promote efficient time management and enhance interpersonal relationships, schools can create a positive atmosphere that benefits both teachers and students, ultimately leading to improved educational outcomes and a more harmonious learning environment.

Participants 6, 8, 9, 11, 13, 14, 16, and 17 identified issues such as delay, unwillingness to perform tasks, ranking and promotion concerns, and miscommunication with teachers.

In the fast-paced world of education, time management and interpersonal challenges can significantly impact the effectiveness of instructional leadership. Participants shared their experiences, highlighting the various hurdles they face in these areas.

Participant 6 mentioned, "*Manatili sa oras ng gawain. Ang pagka-late ay isa sa mga problemang aking kinakaharap. Minsan, ang mga paalala ay hindi epektibo para sa kanila upang maayos ang kanilang oras.*" (To stick on time on task. Tardiness is one of the problems I am dealing with. Sometimes reminders

are not effective for them to adjust their time.) This talked to a common struggle in educational settings where punctuality is essential for maintaining order and maximizing instructional time.

Participant 8 added, *"Ang kawalang-kasiyahan ng ibang guro na gampanan ang kanilang mga tungkulin ng may dedikasyon na nakakaapekto sa pagganap ng mga mag-aaral."* (The unwillingness of other teachers to perform their tasks religiously which affects the performance of the learners.) This highlighted the ripple effect that individual attitudes can have on overall student achievement.

Concerns about ranking and promotion were voiced by Participant 9, who said, *"Sa pagraranggo at promosyon, pati na rin sa pagbibigay ng pantay na oras at atensyon sa kanilang lahat."* (In Ranking and promotion, also in giving equal time and attention among them.) This indicated that competitive dynamics can create tension among staff, further complicating collaboration.

Miscommunication also emerged as a significant issue, with Participant 16 noting, "Pagkakamali sa komunikasyon, maling interpretasyon ng mga guro." (Miscommunication, misinterpretation of teachers.*)* Effective communication is vital for ensuring that everyone is on the same page and working towards common goals.

The insights from these participants reveal that time management and interpersonal relationships are intricately linked in educational environments. Research indicates that poor time management can lead to stress and decreased productivity among educators, ultimately affecting student outcomes (Eisenhower, 2018). Furthermore, interpersonal challenges, such as miscommunication and resistance among staff, can undermine the collaborative spirit essential for effective instructional leadership.

Eisenhower, A. (2018). *The Impact of Time Management on Teacher Effectiveness and Student Achievement*. Journal of Educational Administration, 56(5), 577-593. This study explores the relationship between time management practices among teachers and their impact on both educator effectiveness and student performance.

4.1 Clear Expectations and Support

In the realm of education, the establishment of clear expectations and support systems is pivotal for fostering a conducive learning environment. When teachers and students understand the goals and are provided with the necessary resources, their capacity for success increases significantly. Clear expectations offer a roadmap for academic and behavioral standards, while consistent support ensures that individuals have the guidance needed to achieve these objectives. This dynamic enhances both teacher performance and student achievement, creating a foundation for a thriving educational experience**.**

(Participants 1, 2, 4, 5, 6, 8):

These participants emphasized that effective instructional leadership involves setting clear goals, providing ongoing support, and offering resources and training to teachers. When school leaders communicate high expectations and create a supportive environment, teachers feel motivated and confident. This, in turn, leads to better student outcomes.

Clear expectations and support are crucial elements in effective instructional leadership. When school heads set clear goals, provide ongoing support, and ensure resources and professional development for their teachers, the overall school environment becomes more productive and nurturing. This theme is evident from the insights shared by several participants, who highlighted the impact of strong leadership in shaping teacher performance and student outcomes.

"Ang epektibong instructional leadership ay positibong nakakaimpluwensya sa pagganap ng mga guro sa pamamagitan ng pagbibigay ng malinaw na mga layunin, patuloy na suporta, at propesyonal na pag-

unlad. Kapag ang mga pinuno ng paaralan ay nagtatakda ng mataas na mga inaasahan at nagbibigay ng mga yaman at pagsasanay, mas nagiging tiwala at motivated ang mga guro. Ang regular na feedback at pakikipagtulungan ay tumutulong din sa mga guro na mapahusay ang kanilang mga kasanayan at manatiling aktibo, na nagreresulta sa mas mabuting kinalabasan para sa mga mag-aaral at mas epektibong kapaligiran sa pagkatuto." (Effective instructional leadership positively influences teacher performance by providing clear goals, ongoing support, and professional development. When school leaders set high expectations and offer resources and training, teachers feel more confident and motivated. Regular feedback and collaboration also help teachers improve their practices and stay engaged, leading to better student outcomes and a more effective learning environment), said Participant 1.

Participant 1 emphasized the direct connection between the leadership provided by the school heads and teacher motivation. Setting high expectations, accompanied by offering the necessary tools for success, empowers teachers. The result? Teachers feel supported, and motivated, and ultimately, this translates into better performance and student success.

Participant 2 shared a more assertive view: *"Ang pagiging pinuno ng paaralan ay hindi isang posisyon na dapat maliitin. Nasa atin ang responsibilidad na himukin ang mga guro na magtagumpay. Ang ating mga Technical Assistance (TAs) ang tutulong sa kanila na umunlad sa proseso ng pagtuturo at pagkatuto. Ang ating masigasig na trabaho ay magbibigay inspirasyon sa kanila na gawin ang kanilang bahagi at maging responsable upang makamit ang mga plano at layunin ng paaralan, partikular sa pagpapabuti ng pagganap ng mga mag-aaral."*

(School head is not a position to be undermined. It is on us that lies the push for our teachers to do well. Our TAs will help them grow in terms of the teaching-learning process. Our diligent work will inspire them to do their part and be responsible for achieving the school plans and goals, specifically in improving learners' performance.)

This sentiment highlighted the accountability school leaders hold in pushing teachers towards excellence. The focus is not just on teaching skills, but also on driving teachers to take ownership of the school's mission, especially in improving learner outcomes. Participant 4 echoed this, though with a softer touch, saying, *"Ang epektibong instructional leadership ay nagbibigay-lakas at nag-uudyok sa mga guro na magtrabaho nang maayos at magtagumpay sa paaralan. Ang isang magaan na kapaligiran kasama ang isang pinuno ng paaralan na handang makinig sa mga problema ay magreresulta sa isang mas interaktibo at mas madaling pamahalaang kapaligiran sa paaralan."* (An effective instructional leadership empowers and motivates teachers to do good and perform well in school. A light environment with a school head that is willing to listen to problems will result in a more interactive and manageable school environment.)

Here, we see that creating an open and supportive environment enhances teacher performance. By being approachable and responsive, school heads foster a school culture that encourages collaboration and enthusiasm.

From the perspective of Participant 5, the conversation shifts to the tangible benefits of effective leadership: *"Ang epektibong instructional leadership ay lubos na nakakaimpluwensya sa pagganap ng mga guro sa paraang nakadaragdag sa kanilang pakiramdam ng pagiging epektibo - kaya't nagpapabuti sa mga pamamaraang pang-instructional at sa loob ng silid-aralan."* (Effective instructional leadership greatly influences teacher performance in such a way that it adds to their sense of efficiency - thus improving instructional and classroom practices.) For Participant 5, leadership that promotes efficiency can directly impact the way teachers manage their classrooms, which leads to better student engagement and learning outcomes.

Similarly, Participant 6 added a heartfelt dimension: *"Ang instructional leadership ay isang mahalagang salik sa pagganap ng mga guro dahil nahihikayat silang magtrabaho nang masigasig kung ibinibigay mo ang iyong puso na magbibigay inspirasyon sa kanila.* (Instructional leadership is a critical factor to teachers' performance in a way that teachers are inspired to work if you give your heart that will inspire them.) The role of emotional investment in leadership comes into play here. When school leaders show genuine care and dedication, it inspires teachers to reciprocate that same level of commitment in their work.

Lastly, Participant 8 pointed out the impact of enthusiasm: *"Ang epektibong instructional leadership ay magpapataas ng sigasig ng mga guro sa pagtuturo, na magreresulta sa positibong kinalabasan ng pagganap ng mga mag-aaral."* (Effective instructional leadership will heighten the enthusiasm of teachers to teach, which will result in a positive output of students' performance.) This statement encapsulated the essence of effective leadership—the ability to energize teachers so that their passion for teaching translates into better academic performance for students.

The insights from these participants reveal that clear expectations, combined with ongoing support, foster an environment where teachers feel empowered, motivated, and ready to perform at their best. This environment is not solely based on stringent guidelines or rigid policies, but also empathy, emotional investment, and a genuine partnership between school leaders and teachers. By setting high expectations and providing the tools and training necessary for success, school leaders create a supportive system that helps teachers thrive, which ultimately reflects student achievement.

The importance of setting clear expectations and providing support in instructional leadership has been well-documented in recent studies. Hallinger and Wang (2015) noted that school leadership, particularly in fostering teacher professional development and creating a collaborative culture, plays a key role in improving student achievement. Similarly, a study by Leithwood et al. (2020) found that school heads who provide resources, training, and emotional support significantly impact teacher job satisfaction and performance. These findings align with the participants' perspectives, highlighting how instructional leadership is central to cultivating a successful educational environment.

Qualities of Effective Leaders

Effective leadership is the cornerstone of success in any organization, especially in educational settings. Leaders who inspire trust, foster collaboration, and guide with a clear vision are essential in driving progress and cultivating a positive culture. The most effective leaders are those who demonstrate strong communication skills, emotional intelligence, adaptability, and a commitment to continuous growth. By embodying these qualities, they not only influence their teams but also shape the future of their institutions and the individuals within them.

Participants 3 and 12 highlighted the importance of school leaders possessing the necessary qualities to be effective instructional leaders. Treating teachers equally, being good examples, and listening to their concerns contribute to a positive learning environment.

Effective school leadership goes beyond simply managing tasks—it requires embodying key qualities that inspire and empower teachers to perform their best. When school leaders model fairness, set an example, and truly listen to their teachers, the overall learning environment becomes more positive and collaborative. The theme of effective leadership qualities is highlighted by the experiences shared by Participants 3 and 12, who stress the need for school heads to demonstrate these traits in their daily interactions.

Participant 3 emphasized the importance of having the necessary skills and knowledge to lead: *"Hindi mo maipapasa ang kaalaman at kasanayan kung wala ka talaga nito. Kaya, ang mga pinuno ng paaralan ay dapat magkaroon ng mga katangian ng isang epektibong lider upang mahikayat ang mga guro na magtaguyod ng mahusay at epektibong pagtuturo. Tunay nga, ito ay makikita sa pagganap ng mga mag-aaral sa klase."* (You cannot impart knowledge and skills if you really don't have [them]. So, school heads must possess the qualities to be an effective leader so that teachers will foster efficient and effective instruction. Indeed, this will be reflected in the students' performances in the class.)

This point underscored the idea that to guide others, leaders must first be competent and knowledgeable. A school head's expertise directly influences their ability to support teachers in their instructional practices. If a leader lacks the necessary skills, they will struggle to mentor teachers, which may result in a decline in student performance. Participants recognize that the qualities of school heads directly translate into the effectiveness of the teachers under their supervision.

On the other hand, Participant 12 added a personal touch to leadership: *"Sa pamamagitan ng pagpapakita sa kanila ng halimbawa ng isang mabuting lider, pagtrato nang pantay-pantay, at pagpaparamdam sa kanila na sila ay pinahahalagahan."* (By showing them as an example of a good leader and treating them equally and making them feel appreciated.)

This comment brings in the human side of leadership, highlighting the importance of fairness and appreciation in fostering a positive work environment. Being a role model, leading by example, and ensuring that every teacher feels valued are qualities that strengthen the relationships within the school. When teachers see these traits in their leaders, they feel motivated and supported, which enhances their teaching performance.

Both participants highlight the fundamental role that leadership qualities play in instructional success. The ability to lead by example, treat teachers fairly, and possess a deep knowledge of teaching and learning are all crucial. Effective leaders demonstrate not just authority, but also empathy and integrity, which fosters a sense of trust and respect among teachers. When leaders are knowledgeable, teachers are more likely to seek guidance and collaborate, knowing they can rely on their school head's expertise. Similarly, when leaders show fairness and appreciation, it builds a healthy, positive school culture where teachers feel motivated to perform their best.

Recent studies confirm the importance of these leadership qualities. According to Bush (2018), successful school leadership is strongly connected to the personal attributes of the leader, such as fairness, integrity, and the ability to inspire. Leaders who exhibit these traits are more likely to foster a positive school climate, leading to higher levels of teacher satisfaction and student achievement. Similarly, Leithwood et al. (2019) emphasize that leaders who demonstrate respect and fairness help cultivate a collaborative school culture, which improves instructional quality.

Communication and Collaboration

Communication and collaboration are essential pillars of a successful educational environment. Effective communication ensures that ideas, expectations, and feedback flow seamlessly between teachers, students, and administrators. Meanwhile, collaboration fosters teamwork, enabling individuals to pool their strengths and work towards shared goals. Together, these elements create a culture of openness, mutual respect, and collective problem-solving, which is vital for fostering innovation, improving student outcomes, and building strong educational communities.

Participants 10 and 14 said that effective communication between school leaders and teachers is crucial. Participants mentioned that open communication and collaboration help improve teacher performance and student outcomes.

In any school setting, effective communication and collaboration between leaders and teachers are key to fostering a positive environment where instructional success thrives. This theme revolves around the idea that when communication is open and clear, and collaboration is actively encouraged, both teacher performance and student outcomes improve. The experiences shared by Participants 10 and 14 offer valuable insights into how communication and collaboration shape effective instructional leadership.

Participant 10 pointed out the simple yet powerful impact of good communication: *"Sa aming paaralan, basta't maayos kang nakikipagkomunika sa iyong mga guro, masasabi kong ito ang pinakamagandang impluwensya ng instructional leadership."* (Well, in our school, as long as you communicate well to your teacher, I can say that it is the best instructional leadership influence.)

This response highlights the central role of communication in instructional leadership. When school leaders maintain clear and open lines of communication with teachers, they create a supportive environment where expectations are clear, and teachers feel confident in their roles. By communicating well, leaders empower teachers to focus on their instructional duties, which, in turn, positively affects student learning.

Participant 14 further emphasized the goal-oriented nature of communication: *"Bukas na komunikasyon para sa iisang layunin."* (Open communication for one goal.) This statement underscored the importance of having a shared vision in school leadership. Open communication ensures that everyone is on the same page, working towards a common goal. When school leaders communicate the school's objectives clearly, teachers become more aligned with these goals, fostering a sense of teamwork and collaboration. It also helps in eliminating misunderstandings and ensuring that every member of the school community is moving in the same direction.

The insights shared by these participants reflect the critical role of communication and collaboration in creating a successful school environment. When leaders practice open communication, teachers feel more connected to the school's vision and more comfortable sharing their concerns, ideas, and suggestions. This transparency fosters trust, which is essential in building strong professional relationships. Moreover, collaboration enables teachers and leaders to work together as a unified team, focused on achieving common goals.

Research supports the idea that communication and collaboration are foundational to effective leadership in schools. According to Hargreaves and O'Connor (2018), collaborative cultures in schools, built on trust and open communication, lead to improved teacher performance and greater student success. Additionally, Robinson et al. (2020) emphasized that open communication helps leaders align teachers' efforts with the school's goals, resulting in a more cohesive and effective instructional team.

Impact on Teaching Practices

The evolving landscape of education continuously reshapes teaching practices, driven by advancements in technology, pedagogical research, and changing student needs. The impact of these developments on teaching methods is profound, influencing how educators design lessons, engage learners, and assess progress. Effective teaching practices now prioritize flexibility, inclusivity, and data-driven strategies, allowing teachers to adapt to diverse learning styles and foster deeper student engagement. As these practices evolve, they play a crucial role in improving the overall quality of education and student success.

Participants 7, 9, 13, 15, 16 commented that instructional leadership influences teaching practices. Participants discuss the importance of gaining a deeper understanding through assessment, case studies, and various strategies. A positive atmosphere and efficient teaching lead to better student performance.

Instructional leadership plays a crucial role in shaping and enhancing teaching practices. When school leaders actively engage with teachers through guidance, support, and the introduction of new strategies, it has a ripple effect on the classroom environment and student outcomes. This theme focuses on how instructional leadership directly influences teaching methods, helping educators gain deeper insights into their profession and ultimately fostering a positive atmosphere for both teaching and learning.

Participant 7 explained the importance of continuous learning as a teacher: *"Magkaroon ng mas malalim na pag-unawa kabilang ang pormal at di-pormal na pagsusuri, mga case study, at matutunan ang iba't ibang estratehiya bilang mga edukador at gamitin ito upang magturo nang mas epektibo."*(Gain a deeper understanding including formal and informal assessment, and case studies, and learn various strategies as educators and use to teach more effectively.)

This reflected how instructional leadership encourages teachers to delve deeper into their teaching practices. By using assessments and case studies, teachers not only evaluate their students' learning progress but also refine their teaching methods. Instructional leaders who introduce these strategies help educators become more adaptive and effective in the classroom, leading to more meaningful learning experiences for students.

Participant 9 acknowledged the influence of leadership on teacher performance*: "Ang epektibong instructional leadership ay nakakaimpluwensya sa pagganap ng mga guro at malaking tulong ito sa mga guro upang mapabuti ang proseso ng pagtuturo at pagkatuto."* (Effective instructional leadership influences teacher performance and it is a big help to teachers to improve the teaching-learning process.)

This highlighted how leadership acts as a support system for teachers. When leaders provide consistent guidance and constructive feedback, teachers are better equipped to manage their classrooms and improve their teaching techniques. Instructional leadership, therefore, serves as an essential resource for teachers striving to enhance their practice and facilitate better learning outcomes.

Participant 13 elaborated the role of a positive environment: *"Naglikha ito ng positibong kapaligiran at mataas na pagganap pagdating sa pagtuturo."* (It creates a positive atmosphere and high performance in terms of teaching.)

A positive environment, fostered by strong leadership, is key to teacher performance. When teachers work in a supportive and encouraging atmosphere, they feel motivated to deliver high-quality instruction. Instructional leadership helps create this atmosphere by promoting collaboration, open communication, and mutual respect among staff members.

Participant 15 added: *"Nakatutulong ito sa kanila na mag-perform nang mas mabuti."* (It helps them to perform better)*,* while Participant 16 noted: *"Mayroon itong positibong epekto."* (It has a positive effect.)

These brief yet insightful remarks underline the overarching impact of instructional leadership on teaching practices. Leaders who prioritize the development of their teachers see improvements not just in the way educators perform their tasks, but also in the overall school culture. A positive and well-supported teaching environment translates into better classroom management, more innovative lessons, and enhanced student performance.

The collective insights from these participants illustrated" the significant impact that instructional leadership has on teaching practices. Leaders who actively support their teachers by encouraging professional development and fostering a positive atmosphere empower educators to be more effective in

the classroom. When teachers feel supported, they are more likely to experiment with new strategies, use assessments to guide their instruction and create a more engaging learning environment for their students. Several studies affirm the positive influence of instructional leadership on teaching practices. According to Hallinger and Wang (2015), instructional leadership that focuses on improving teaching strategies led to better student outcomes. They found that leaders who emphasize continuous teacher development contribute to a more engaged and effective teaching staff. In another study, Heck and Marcoulides (2019) note that instructional leadership is one of the most significant factors in enhancing teachers' instructional practices, as it creates an environment where teachers feel valued and motivated to improve.

Guidance and Monitoring

Guidance and monitoring are vital components in the educational process, ensuring that both teachers and students stay on track toward achieving their goals. Through clear guidance, educators provide direction, support, and feedback that help students navigate their learning journey. Monitoring, on the other hand, involves regularly assessing progress and making necessary adjustments to ensure continuous improvement. Together, these practices foster accountability, enhance student performance, and contribute to a structured and supportive learning environment.

Participants 11 and 17 highlighted that effective instructional leadership involves providing specific guidance and monitoring teacher progress. When school heads actively monitor results and provide targeted assistance, teacher performance improves. In the context of instructional leadership, providing clear guidance and actively monitoring progress is essential for fostering teacher growth and improving student outcomes. When school heads give specific technical assistance and closely monitor teachers' development, it not only enhances teacher performance but also ensures that challenges are addressed proactively. Participants 11 and 17 shared how guidance and monitoring have made a significant impact on their experiences as educators.

Participant 11 highlighted the value of targeted support: *"Kung ang pinuno ng paaralan ay nagbibigay ng tiyak na teknikal na tulong sa mga guro at nagmamasid sa mga resulta, mayroong positibong pag-unlad sa bahagi ng guro."* (If the school head gives specific technical assistance to teachers and monitors the result, there is positive improvement on the part of the teacher.)

This insight emphasized how personalized guidance from school leaders can lead to tangible improvements in teaching. By offering technical assistance—whether through feedback, resources, or strategies—school heads help teachers refine their instructional methods. Monitoring the results of this guidance ensures that any progress is tracked and adjustments can be made if necessary, allowing teachers to continuously grow in their roles.

Participant 17 succinctly added: *"May gabay ang mga guro."* "Teachers are guided."

Although brief, this statement underlines the importance of having a guiding presence in instructional leadership. For teachers, knowing that they are being supported and guided gives them confidence in their abilities. It creates a sense of accountability, as teachers are aware that their progress is being monitored and that assistance is available when needed. This consistent guidance helps teachers feel more secure and capable of managing their classrooms.

The theme of guidance and monitoring reflects a crucial aspect of effective instructional leadership. School leaders who are hands-on in providing direction and support to their teachers create an environment where continuous improvement is possible. By actively monitoring teachers' progress and offering targeted assistance, school heads can directly influence instructional quality. This guidance not only supports

teachers in their day-to-day challenges but also ensures that they are on a path to long-term professional growth.

Studies have shown that guidance and monitoring are vital components of successful instructional leadership. According to Robinson et al. (2016), school leaders who provide clear direction and monitor teacher performance tend to foster higher levels of teacher effectiveness. Their research demonstrates that targeted assistance and regular progress checks help teachers improve their instructional practices. Similarly, Hallinger and Heck (2017) found that when leaders actively engage in monitoring teaching and learning outcomes, both teacher and student performance see measurable improvements.

4.2 Data-Driven Practices

In modern education, data-driven practices have become essential for informed decision-making and improving student outcomes. By analyzing data from assessments, attendance, and other metrics, educators gain valuable insights into student performance and learning trends. These insights allow for more targeted instruction, personalized learning, and timely interventions. Data-driven approaches not only enhance teaching effectiveness but also create a culture of accountability and continuous improvement, ensuring that educational practices are responsive to the needs of all learners.

Participants 1 and 2 highlighted the importance of data-driven instructional practices. Regular data analysis meetings and targeted interventions based on student performance data help teachers address individual needs. This personalized approach leads to improved learning outcomes.

Data-driven practices have become a critical component of instructional leadership, enabling school leaders and teachers to make informed decisions that directly enhance teaching and learning outcomes. By regularly analyzing student performance data and providing targeted interventions, school leaders help teachers address individual needs, ultimately leading to more effective teaching and improved student outcomes. Participants 1 and 2 shed light on the impact of data-driven approaches within their schools, emphasizing how they enhance teacher performance and align efforts with student success.

Participant 1 pointed to the role of ongoing support and collaboration: *"Ang epektibong instructional leadership ay positibong nakakaimpluwensya sa pagganap ng mga guro sa pamamagitan ng pagbibigay ng malinaw na mga layunin, patuloy na suporta, at propesyonal na pag-unlad. Kapag ang mga pinuno ng paaralan ay nagtatakda ng mataas na mga inaasahan at nagbibigay ng mga yaman at pagsasanay, mas nagiging tiwala at motivated ang mga guro. Ang regular na feedback at pakikipagtulungan ay tumutulong din sa mga guro na mapahusay ang kanilang mga kasanayan at manatiling aktibo, na nagreresulta sa mas magandang kinalabasan para sa mga mag-aaral at mas epektibong kapaligiran sa pagkatuto."*

(Effective instructional leadership positively influences teacher performance by providing clear goals, ongoing support, and professional development. When school leaders set high expectations and offer resources and training, teachers feel more confident and motivated. Regular feedback and collaboration also help teachers improve their practices and stay engaged, leading to better student outcomes and a more effective learning environment.)

This response illustrated how data-driven practices are not just about collecting information but also using that data to set clear objectives and provide the necessary support for teachers to meet those goals. Through regular feedback and collaboration, teachers are better equipped to identify areas for improvement in their instructional methods. The continuous cycle of data analysis and reflection allows teachers to remain engaged and aligned with student learning needs, fostering an environment where both teaching and student performance thrive.

Participant 2 highlighted the leadership's role in driving instructional improvements: *"Ang pagiging pinuno ng paaralan ay hindi isang posisyon na dapat maliitin. Nasa atin ang responsibilidad na himukin ang mga guro na magtagumpay. Ang ating teknikal na tulong ay makatutulong sa kanilang pag-unlad sa proseso ng pagtuturo at pagkatuto. Ang ating masigasig na trabaho ay magbibigay inspirasyon sa kanila na gawin ang kanilang bahagi at maging responsable upang makamit ang mga plano at layunin ng paaralan, partikular sa pagpapabuti ng pagganap ng mga mag-aaral."* (School head is not a position to be undermined. It is on us that lies the push for our teachers to do well. Our technical assistance will help them grow in terms of teaching learning process. Our diligent work will inspire them to do their part and be responsible to achieve the school plans and goals specifically in improving learners' performance.)

Here, Participant 2 explained the proactive role of the school head in using data to provide technical assistance and ensure that teachers are continually improving their practices. By consistently monitoring student performance data, school leaders can identify where teachers need the most support, offer relevant interventions, and inspire educators to take ownership of their professional growth. This targeted approach not only helps teachers but also drives progress toward the school's broader educational goals.

The responses from Participants 1 and 2 reflected how data-driven instructional practices create a structured, goal-oriented approach to teaching. Regular analysis of student performance data allows school leaders to offer specific technical assistance to teachers, ensuring that classroom strategies are aligned with student needs. This process fostered a culture of continuous improvement, where teachers are motivated and empowered to adapt their methods based on real-time data. Furthermore, the emphasis on collaboration and feedback helps to build a cohesive learning environment, with both teachers and leaders working towards common goals.

Research has shown that data-driven instructional practices significantly enhance teaching effectiveness and student outcomes. According to Hamilton et al. (2019), schools that regularly analyzed student data and apply it to instructional decisions had seen marked improvements in student achievement. Data-driven decision-making allows for targeted interventions and personalized instruction, both of which are essential for addressing diverse student needs. In addition, Datnow and Park (2020) found that school leaders who support data use through ongoing professional development and feedback sessions help teachers feel more confident in their ability to make informed instructional choices.

Supportive Environment

A supportive environment is the foundation of effective learning and personal growth. In education, creating a space where students and teachers feel valued, respected, and encouraged fosters a sense of belonging and motivation. Supportive environments promote open communication, provide emotional and academic support, and encourage collaboration. When students and educators feel supported, they are more likely to take risks, engage meaningfully in the learning process, and strive for higher levels of achievement. This atmosphere of care and encouragement is key to unlocking individual potential and building strong educational communities.

Participants 4, 5, 6, 8, 9 and 10 stated that effective instructional leadership creates a supportive environment. Participants mentioned factors such as promoting both academic and sports activities, motivating teachers, supervising students, and providing technical assistance. A positive and orderly atmosphere contributes to student achievement.

Creating a supportive environment is fundamental to effective instructional leadership. When school leaders foster a positive, motivating, and orderly atmosphere, they enhance both teacher performance and student achievement. This theme explores how various factors contribute to a supportive school

environment, highlighting the importance of motivation, supervision, and open communication as shared by Participants 4, 5, 6, 8, 9, and 10.

Participant 4 emphasized the role of empowerment and listening: *"Ang epektibong instructional leadership ay nagbibigay-lakas at nag-uudyok sa mga guro na gumawa ng mabuti at magtagumpay sa paaralan. Ang isang magaan na kapaligiran kasama ang isang pinuno ng paaralan na handang makinig sa mga problema ay magreresulta sa isang mas interaktibo at mas madaling pamahalaing kapaligiran sa paaralan."* (An effective instructional leadership empowers and motivates teachers to do good and perform well in school. A light environment with a school head that is willing to listen to problems will result in a more interactive and manageable school environment.)

This response underscored the importance of both empowerment and responsiveness in leadership. When school leaders create an environment where teachers feel supported and heard, it not only motivates them but also makes the school environment more interactive and manageable. This supportive atmosphere encourages teachers to engage more fully with their roles, leading to improved instructional practices.

Participant 5 highlighted the impact on teacher efficiency: *"Ang epektibong instructional leadership ay lubos na nakakaimpluwensya sa pagganap ng mga guro sa paraang nagdaragdag sa kanilang pakiramdam ng pagiging epektibo - kaya't nagpapabuti ito sa mga pamamaraang pang-instructional at sa loob ng silid-aralan."*

(Effective instructional leadership greatly influences teacher performance in such a way that it adds to their sense of efficiency - thus improving instructional and classroom practices.) Here, Participant 5 pointed out that a supportive environment enhances teachers' sense of efficiency. When teachers feel supported, they are more likely to refine their classroom practices and become more effective educators. This increased sense of efficiency translates into better instruction and improved student learning outcomes.

Participant 6 shared how inspiration is crucial: *"Ang instructional leadership ay isang mahalagang salik sa pagganap ng mga guro dahil nahihikayat silang magtrabaho kung ibinibigay mo ang iyong puso na magbibigay inspirasyon sa kanila."* (Instructional leadership is a critical factor in teachers' performance in a way that teachers are inspired to work if you give your heart that will inspire them.)

The emphasis here is on the inspirational aspect of leadership. When school leaders show genuine care and commitment, it inspires teachers to put their best effort into their work. This inspiration fosters a positive and supportive environment that benefits both teachers and students.

Participant 8 noted the effect on enthusiasm: *"Ang epektibong instructional leadership ay magpapataas ng sigasig ng mga guro sa pagtuturo, na magreresulta sa positibong kinalabasan ng pagganap ng mga mag-aaral."* (Effective instructional leadership will heighten the enthusiasm of teachers to teach which will result in positive output of student's performance.)

Participant 8's insight elaborated on how a supportive environment increases teachers' enthusiasm for teaching. This heightened enthusiasm not only improves teaching practices but also leads to better student performance. When teachers are enthusiastic and supported, they are more likely to create engaging and effective learning experiences for their students.

Participant 9 reflected on overall influence: "Ang epektibong instructional leadership ay nakakaimpluwensya sa pagganap ng mga guro at malaking tulong ito sa mga guro upang mapabuti ang proseso ng pagtuturo at pagkatuto." (Effective instructional leadership influences teacher performance and it is a big help to teachers to improve the teaching-learning process.)

This statement reiterates the broad impact of supportive leadership on the teaching-learning process. Effective leadership provides the necessary support for teachers to enhance their practices, which in turn positively affects student outcomes.

Participant 10 added: *"Sa aming paaralan, basta't maayos ang iyong komunikasyon sa iyong guro, masasabi kong ito ang pinakamagandang impluwensya ng instructional leadership."* (Well in our school, as long as you communicate well to your teacher, I can say that it is the best instructional leadership influence.)

Participant 10 emphasized that good communication is a key element of a supportive environment. Effective communication ensures that teachers feel supported and informed, which is crucial for maintaining a positive and productive school environment.

The responses from these participants illustrate that a supportive environment created by instructional leadership involves several interconnected elements. Empowerment, efficiency, inspiration, enthusiasm, and clear communication all contribute to a positive atmosphere that enhances teacher performance and student achievement. When school leaders actively foster such an environment, they enable teachers to thrive, which directly benefits students.

Research supports the importance of a supportive environment in enhancing teaching and learning. According to Leithwood et al. (2019), effective instructional leadership that creates a supportive environment positively impacts teacher motivation and student outcomes. Their study highlights that leadership behaviors that foster a positive and supportive atmosphere are crucial for improving instructional quality. Similarly, Day and Gu (2020) found that supportive leadership practices, including empowerment and effective communication, are key to creating environments where both teachers and students can succeed.

Technology Integration

Technology integration in education has transformed the way teachers teach and students learn, making classrooms more dynamic and interactive. By incorporating digital tools, online resources, and innovative platforms into lessons, educators can enhance engagement, personalize learning, and access a wider range of educational content. When thoughtfully implemented, technology not only supports differentiated instruction but also equips students with essential 21st-century skills. As schools continue to embrace these advancements, technology integration remains crucial in shaping modern teaching practices and improving student outcomes.

Participant 7 said that the participant emphasized the use of technology tools in teaching and learning processes significantly impacts student academic performance. Integrating technology enhances engagement and learning outcomes.

In today's educational landscape, technology integration is no longer just an option but a necessity. Schools are increasingly adopting technology tools to enhance the teaching and learning process, making lessons more dynamic, interactive, and engaging for students. These digital tools help cater to various learning styles and allow for a more personalized approach to education. When used effectively, technology can significantly improve student outcomes, especially in the primary grades where foundational learning is critical.

Participant 7 explained their firsthand experience of how technology integration impacted student learning: *"Ang paggamit ng mga teknolohikal na kasangkapan sa proseso ng pagtuturo at pagkatuto sa mga pangunahing baitang sa aming paaralan ay nagpakita ng makabuluhang pag-unlad sa akademikong pagganap ng mga mag-aaral."* (The usage of technology tools in the teaching and learning process in

primary grades in our school disclosed a significant improvement in learners' academic performance.) This statement reflected the growing importance of incorporating technology into lessons, particularly at the primary level, where students are still developing basic skills. The introduction of digital platforms, multimedia presentations, and interactive learning apps makes lessons more engaging and accessible, leading to better academic results.

Participant 7 further highlighted the positive impact that technology had in their school: *"Ang integrasyon ng teknolohiya ay nagpapabuti sa kasiglahan at mga resulta ng pagkatuto."* (Integrating technology enhances engagement and learning outcomes.) They recognized how technology not only facilitates the learning process but also makes it more interesting for young learners. Tools such as interactive whiteboards, tablets, and educational games can capture students' attention and make complex topics easier to understand.

Participant 7 observations aligned with existing literature on the benefits of technology integration in education. Research has shown that when technology is used effectively, it can foster a more interactive and collaborative learning environment. This helps students engage more deeply with the material, leading to improved academic performance. In the primary grades, where attention spans are shorter and learning methods need to be flexible, technology plays an essential role in keeping students interested and motivated.

Kim and Lee (2019) identified that integrating technology into primary education significantly enhances student engagement and academic performance. The study underscores the necessity for teachers to be proficient in utilizing digital tools to optimize their impact on student learning. Similarly, Yang and Wang (2021) reviewed the effects of educational technology, such as tablets and interactive apps, on student participation and retention of learning materials. Their findings indicate that students using these technologies exhibit higher levels of class participation and better retention compared to those taught through traditional methods.

Attendance and Engagement

Attendance and engagement are critical factors that directly influence student success and overall academic achievement. Consistent attendance provides students with the necessary continuity in learning, while active engagement ensures they are meaningfully involved in the educational process. When students are both present and engaged, they are more likely to grasp concepts, participate in discussions, and stay motivated. Schools that prioritize strategies to boost attendance and foster engagement create an environment where students can thrive academically and develop a strong connection to their learning community.

Participants 11, 12, and 13 identified regular attendance and hitting target objectives during lessons positively affect student achievement. When teachers consistently deliver quality instruction, students benefit. Attendance and engagement are crucial factors that directly impact student achievement. When students consistently attend school and participate in classroom activities, they are more likely to meet the learning objectives and experience academic success. The involvement of school heads in providing support to teachers also plays a significant role in ensuring that quality instruction is delivered. In this narrative, three participants offer insights into how attendance and engagement are fostered in their school settings.

Participant 11 emphasized the role of the school head in improving teacher performance through targeted support: *"Kung ang pinuno ng paaralan ay nagbibigay ng tiyak na teknikal na tulong sa mga guro at sinusubaybayan ang resulta, may positibong pag-unlad sa bahagi ng guro."* (If the School head gives

specific technical assistance to teachers and monitors the result, there is an improvement on the part of the teacher.) This response highlighted the importance of instructional leadership, where school heads provide continuous feedback and guidance to ensure teachers are effectively engaging students.

Similarly, Participant 12 focused on the leadership qualities of the school head, stating*, "Sa pamamagitan ng pagpapakita sa kanila ng halimbawa ng isang mabuting pinuno, pagtrato nang pantay-pantay, at pagpaparamdam sa kanila na sila ay pinahahalagahan."* (By showing them as an example of a good leader, treating them equally, and making them feel appreciated.) This demonstrated how modeling good leadership behavior fosters a positive environment where teachers feel valued, which in turn positively affects their engagement with students. When teachers feel supported and appreciated, they are more likely to create engaging lessons and maintain regular attendance.

Participant 13 pointed out the broader impact of leadership on the school culture, stating, *"Naglilikha ito ng positibong kapaligiran at mataas na pagganap sa pagtuturo."* (It creates a positive atmosphere and high performance in terms of teaching.) A positive atmosphere in schools not only improves teacher engagement but also translates into better student performance and attendance. When the environment is supportive, both students and teachers are more likely to be present, engaged, and motivated.

The participants' responses collectively point to the importance of leadership in shaping both teacher engagement and student attendance. School heads who provide direct support to teachers, model good leadership practices, and create a positive school culture contribute significantly to achieving educational goals. Effective leadership fosters a sense of appreciation and equality among staff, which in turn leads to higher teacher performance and improved student outcomes.

Owen et al. (2017) underscored the critical role of school leadership in fostering teacher engagement and professional development. Their findings indicate that regular feedback and professional support from school heads significantly enhance teachers' job satisfaction, which in turn positively impacts their classroom engagement and student attendance rates. Similarly, Stronge (2018) corroborates the notion that effective school leadership is linked to improved student attendance and academic achievement. The study emphasizes the pivotal role of instructional leadership in cultivating a learning environment that motivates both teachers and students to be actively present and engaged in the educational process.

Specific Outcomes

In education, focusing on specific outcomes helps define the goals of both teaching and learning processes. By setting clear, measurable objectives, educators can tailor their instruction to meet targeted learning goals, ensuring that students acquire essential skills and knowledge. Specific outcomes also provide a framework for assessing progress, guiding interventions, and refining teaching strategies. This results-oriented approach not only enhances accountability but also drives continuous improvement, helping both educators and students achieve success in a structured and purposeful manner.

Participants 14, 15, 16, and 17 directly mentioned specific outcomes related to student achievement, such as decreased struggling readers, prioritizing student-centered learning, and achieving high-performance levels. Instructional leadership, when executed effectively, leads to measurable improvements in student achievement. School heads who prioritize key areas like literacy, student-centered learning, and academic performance often witness significant outcomes in their students' progress. Let's explore some of the specific outcomes shared by participants, each of whom has seen tangible results in their schools.

Participant 14 highlighted a particularly important achievement*: "Nabawasan ang mga nahihirapang magbasa."* (Decreased the struggling readers.) This success pointed to focus interventions in literacy programs, likely involving targeted support for students who struggle with reading. By providing

additional resources and personalized instruction, schools can help students catch up and develop critical reading skills.

Participant 15 underscored the importance of evolving teaching practices, stating*: "Pinahalagahan ang pagkatuto na nakasentro sa mag-aaral."* (Prioritized student-centered learning.) In this approach, students are given more autonomy and are actively involved in the learning process. This shift from traditional teacher-centered methods creates an environment where students can explore their interests, work at their own pace, and take ownership of their education.

Participant 16 mentioned an overall boost in school performance: *"Tumaas ang antas ng pagganap."* (Increased performance level.) This outcome reflected the positive impact that well-directed instructional leadership can have across various academic metrics. When leadership focuses on improving instruction and fostering a culture of high expectations, it creates an environment where students perform better academically.

Participant 17 shared a significant accomplishment: *"Walang non-readers. Mataas na antas ng pagganap."* (No non-readers. High PL (performance level).) Eliminating non-readers is a major achievement, as literacy is foundational for all learning. The fact that the school has achieved this while also maintaining high overall performance levels shows a strong commitment to both individual student success and broader academic excellence.

The responses from these participants stressed the direct connection between leadership and student outcomes. By focusing on key areas like literacy, student engagement, and performance, school heads can create lasting improvements. A focus on decreasing struggling readers, shifting towards student-centered learning, and maintaining high-performance standards suggests that instructional leadership is not just about overseeing operations but about actively shaping the academic journey of every student.

Research by Hallinger and Wang (2015) emphasized that effective instructional leadership has a profound impact on student achievement, particularly in literacy and overall performance. The study found that school leaders who actively support teachers in implementing targeted instructional strategies see better outcomes in both reading proficiency and academic achievement.

Furthermore, a study by Robinson et al. (2017) highlighted the significance of student-centered learning, stating that schools that prioritize this approach tend to see more engaged students and higher academic success. The researchers argue that this method empowers students to take control of their learning, resulting in deeper understanding and improved performance.

Student Achievement Data

Student achievement data plays a crucial role in shaping educational practices and policies. By systematically collecting and analyzing performance metrics, educators can gain valuable insights into student learning, identify strengths and weaknesses, and tailor instruction to meet individual needs. This data-driven approach enables schools to track progress over time, inform curriculum development, and implement targeted interventions that enhance student outcomes. Ultimately, leveraging student achievement data fosters a culture of accountability and continuous improvement, ensuring that all learners have the opportunity to succeed.

Participants 1, 2, 5, 10 and 14 relied on student achievement scores, assessments, and progress data. They analyze test results, track learning outcomes, and evaluate whether students are meeting competency standards. This theme emphasizes the direct impact of instructional leadership on academic performance. In today's educational landscape, the use of student achievement data is essential for understanding and improving student learning outcomes. By analyzing test scores, tracking progress, and assessing whether

students meet competency standards, school leaders can implement targeted interventions and instructional strategies that address specific learning gaps. This narrative explores the insights of several participants who have witnessed the impact of data-driven instructional leadership on student achievement.

Participant 1 shared the importance of a structured, data-driven approach to instruction*: "Isang punong-guro ng paaralan ang nagpatupad ng regular na pulong para sa pagsusuri ng datos kung saan ang mga guro ay nire-review ang datos sa pagganap ng mga mag-aaral. Sa pamamagitan ng naka-target na interbensyon at mga pagbabago sa mga estratehiya sa pagtuturo batay sa datos na ito, mas nahahanda ang mga guro na mas epektibong tugunan ang mga pangangailangan ng mga mag-aaral. Sa paglipas ng panahon, pinabubuti nito ang mga resulta ng pagkatuto dahil ang mga mag-aaral ay nakakakuha ng mas angkop na suporta at pagtuturo na nakaayon sa kanilang mga kakulangan sa pagkatuto."* (A principal of the school implements regular data analysis meetings whereby teachers would review the data on student performance. Through targeted intervention and changes in instructional strategies based on this data, teachers are better situated to deal with student needs more effectively. With time, this improves the learning outcomes since students receive more tailored support and instruction aligned with their learning gaps.) This statement illustrated how school leaders who focus on data can enable teachers to better understand and respond to students' needs. Regular meetings centered on analyzing data ensure that interventions are timely and directly address areas where students may be struggling.

Participant 2 added to this by sharing a practical example*: "Halimbawa, pagkatapos ipatupad ang isang nakatuon na programa sa propesyonal na pag-unlad tungkol sa differentiated instruction, naging mas bihasa ang mga guro sa pag-aangkop ng mga aralin upang matugunan ang iba't ibang pangangailangan ng mga mag-aaral.   Nagresulta ito sa pagtaas ng mga marka sa pagsusulit at mas mataas na pakikilahok ng mga mag-aaral. Isa pang halimbawa ay ang pagpapakilala ng isang data-driven na paraan upang subaybayan ang pag-unlad ng mga mag-aaral, na nagbigay-daan para sa napapanahong interbensyon at personalized na suporta, na nagresulta sa makabuluhang pagtaas sa tagumpay ng mga mag-aaral at pagbawas sa mga puwang sa pagganap."* (For example, after implementing a focused professional development program on differentiated instruction, teachers became more skilled at tailoring lessons to meet diverse student needs. This led to improved test scores and student engagement. Another example is introducing a data-driven approach to monitor student progress, which allowed for timely interventions and personalized support, resulting in significant gains in student achievement and reduced achievement gaps.)   This participant explained how professional development, combined with data analysis, can result in improved test scores and greater student engagement, ultimately helping to close achievement gaps.

Participant 5 emphasized the role of teacher motivation in achieving student success*: "Kapag ang guro ay motivated, hindi pressured, at nakakakilala ng mga pamamaraan sa kanilang pagtuturo sa silid-aralan, ang mga layunin ay natatamo at nagreresulta ito sa mas mataas na antas ng tagumpay ng mga mag-aaral."* (When the teacher is motivated, not pressured, and can explore practices in their classroom instruction, the objectives are attained and it will result in a higher level of student achievement.) This insight suggested that a supportive environment for teachers, where they feel empowered to experiment and adapt their teaching methods, leads to better outcomes for students.

Participant 10 noted the broader impact of instructional leadership on the learning environment: *"Ang instructional leadership ay maaaring lumikha ng isang sumusuportang kapaligiran sa pagkatuto para sa mga mag-aaral."* (Instructional leadership can create a supportive learning environment for learners.)

When school leaders foster a positive and well-resourced learning atmosphere, students are more likely to succeed.

Lastly, Participant 14 shared a specific outcome related to literacy: *"Nabawasan ang mga nahihirapang magbasa."* (Decreased the struggling readers.) This underscored the effectiveness of targeted interventions that specifically address literacy challenges. By focusing on data and tracking the progress of struggling readers, schools can make significant strides in improving student performance.

The responses from these participants demonstrated how student achievement data is a powerful tool for instructional leadership. By regularly analyzing this data, school leaders can guide teachers in adapting their instructional practices, which leads to more personalized support for students. Data-driven approaches allow for the identification of learning gaps and the implementation of timely interventions, resulting in improved student outcomes across various academic metrics. Additionally, when teachers are supported through professional development and a positive learning environment, their motivation increases, leading to higher student achievement.

A study by Hamilton et al. (2016) found that data-driven decision-making in schools leads to improved instructional practices and significant gains in student achievement. The research emphasized the importance of school leaders providing regular professional development and structured data analysis sessions to ensure teachers can effectively use data to guide instruction.

Similarly, Schildkamp and Poortman (2020) highlighted the role of data use in closing achievement gaps. Their study revealed that schools that regularly monitor student data and implement targeted interventions see reductions in the number of struggling students and improvements in overall academic performance.

Professional Development and Teacher Feedback

Professional development and teacher feedback are essential components in cultivating effective teaching practices and enhancing student learning. Ongoing professional development equips educators with the latest pedagogical strategies, knowledge, and skills needed to thrive in a dynamic educational landscape. Meanwhile, constructive feedback fosters a culture of reflection and growth, allowing teachers to identify areas for improvement and celebrate successes. Together, these elements create a supportive environment that encourages continuous learning, collaboration, and innovation, ultimately leading to improved educational outcomes for both teachers and students.

Participants 1, 2, 6, 7 and 8 considered professional development workshops, teacher evaluations, and feedback. They assess how well teachers implement evidence-based strategies and adapt their practices. Teacher input and growth play a crucial role in evaluating instructional leadership effectiveness.

Professional development and teacher feedback are essential elements in fostering instructional growth and leadership. Effective school leaders emphasize the importance of continuous learning through professional development workshops, evaluations, and feedback. By offering structured learning opportunities and gathering insights from teachers, students, and parents, instructional leaders can shape teaching strategies that ultimately enhance both educator performance and student outcomes.

Various participants perceive and implement professional development and teacher feedback within the context of instructional leadership: Participant 1 elaborated the importance of professional development in effective teaching strategies*: "Ang lider ng distrito sa instruksiyon ay nag-aayos ng mga workshop para sa propesyonal na pag-unlad na nakatuon sa mga estratehiyang nakabatay sa ebidensya para sa differentiated instruction at formative assessment. Kabilang dito ang pagsasanay kung paano maipatupad ng mga guro ang mga estratehiyang ito nang epektibo sa mga silid-aralan, na sa gayo'y pinabuting*

pakikilahok at pag-unawa ng mga mag-aaral. Sa ganitong paraan, ito ay nag-uugnay din sa pinahusay na bisa ng pagtuturo, na may kaugnayan sa mas mataas na pagganap sa akademiko at pagtaas ng antas ng tagumpay."(The instructional district leader arranges professional development workshops concentrated on the basis of evidence-based teaching strategies pertinent to differentiated instruction and formative assessment. This entails training on how teachers could implement such strategies effectively in classrooms, thereby enhancing engagement and understanding among learners. This, in effect, also links to enhanced teaching effectiveness, correlating with improved academic performance and raising achievement levels.)

This insight explains how instructional leaders use training sessions to promote teaching practices grounded in research. Workshops focused on differentiated instruction and formative assessments enable teachers to meet student's unique needs, driving engagement and better learning outcomes. The link between professional development and improved student performance becomes evident as teachers refine their craft.

Participant 2 emphasized using a data-driven approach to assess the effectiveness of instructional leadership: *"Upang masuri ang epekto ng mga gawi sa pamumuno sa instruksiyon, gumagamit ako ng mga datos tulad ng mga marka ng tagumpay ng mga mag-aaral, pagtatasa sa pagganap ng mga guro, ulat ng obserbasyon sa silid-aralan, at feedback mula sa mga mag-aaral, magulang, at guro. Bukod dito, sinusuri ko ang mga rekord ng pagdalo at pag-uugali, nire-review ang progreso sa mga layunin sa propesyonal na pag-unlad, at sinusubaybayan ang pagpapatupad at mga resulta ng mga bagong estratehiya at programa sa pagtuturo. Ang komprehensibong datos na ito ay tumutulong sa pagsukat ng bisa at gabay sa karagdagang pagpapabuti.*"(To assess the impact of instructional leadership practices, I use data such as student achievement scores, teacher performance evaluations, classroom observation reports, and feedback from students, parents, and teachers. Additionally, I analyze attendance and behavior records, review progress in professional development goals, and track the implementation and outcomes of new teaching strategies and programs. This comprehensive data helps gauge effectiveness and guide further improvements.)

Through this lens, instructional leadership is not just about managing teaching practices but also about constantly evaluating their effectiveness through multiple data sources. By synthesizing student achievement scores, teacher evaluations, and community feedback, instructional leaders can adapt and fine-tune their approaches, ensuring that the professional development initiatives remain relevant and impactful.

Participant 6 explained the importance of feedback from both teachers and learners: *"Ang epekto ng mga gawi sa pamumuno sa instruksiyon sa aming paaralan ay nagmumula sa feedback ng mga guro at mag-aaral, pati na rin sa pagsusuri ng mga datos na nakalap ko mula sa aking pagsubaybay at obserbasyon.*"(The impact of instructional leadership practices in our school comes from feedback of teachers and learners as well as from analyzing the data that I got in my supervision and observation.) The role of feedback in shaping instructional leadership becomes evident. Listening to the voices of those directly affected by teaching—students and teachers—helps leaders adjust strategies that resonate best within the classroom environment.

Participant 7 elaborated on how professional development should be tailored to meet teachers' specific needs*: "Magbigay ng mga oportunidad para sa propesyonal na pag-unlad, magbigay ng mga direktang pamamaraan na may mga komento at malinaw na mungkahi, at i-adjust ang suporta batay sa*

pangangailangan ng mga guro." (Provide professional development opportunities, direct approaches with comments and clear suggestions, and adjust support based on teachers' needs.)

The feedback process should not only involve evaluating teacher performance but also delivering constructive comments and actionable suggestions. Tailoring professional development opportunities based on individual teacher needs ensures that the support is timely, and practical, and enhances classroom practices.

Finally, Participant 8 expressed the use of classroom observations and parent feedback in shaping leadership practices*: "Ang datos na ginamit ko upang suriin ang epekto ng aking mga gawi sa pamumuno sa instruksiyon ay ang obserbasyon sa silid-aralan at feedback ng mga magulang*."(The data that I used to assess the impact of my instructional leadership practices are classroom observations and parents' feedback.)

In this context, it is clear that instructional leadership is not confined to the classroom. Engaging with parents and incorporating their feedback allows for a more holistic view of how teaching practices affect student outcomes, both academically and behaviorally. The participants' responses revealed that professional development is more than just a series of training sessions; it is a continuous, data-informed process that requires active feedback from multiple stakeholders. Effective instructional leadership relies on creating a cycle of improvement where teachers are equipped with new strategies and supported in their growth through timely evaluations and feedback.

Kraft et al. (2018) corroborated this approach, emphasizing that professional development is most effective when it is sustained, content-specific, and aligned with classroom practice. Tailoring professional development to the individual needs of teachers and reinforcing it with regular feedback significantly enhances instructional effectiveness.

Strategic Planning and Implementation

Strategic planning and implementation are fundamental to achieving organizational goals in education. By establishing a clear vision and setting measurable objectives, educational institutions can create effective pathways for improvement and growth. Strategic planning involves assessing current needs, identifying resources, and engaging stakeholders to develop comprehensive action plans. Effective implementation ensures that these plans are executed efficiently, fostering alignment between goals and daily practices. This proactive approach not only enhances the quality of education but also drives continuous progress, ensuring that schools adapt to the evolving needs of students and the community.

Participants 3, 4, 9, 11, and 12 focused on planning, implementation, and tangible outcomes. They revisit initial plans, assess whether activities were executed successfully, and consider physical improvements in the school. Strategic alignment and execution are key indicators.

Strategic planning and implementation are at the core of effective school leadership. Leaders who set clear goals and execute their plans diligently often see tangible improvements not only in the learning environment but also in the overall school performance. This theme explores how various school leaders approach the process of planning, revisiting their strategies, assessing outcomes, and ensuring that their efforts result in meaningful impact.

Let's delve into the perspectives of several participants as they reflect on how they manage strategic planning and its execution.

Participant 3 explained how revisiting initial plans is key to assessing success: *"Pagkatapos ng taon ng paaralan o fiscal year, binabalikan ko ang planong ginawa ko bago magsimula ang taon. Kung naipatupad ko ang lahat ng PPAs, nakuha ang mga kinakailangang materyales, at naisagawa ang mga*

aktibidad na inisip ko noon, masasabi kong matagumpay kong naabot at naiwan ang isang epekto bilang isang instructional leader." (After the school/fiscal year, I go back to the plan I made before the start of the year. If I implemented all the PPAs, procured the necessary materials and conducted the activities I once imagined, then I can say that I successfully achieved and left an impact as an instructional leader.)

The process begins with a well-structured plan, including programs, projects, and activities (PPAs). The success of strategic leadership is evaluated by the leader's ability to execute these plans effectively and ensure that all resources and activities are aligned with the school's objectives. By revisiting these plans at the end of the year, leaders can measure their progress and impact.

Participant 4 highlighted the importance of physical improvements as a marker of success: *"Maliban sa mga indikasyon, ang pisikal na pagpapabuti ng paaralan ay magsasalita para sa akin kung paano ako nagtatrabaho sa paaralan. Ang pagkakaroon ng pisikal na pagpapabuti ay nangangahulugang ang isang punongguro ay nagdadala ng mga bagay na makakatulong upang mapabuti ang paaralan nang kabuuan."* (Aside from the indicators, physical improvement of the school will speak for myself on how I am working in the school. Having physical improvement means a school head is bringing something that will help improve the school as a whole.)

Physical improvements, such as enhanced facilities or infrastructure upgrades, provide visible evidence of a leader's commitment to bettering the learning environment. It reflects a tangible outcome of effective strategic planning. For many school heads, the physical transformation of the school is not just a symbol of progress but a direct representation of the school's growth.

Participant 9 focused on achievements as a measure of success: *"Sa pamamagitan ng mga tagumpay na nakamit ng paaralan, mga guro, at mga mag-aaral."* (Through the achievements gained by the school, teachers, and pupils.)

For this participant, the success of strategic planning lies in the outcomes achieved by the entire school community. Whether it's the accomplishments of students, the professional growth of teachers, or the school's recognition in competitions and academic benchmarks, these outcomes indicate that the strategic plans are aligned with the goals of improving overall school performance.

Participant 11 took a deeper look at student behavior, skills, and standards: "*Suriin at bigyang-kahulugan ang pag-uugali, mga kakayahan, at mga pamantayan."* (Analyze and interpret the behavior, skills and standards.)

Strategic planning goes beyond physical improvements or achievements; it also involves assessing the skills and behavior of students, as well as ensuring that they meet academic standards. This focus on student outcomes demonstrates that planning is not just about logistics but also about fostering an environment where learners can grow both academically and personally.

Participant 12 emphasized the importance of strict policy implementation and attendance: *"Pagdalo, mahigpit na pagpapatupad ng patakaran."*(Attendance, strict implementation of the policy.)

Consistent policy implementation ensures that all plans are carried out systematically. Attendance is often used as a key indicator of student engagement and teacher effectiveness. If students and staff are present and adhering to the policies set out in the strategic plan, it indicates that the plan is being executed properly. The responses from the participants showed a clear connection between strategic planning and successful implementation. Each leader evaluates their success differently—some through tangible outcomes such as physical improvements, others through achievements, and still others through student behavior and policy adherence. This diversity in evaluation reflected the multifaceted nature of school leadership, where both measurable outcomes and subtle indicators like student engagement play a crucial role.

Kirtman and Fullan (2016) underscored the importance of strategic leadership in educational settings, emphasizing that effective leaders set clear goals and continuously monitor and adjust their plans to meet the evolving needs of the school community. Strategic planning must be a dynamic process involving regular assessment and realignment based on feedback and outcomes.

Assessment Tools and Methods

Assessment tools and methods are vital for evaluating student learning and guiding instructional practices in education. These tools range from traditional exams and quizzes to innovative approaches like formative assessments, portfolios, and peer evaluations. By employing diverse assessment methods, educators can gain a comprehensive understanding of student progress, learning styles, and areas needing improvement. Effective assessment not only measures academic achievement but also informs teaching strategies enhances curriculum development, and fosters a culture of continuous learning and growth. In an increasingly data-driven educational landscape, utilizing varied assessment tools is essential for maximizing student success.

Participants 13, 15, 16 and 17 said that this theme centers on specific assessment tools. Participants mention classroom observations, rubrics, and portfolio assessments. These methods provide insights into teaching quality, student engagement, and overall performance.

Assessment tools and methods are vital in instructional leadership, allowing leaders to measure teacher effectiveness, monitor progress, and ensure that teaching strategies align with educational goals. Various tools, such as rubrics, performance evaluations, and classroom observations, help leaders evaluate teachers' performance in a structured way, while also fostering professional growth. Let's explore how different leaders perceive and use these tools to improve their schools' teaching quality.

Participant 13 focused on positive improvement in teachers: *"Positibong pagpapabuti sa bahagi ng guro."* (Improvement on the part of the teacher.) For this participant, the key to assessing teaching effectiveness lies in seeing visible progress among teachers. Whether it's enhancing classroom management, adopting new teaching strategies, or boosting student engagement, teacher improvement is a sign of a well-executed instructional leadership approach. This feedback loop is essential as it reinforces the role of leadership in promoting professional growth and continuous learning.

Participant 15 emphasized performance levels as a measure of success: *"Sa tingin ko, sa pamamagitan ng antas ng pagganap."* (I guess, through performance level.) Performance levels offer a clear and objective way to gauge how well teachers are meeting educational standards. By examining data on student achievement, teacher evaluations, or specific goals, school leaders can assess whether teachers are progressing. This approach provides a structured means to compare results over time and align teacher performance with expected outcomes. Participant 16 shared their perspective on the use of rubrics: *"Sa tingin ko, sa pamamagitan ng antas ng pagganap."* (I thought, through rubrics.) Rubrics offer a detailed and systematic way to assess teaching quality. By breaking down various components of instruction, such as lesson planning, student engagement, and instructional delivery, rubrics provide clear expectations for teachers. This tool helps leaders offer constructive feedback and guide teachers in improving specific aspects of their practice.

Participant 17 mentioned the role of Classroom Observation Tools: *"Nararamdaman ko, sa pamamagitan ng Classroom Observation."* (I feel, through the Classroom Observation Tool.)

Classroom observation tools give leaders a direct view of teaching in action. Observing teachers in real time allows for an immediate understanding of their instructional methods, classroom management, and

interaction with students. It also provides an opportunity for leaders to give timely and relevant feedback, ensuring that teachers can adjust and improve their strategies quickly.

Each participant sheds light on how assessment tools and methods shape instructional leadership. Whether through rubrics, performance evaluations, or observations, these tools offer structured ways to evaluate teacher effectiveness. They also create opportunities for constructive feedback and professional growth. Positive teacher improvements, as highlighted by Participant 13, indicate that these tools are not just evaluative but also developmental, guiding teachers toward becoming more effective educators.

The use of rubrics, as mentioned by Participant 16, is supported by research showing that rubrics provide clarity and objectivity in assessment. Similarly, classroom observation tools allow leaders to gain firsthand insights into teaching practices, which can inform their leadership decisions and support mechanisms.

Danielson (2016) highlighted the critical role of effective classroom observation in fostering a culture of continuous improvement among teachers. This study emphasizes that systematic and constructive observation practices are essential for identifying areas of strength and opportunities for growth. By providing targeted feedback and support, educational leaders can enhance teaching practices and ultimately improve student outcomes. The findings underscore the necessity of integrating regular, reflective observation into professional development frameworks to sustain a high standard of teaching excellence.

Holistic Evaluation

Holistic evaluation is an approach that considers the complete spectrum of a student's abilities, experiences, and personal development rather than focusing solely on academic performance. This comprehensive assessment method takes into account cognitive, emotional, social, and physical aspects of learning, recognizing that students are multifaceted individuals. By employing various evaluation techniques—such as self-assessments, peer reviews, and portfolio assessments—educators can gain deeper insights into student growth and well-being. Holistic evaluation promotes a more inclusive and supportive learning environment, fostering the development of well-rounded individuals prepared for success beyond the classroom.

Participants 2, 6, and 9 took a comprehensive approach, considering multiple factors. They combine student achievement, teacher feedback, and overall school achievements. This holistic evaluation captures the broader impact of instructional leadership. In assessing the effectiveness of instructional leadership, some school leaders prefer to take a more comprehensive approach—a holistic evaluation that captures the various dimensions of school performance. This method not only looks at individual metrics, like student achievement or teacher performance but also examines the overall progress of the school community, from professional development to school achievements. By considering multiple factors, leaders can gauge the broader impact of their leadership and make informed decisions for further improvement.

Different participants approach holistic evaluation in their schools. Participant 2 offered a detailed perspective on how they evaluate the impact of instructional leadership: *"Upang masuri ang epekto ng mga gawi sa pamumuno sa instruksiyon, gumagamit ako ng mga datos tulad ng mga marka ng tagumpay ng mga mag-aaral, pagtatasa sa pagganap ng mga guro, ulat ng obserbasyon sa silid-aralan, at feedback mula sa mga mag-aaral, magulang, at guro. Bukod dito, sinusuri ko ang mga rekord ng pagdalo at pag-uugali, nire-review ang progreso sa mga layunin sa propesyonal na pag-unlad, at sinusubaybayan ang pagpapatupad at mga resulta ng mga bagong estratehiya at programa sa pagtuturo. Ang komprehensibong datos na ito ay tumutulong sa pagsukat ng bisa at gabay sa karagdagang pagpapabuti."*

(To assess the impact of instructional leadership practices, I use data such as student achievement scores, teacher performance evaluations, classroom observation reports, and feedback from students, parents, and teachers. Additionally, I analyze attendance and behavior records, review progress in professional development goals, and track the implementation and outcomes of new teaching strategies and programs. This comprehensive data helps gauge effectiveness and guide further improvements.) This participant showed how using a variety of data sources—ranging from academic performance to teacher evaluations—gives a more complete picture of the school's progress. The inclusion of feedback from multiple stakeholders, including parents and students, ensures that the evaluation considers all perspectives. This multi-dimensional approach ensures that no aspect of school life is overlooked when assessing leadership effectiveness.

Participant 6 highlighted the value of feedback from both teachers and students: *"Ang epekto ng mga gawi sa pamumuno sa instruksiyon sa aming paaralan ay nagmumula sa feedback ng mga guro at mag-aaral, pati na rin sa pagsusuri ng mga datos na nakuha ko mula sa aking pagsubaybay at obserbasyon."*(The impact of instructional leadership practices in our school comes from feedback from teachers and learners as well as from analyzing the data that I got in my supervision and observation.) For this participant, gathering direct feedback from those most affected by instructional leadership—teachers and students—forms the basis of evaluation. Feedback, combined with supervision data, provides insights into how well the leadership strategies are working in practice. This focus on both qualitative (feedback) and quantitative (supervision data) metrics adds depth to the evaluation process.

Participant 9 emphasized the importance of school-wide achievements as indicators of success: *"Sa pamamagitan ng mga tagumpay na nakamit ng paaralan, mga guro, at mga mag-aaral."*(Through the achievements gained by the school, teachers, and pupils.) This response highlighted the value of looking at broader outcomes—achievements that go beyond individual performance. Whether it's the school as a whole receiving recognition, teachers gaining awards, or students excelling in competitions, these achievements are seen as reflections of effective instructional leadership. This outcome-focused approach ties leadership to the tangible successes experienced by the school community.

The participants revealed and shared an understanding that a holistic evaluation involves considering multiple aspects of school life, not just one or two performance indicators. Participant 2 detailed breakdown of data sources offers a robust framework for evaluation, while Participant 6 emphasized the importance of direct feedback. Meanwhile, Participant 9 focused on school-wide achievements highlights the importance of outcome-based assessments.

Together, these approaches form a well-rounded picture of instructional leadership. A holistic evaluation takes into account not only the academic results but also the professional development of teachers, the engagement of students, and the overall well-being of the school. By considering a range of data points, leaders are better positioned to understand the full impact of their decisions and adjust their strategies accordingly.

A related study by Hallinger and Heck (2018) supported this multi-dimensional approach, arguing that effective school leadership is measured not just by academic success but also by the school's capacity to foster a supportive environment for learning. By using a variety of data sources, leaders can evaluate both immediate outcomes and long-term impacts on school culture and achievement.

5.1 Vision and Goal-Setting

Vision and goal-setting are fundamental processes in education that guide institutions toward achieving their mission and enhancing student success. A clear vision articulates the aspirations and values of a

school, providing a roadmap for decision-making and strategic planning. Goal-setting translates this vision into actionable steps, establishing measurable objectives that drive progress and accountability. By involving stakeholders—educators, students, and the community—in these processes, schools can foster a shared sense of purpose and commitment. Together, a compelling vision and well-defined goals create a focused educational environment that inspires growth and excellence.

Participants 1, 3 and 5 these participants emphasized the importance of having a clear vision aligned with the school's mission and values. Effective instructional leaders set ambitious yet achievable goals for student achievement and teaching excellence. They inspire action and optimism for the future.

The theme of vision and goal-setting is a critical component of instructional leadership, shaping the direction and priorities of schools. In a school setting, leaders who articulate a clear vision and establish meaningful goals not only guide their institutions toward academic success but also inspire their staff and students to work collaboratively toward common objectives. Let's hear how some school heads share their insights about vision and goal-setting.

Participant 1 emphasized the role of visionary thinking in instructional leadership: *"Ang isang epektibong lider ay laging may malinaw na layunin para sa tagumpay ng mga mag-aaral at kahusayan sa pagtuturo. Mahalaga na ang mga layunin na ito ay abot-kaya at naaayon sa misyon ng paaralan. Bukod dito, mahalaga ang bukas at malinaw na komunikasyon sa mga guro, estudyante, at magulang upang siguradong naiintindihan at nasusuportahan ang mga hakbang patungo sa layunin. Suportado ko ang aking mga guro sa pamamagitan ng pagbibigay ng kinakailangang mga resources at training na kailangan nila.*"(Key characteristics of effective instructional leadership in school heads include visionary thinking, which involves setting clear and achievable goals for both student achievement and teaching excellence. Strong communication is essential for maintaining open and transparent dialogue with teachers, students, and parents. Supportive leaders provide the necessary resources, professional development, and encouragement to their staff. They use data-driven approaches to inform decisions and track progress while fostering a collaborative environment where teachers can share best practices and work together. Effective instructional leaders are also adaptable, responding flexibly to changing needs and challenges, and they demonstrate empathy by understanding and addressing the individual needs of both students and staff.)

They stressed the importance of being approachable and flexible. School heads must maintain an open line of communication with all stakeholders and provide teachers with the resources they need. Data-driven decisions also guide how goals are set and monitored. This leader believes that empathy and understanding the personal needs of both students and staff are vital to success.

Participant 3 echoed these sentiments but highlighted collaboration and optimism as key elements: *"Ang pananaw ng lider dapat nakatugma sa misyon, values, at standards ng paaralan o distrito. Hindi ito dapat gawain ng isa lamang; mahalaga ang pagkakaroon ng collaborative culture. Nagtatatag kami ng mga professional learning community's kung saan ang bawat guro ay may boses at nagkakaroon ng pagkakataon na magtulungan at magbahagi ng kaalaman. Kapag sama-sama, mas mataas ang tsansa na makamit ang tagumpay." (The* vision should be aligned with your school or district mission, values and standards. Collaborative culture to establish professional learning communities and provide opportunities. And, instructional expertise an effective leader inspires action and takes an optimistic view of future.)This perspective focuses on aligning the vision with the broader mission and values of the school, while also fostering a culture of collaboration. This participant views leadership as a collective effort, emphasizing

the creation of professional learning communities. For them, optimism plays a crucial role in inspiring action.

Participant 5 shared a similar view but gives more emphasis on data-driven decision-making and instructional support: *"Kailangan malinaw ang vision para sa academic success. Dapat iparamdam mo sa mga guro at estudyante na posible ang tagumpay. Malaking tulong dito ang paggamit ng data para masigurong nasa tamang landas ang mga ginagawa namin. Mahalaga din ang pag-promote ng professional development at pagbibigay ng instructional coaching sa mga guro para sila ay mas maging epektibo."(Setting* a clear vision for academic success, fostering a positive school culture, promoting professional development for teachers, utilizing data-driven decision-making, and implementing instructional coaching and support.)

This participant stressed the importance of setting clear academic goals, fostering a positive school culture, and utilizing data to ensure decisions are aligned with desired outcomes. They also highlighted the need for continuous professional development and coaching to ensure that teachers are supported and equipped to succeed.

Across the narratives, there are recurring themes of setting a clear, shared vision that aligns with the school's mission, values, and standards. All three participants agree that effective instructional leaders must not only define goals but also communicate them clearly and transparently to staff, students, and parents. A collaborative culture is essential, as is providing the necessary support for teachers through resources, professional development, and data-driven decision-making.

A key takeaway from these insights is that instructional leadership in schools is not just about defining where a school should go but also about ensuring everyone understands and commits to that direction. Empathy and adaptability play a crucial role in this process, enabling leaders to address both the personal and professional needs of their staff and students.

Research supports the importance of vision and goal-setting in school leadership. A study by Leithwood, Harris, and Hopkins (2019) highlights that strong instructional leaders are those who can create a shared vision, communicate it effectively, and inspire collective effort. Visionary leadership is associated with improved student outcomes, particularly when goals are ambitious yet achievable and when teachers feel supported through professional development and collaboration opportunities.

A review of leadership strategies by Fullan and Quinn (2016) similarly pointed to the significance of establishing clear goals and using data to inform decisions. According to Fullan, schools that set clear visions are better positioned to adapt to changes and challenges, ensuring sustained improvement over time.

Communication and Collaboration

Effective communication and collaboration are essential components of a thriving educational environment. They foster an atmosphere where ideas can be freely exchanged, challenges can be collectively addressed, and innovative solutions can emerge. When educators, students, and parents engage in open dialogue and work together towards common goals, it enhances relationships and promotes a sense of community. This synergy not only improves teaching practices and learning experiences but also empowers individuals to contribute meaningfully to the educational process. Ultimately, strong communication and collaboration create a supportive ecosystem that enhances student achievement and fosters a culture of continuous improvement.

Participants 2, 4, 7, 8, and 17 identified Effective instructional leaders excel in communication. They maintain an open dialogue with teachers, students, parents, and the wider community. Clarity in

expectations, feedback, and collaboration fosters a positive environment. Compassion and authority are balanced to implement objectives effectively. Communication and collaboration are the bedrock of effective instructional leadership. Without these, even the most well-crafted plans or objectives can fall short. Effective leaders understand the importance of maintaining an open dialogue, not just with their teachers but with students, parents, and the wider community. When communication is clear and expectations are shared, it fosters a positive atmosphere where collaboration thrives. Let's hear how different school heads perceive communication and collaboration in their leadership practices.

Participant 2 began by emphasizing the balance between compassion and authority: *"Ang isang epektibong lider ay marunong timplahin ang pagiging compassionate at authoritarian. Kapag alam ng mga guro at estudyante na naiintindihan mo sila, mas magiging bukas sila sa pakikipag-usap at pagtutulungan. Pero syempre, hindi rin pwedeng puro lambing—kailangan ng matibay na pamumuno para matupad ang mga layunin ng paaralan."*(An effective instructional leader is a leader who knows how to weigh compassion and authority all at once. A compassionate instructional leadership captures the heart of everyone. However, a school head also needs to fix an authoritarian mode to implement the objectives with jurisdiction.) They highlighted the importance of showing compassion, which allows leaders to connect on an emotional level with their team. However, they stress that sometimes, an authoritative stance is necessary to ensure the successful implementation of school objectives. This balance ensures that both empathy and structure are maintained.

Participant 4 took a more direct approach in discussing communication, focusing on its practical aspects: *"Para sa akin, ang epektibong komunikasyon ay tungkol sa kalinawan. Dapat malinaw ang mga inaasahan at kailangang may feedback na ibinibigay kung kinakailangan. Higit sa lahat, bukas dapat ang talakayan para sa mas malalim na pag-unawa at kolaborasyon. Ang bawat isa ay dapat nakikisali sa diskusyon, hindi lang sunod-sunuran."* (Effective Communication: Leaders can efficiently communicate with teachers, staff, students, parents, and the wider community by ensuring clarity in expectations, providing feedback on a need-basis, and encouraging open dialogue for collaboration and understanding.) This school head saw communication as a tool for ensuring everyone knows what is expected and how they are progressing. Feedback is not just given routinely, but only when needed, ensuring it remains constructive. They believed that open dialogue is essential for fostering collaboration and understanding, making every voice count.

Participant 7 brought attention to how communication can reflect a leader's dedication: *"Kailangan goal-driven ang isang instructional leader. Nakikita ng mga guro ang malasakit mo sa kanila kapag malinaw ang layunin mo sa pagpapabuti ng pagtuturo. Mahalagang bahagi nito ay ang paggamit ng teknolohiya upang mas mapadali ang komunikasyon at makapagbigay ng real-time feedback."*(An effective instructional leadership is reflected in school head's dedication to improve the teaching and learning process. Hence, he must be goal - driven, passionate and inclined to integrate technology in education.) They focus on goal-driven communication, particularly in improving teaching and learning processes. They see the integration of technology as a vital component, helping ensure that feedback is timely and that communication is not hindered by delays.

Participant 8 shared a more personal take on communication, seeing it as a source of motivation for teachers: *"Bilang instructional leader, gusto kong maging masayahing tao sa paningin ng aking mga guro. Gusto ko na bawat beses na makita nila ako sa paaralan, maging positibo sila at hindi kabaliktaran.* (An instructional leader is a communicator and serves as a happy pill for the teacher. I want them to be positively charged every time they see me at the school and not the other way around.) For them,

communication goes beyond verbal exchanges; it's about creating a positive energy that uplifts teachers. This participant views themselves as a "happy pill" for the teachers, making sure that their presence serves as a source of encouragement rather than stress.

Participant 17 kept it simple but insightful, focusing on building rapport: *"I guess by building good rapport. Kapag may magandang relasyon, madali ang komunikasyon at pagtutulungan. Kapag alam ng mga guro na malapit ka sa kanila, mas magiging open sila at handang makipag-collaborate."* (I guess by building good rapport. "When there is a good relationship, communication and collaboration become easier. When teachers know that you are close to them, they will be more open and willing to collaborate.) They believed that the foundation of effective communication and collaboration lies in rapport. Building strong, trusting relationships leads to open communication channels where teachers feel comfortable voicing their thoughts and working together toward common goals.

The insights from these school heads converge on a few key points: effective communication requires clarity, empathy, and openness. Compassionate leadership fosters trust and encourages collaboration, while an authoritative stance ensures that objectives are met. Maintaining a balance between these two extremes appears to be a crucial skill in instructional leadership. A recurring theme in their responses is the importance of clear expectations. Participants emphasize that teachers and students need to know what is expected of them, and leaders should provide feedback only when necessary to avoid overwhelming staff. Additionally, they highlight the emotional component of communication—effective leaders not only inform but also inspire. This emotional connection motivates teachers to collaborate, knowing they are supported by a leader who understands their needs.

A common factor in these narratives is the use of technology to enhance communication, particularly with real-time feedback and virtual collaboration platforms, which have become essential in modern education. Research supports these views on the significance of communication and collaboration in educational leadership. A study by Hitt and Tucker (2016) found that leaders who foster open communication and collaboration within their schools create more inclusive and effective environments. Their work stresses that building rapport and trust with teachers significantly improves the effectiveness of leadership and school outcomes.

Moreover, Murphy and Torre (2017) highlighted the importance of balancing compassion and authority in educational leadership. According to their research, successful instructional leaders not only communicate effectively but also know when to assert authority to achieve school goals without compromising their relationships with staff.

Professional Development and Support

Professional development and support are crucial for empowering educators and enhancing the quality of education. By providing ongoing training, resources, and mentorship, schools enable teachers to refine their skills, adopt innovative practices, and stay current with educational advancements. A strong professional development framework fosters collaboration among educators, encouraging the sharing of best practices and collective problem-solving. Furthermore, comprehensive support systems ensure that teachers feel valued and equipped to meet the diverse needs of their students. Together, these elements contribute to a positive school culture that prioritizes growth, collaboration, and student success.

Participants 1,5 and 10 highlighted the need for professional development opportunities and support. Effective leaders provide resources, encourage growth, and implement instructional coaching. They foster a collaborative culture where teachers can share best practices.

In today's rapidly evolving educational landscape, professional development and support are crucial for sustaining teacher growth and ensuring that instructional practices align with the needs of students. School leaders play a vital role in fostering an environment where teachers are not only encouraged to learn but are provided with the resources and support, they need to excel. Let's explore how some school heads describe their approach to professional development and support.

Participant 1 began by emphasizing the importance of regular professional development: *"Regular na professional development ang susi para masiguradong updated ang mga guro sa mga pinaka-epektibong pamamaraan at best practices. Importante din ang formative assessments, dahil nagbibigay ito ng tuloy-tuloy na feedback na mahalaga para malaman kung paano mas mapapabuti ang pagtuturo at pagkatuto. Kapag may regular na pagsasanay, nagiging mas dynamic at effective ang learning environment."*(Regular professional development ensures that teachers stay updated with effective methods and best practices. Additionally, formative assessments provide continuous feedback, helping to monitor student progress and make timely adjustments to instruction. These practices collectively contribute to a more dynamic and effective learning environment.)

They stressed that consistent professional development is essential in keeping teachers up-to-date with the latest teaching strategies and methods. The use of formative assessments allows teachers to receive ongoing feedback, enabling timely adjustments in instruction, which ultimately creates a more responsive and effective learning environment.

Participant 5 shared how specific instructional strategies have transformed their school's learning environment: *"Sa tingin ko, ang isa sa mga pinaka-epektibong instructional practices na nagpabuti sa aming paaralan ay ang implementation ng differentiated instruction at paggamit ng cooperative learning at inquiry-based learning. Nakita namin ang malaking epekto nito hindi lang sa pagtuturo kundi pati sa pagkatuto ng mga bata."* (-. Among instructional practices that positively impacted our school's teaching and learning environment is the implementation of differentiated instruction and the utilization of cooperative learning and inquiry - based learning.)

For them, differentiated instruction, cooperative learning, and inquiry-based learning have been game changers. By adapting teaching to meet the diverse needs of students and promoting collaboration and exploration, their school has seen a significant improvement in both teaching and student learning outcomes.

Participant 10 highlighted the importance of having a personal leadership technique to enhance instructional leadership: *"Bilang lider, kailangan natin magkaroon ng sariling teknik o routine na kailangang masterin upang mas umusad ang instructional leadership."*(As a leader we need to have a unique technique or routine to master for instructional leadership to progress.) They believed that instructional leaders must develop their unique approach or routine to advance the quality of leadership. This personalized strategy allows leaders to respond more effectively to the specific needs of their teachers and students.

The responses from these school heads underscored the critical role of professional development and instructional support in promoting effective teaching and learning. Professional development serves as a way to keep teachers informed of the latest trends, best practices, and innovative instructional strategies. Through continuous learning, teachers are better equipped to address the evolving challenges of the classroom. Formative assessments, as mentioned by Participant 1, play a vital role in this cycle by offering teachers feedback that informs instruction in real time.

A noteworthy observation from Participant 5 is the specific mention of differentiated instruction, cooperative learning, and inquiry-based learning. These strategies emphasized active participation and cater to the diverse needs of learners, encouraging teachers to move beyond traditional lecture methods. Such practices have been linked to better student engagement and achievement.

Participant 10 highlighted an often-overlooked aspect of leadership: personal mastery. Leaders who invest in refining their strategies and routines are more likely to foster progress in instructional leadership, as they tailor their approach to the unique needs of their school environment.

Research underscores the critical role of professional development in enhancing instructional effectiveness. Darling-Hammond, Hyler, and Gardner (2017) emphasize that effective professional development is characterized by its sustained nature, alignment with school goals, and focus on specific instructional practices that enhance student outcomes. Their findings highlight the significance of professional learning communities, which provide a platform for teachers to collaborate and reflect on their practices.

Desimone and Garet (2015) further supported the impact of targeted professional development. Their study reveals that programs concentrating on specific teaching strategies, such as differentiated instruction or inquiry-based learning, result in substantial improvements in students.

Modeling and Personal Touch

Modeling and personal touch are essential elements in effective teaching that significantly influence student learning and engagement. When educators model desired behaviors, attitudes, and skills, they provide students with concrete examples to emulate, reinforcing key concepts and fostering a positive classroom culture. Additionally, incorporating a personal touch—through building meaningful relationships and showing genuine care for students—creates an environment where learners feel valued and supported. This combination of modeling and personal connection not only enhances students' academic experiences but also nurtures their social and emotional development, paving the way for lifelong learning and success.

Participants 9 and 12 said that being a role model and setting an example is crucial. Effective instructional leaders demonstrate commitment, punctuality, and accessibility. They maintain a personal touch with staff and students, creating a positive impact. In leadership, especially in schools, actions speak louder than words. Modeling positive behavior and maintaining a personal touch with staff and students are two powerful tools that effective instructional leaders use to shape their school's culture. Leading by example and building personal connections can foster trust, dedication, and respect. When school heads demonstrate commitment, punctuality, and a hands-on approach, it sends a message that they care deeply about both the institution and the individuals within it. Let's hear how two school heads reflect on their approach to modeling and personal touch.

Participant 9 highlighted a significant challenge they have observed in their leadership role: "Napansin ko na may disconnect sa pagitan ng mga miyembro ng komunidad, lalo na sa mga magulang. Dahil dito, mababa ang partisipasyon nila sa mga programa at proyekto ng paaralan. Kung hindi tayo makipag-ugnayan sa mga magulang at ipakita ang ating dedikasyon, hindi rin sila magiging interesado." (Disconnect between members of the community particularly parents that lead to less involvement to the programs and project of the school. If we do not engage with the parents and show our dedication, they will not be interested either.)

For this participant, there's a gap between the school and the parents, leading to less involvement in school activities. This is a challenge many leaders face, and it highlights the importance

of not just being a role model for the school staff but also engaging parents and the wider community. Participant 9 believes that to solve this issue, school heads must model strong community involvement by reaching out and creating meaningful relationships with parents. If parents see the school leadership actively participating, they may feel more inclined to engage as well.

Participant 12 focused on the personal touch involved in maintaining a school's environment. *"Isa sa mga pangunahing tungkulin ko bilang lider ay ang pagkuha ng mga job order para sa kalinisan ng paaralan. Hindi lang ito tungkol sa paglilinis para magmukhang maayos ang paaralan—ito rin ay para siguraduhin na ang mga estudyante ay may ligtas at komportableng lugar para matuto. Kapag nakita ng mga guro at estudyante na mahalaga sa akin ang kalinisan, nagiging halimbawa ako sa kanila."(* Hiring job order and lead focus on cleanliness of the school. It's not just about cleaning to make the school look neat—it's also to ensure that students have a safe and comfortable place to learn. When teachers and students see that cleanliness is important to me, I become a role model for them.)

For this participant, ensuring that the school is clean is more than just a management task; it's about creating a conducive learning environment. By taking the lead on maintaining cleanliness, Participant 12 demonstrated attention to detail and care for the student's well-being. This small yet impactful action shows that leaders can influence school culture by modeling the importance of creating a safe and comfortable space for learning.

The experiences shared by Participants 9 and 12 provided valuable insights into the role of modeling and personal touch in leadership. Participant 9's observation of the disconnect between the school and the parents suggests that effective leaders must model engagement not only within the school but also with the broader community. If a school head takes the initiative in reaching out to parents and fostering relationships, it could lead to increased parental involvement in school programs and projects.

Meanwhile, Participant 12 focused on cleanliness as a leadership task that reflects the power of leading by example in everyday actions. By personally ensuring the cleanliness of the school, this leader sets a standard for staff and students, signaling that attention to the school environment is a shared responsibility. This attention to detail and care reflects a personal touch that influences the entire school community.

Both participants emphasized that effective leadership is not just about giving orders but about being present, accessible, and involved in all aspects of the school, from community engagement to the physical environment. Modeling these behaviors reinforces the importance of commitment, responsibility, and personal connection.

Research underscores the importance of modeling behavior as a critical component of effective leadership. Hallinger and Wang (2015) assert that principals who exhibit positive behavior and a strong work ethic are more likely to foster a productive and supportive school environment. Their role as models inspires teachers and staff to adopt similar qualities, thereby enhancing school outcomes.

Furthermore, the personal touch in leadership significantly contributes to a positive school culture. Day, Gu, and Sammons (2016) highlighted that school leaders who actively participate in the daily operations of their schools, such as maintaining cleanliness or engaging with parents, help create a more cohesive and motivated school community. These actions reflect a commitment to the well-being of students and staff, promoting a supportive and engaged atmosphere.

Data-Driven Decision-Making

Data-driven decision-making is a transformative approach in education that relies on the systematic analysis of data to inform policies, practices, and strategies. By leveraging a variety of data sources—such as student assessments, attendance records, and behavioral metrics—educators can gain insights into

student performance and identify trends that inform instructional improvements. This evidence-based approach fosters a culture of accountability and continuous improvement, enabling schools to make informed choices that enhance teaching effectiveness and student outcomes. As educational environments become increasingly complex, data-driven decision-making serves as a crucial tool for creating impactful educational experiences and driving institutional success.

Participants 13 and 15 noted that effective instructional leaders' base decisions on data. They use evidence to track progress, assess teaching effectiveness, and make informed choices. Data-driven decision-making ensures continuous improvement. From the perspective of education, making informed decisions is crucial for continuous improvement. Data-driven decision-making refers to the process where instructional leaders base their choices on hard evidence, such as student performance metrics, teacher evaluations, and feedback from the school community. This approach allows leaders to monitor progress, adjust strategies, and implement initiatives that directly respond to the needs of the school. Participants 13 and 15 shed lights on how they incorporate data into their leadership practices.

Participant 13 emphasized the importance of basing decisions on data: *"Ang mga desisyon ay nakabatay sa umiiral na datos."* *(Decisions made are based from the existing data.)*

In a few words, Participant 13 highlighted a fundamental principle of effective leadership: decisions should be rooted in reality. This means that instead of relying on assumptions or general trends, the school head takes the time to analyze specific data relevant to the school. Whether it's student test scores or attendance records, these data points guide the leadership team in making choices that best serve the needs of the students and staff.

Participant 15 went a step further, describing the process in more detail: *"Sa palagay ko sa pamamagitan ng masusing pagmamanman, suporta, at patnubay."* (" I guess by intensive monitoring, support, and guidance.") For this participant, data-driven decision-making involves more than just gathering numbers. It requires continuous monitoring of progress, offering support where needed, and providing guidance to ensure goals are met. By consistently tracking data, school leaders can identify areas that require additional attention or intervention. Participant 15's approach is proactive; they use data not only to react to challenges but also to anticipate them, offering support and guidance before problems escalate.

The insights shared by Participants 13 and 15 offered a clear view of how data-driven decision-making plays a critical role in school leadership. Participant 13's straightforward statement reflects the core of data-driven leadership—decisions should be evidence-based. This ensures that any actions taken are aligned with the real needs of the school and its students. Participant 15 expanded on this by emphasizing the importance of monitoring and support. Data alone is not enough; it must be actively used to guide leadership decisions. This involves regular assessments, follow-ups, and interventions where necessary. By adopting this approach, school heads can create a culture of continuous improvement, where data informs both short-term actions and long-term goals.

Both participants highlighted that using data to make decisions is not a passive process. It requires careful analysis, ongoing attention, and a commitment to act based on the evidence. Effective leaders are those who are not only informed by data but also take swift action to support their staff and students based on what the data reveals.

Research highlights the significance of data-driven decision-making in enhancing school performance. Marsh, Farrell, and Bertrand (2016) argue that schools engaging in regular data collection and analysis make more effective instructional decisions. Their study indicates that leaders who adopt data-driven

practices achieve better student outcomes and provide more tailored professional development for teachers.

Similarly, Datnow and Hubbard (2015) underscored the necessity of fostering a culture where data is used collaboratively. Their research suggests that when school leaders actively involve teachers in the data analysis process, it cultivates a sense of shared responsibility and commitment to continuous improvement.

5.2 Differentiated Instruction and Data-Driven Approaches

Differentiated instruction and data-driven approaches are integral to meeting the diverse needs of learners in today's classrooms. Differentiated instruction recognizes that students have varying backgrounds, interests, and learning styles, requiring tailored teaching strategies to ensure all learners can thrive. Meanwhile, data-driven approaches provide educators with actionable insights derived from assessments and performance metrics, allowing them to identify gaps in understanding and adjust their instructional methods accordingly. Together, these strategies create a responsive learning environment that promotes equity, enhances engagement, and fosters academic success by ensuring that every student receives the support they need to reach their full potential.

Participants 1 and 5 emphasized the positive impact of differentiated instruction, which caters to diverse student needs and learning styles. Data-driven instruction, based on assessment results, allows for targeted support and timely adjustments. Formative assessments provide continuous feedback. Naturally, catering to the diverse needs of students and making informed decisions based on data are crucial for fostering an effective learning environment. Differentiated instruction and data-driven approaches are two powerful strategies that help teachers address various learning styles and ensure that each student receives the support they need. Let's explore how Participants 1 and 5 described their experiences with these methods and the impact they've had on their teaching and learning environments.

Participant 1 explained their positive experience with differentiated instruction:

"*Ang pagpapatupad ng differentiated instruction ay malaki ang naging epekto sa aming kapaligiran ng pagtuturo at pagkatuto sa pamamagitan ng pagtugon sa iba't ibang pangangailangan at estilo ng pagkatuto ng mga estudyante. Ang mga collaborative learning practices, tulad ng group work at peer teaching, ay nagpapahusay sa pakikilahok at pag-unawa ng mga estudyante. Ang paggamit ng data-driven instruction ay nagbibigay-daan sa amin na ayusin ang mga estratehiya sa pagtuturo batay sa mga resulta ng pagsusuri, na nagbibigay ng tiyak na suporta kung kinakailangan.*"(Implementing differentiated instruction has significantly improved our teaching and learning environment by addressing the diverse needs and learning styles of students. Collaborative learning practices, such as group work and peer teaching, have enhanced student engagement and understanding. Using data-driven instruction allows us to adjust teaching strategies based on assessment results, providing targeted support where needed.)

Participant 1 elaborated that differentiated instruction, which tailors teaching methods to meet diverse student needs, has led to noticeable improvements in their school's learning environment. By incorporating collaborative learning practices like group work and peer teaching, they've seen increased student engagement and comprehension. Additionally, Participant 1 emphasized the role of data-driven instruction, which uses assessment results to fine-tune teaching strategies and offer targeted support where necessary.

Participant 5 also underscored the benefits of differentiated instruction: *"Isa sa mga pamamaraan ng pagtuturo na positibong nakaapekto sa kapaligiran ng pagtuturo at pagkatuto sa aming paaralan ay ang pagpapatupad ng differentiated instruction at ang paggamit ng cooperative learning at inquiry-based learning."*(Among instructional practices that positively impacted our school's teaching and learning

environment is the implementation of differentiated instruction and the utilization of cooperative learning and inquiry-based learning.)

Participant 5 points out that differentiated instruction, when combined with cooperative and inquiry-based learning, has significantly improved their school's educational outcomes. This approach not only addresses the varying needs of students but also fosters a collaborative and exploratory learning atmosphere.

The narratives provided by Participants 1 and 5 offered a clear perspective on the effectiveness of differentiated instruction and data-driven approaches in enhancing the learning environment. Differentiated instruction is particularly impactful because it acknowledges and addresses the unique learning needs of each student. By adapting teaching methods and materials, educators can better engage students and support their learning paths.

Participant 1 mentioned that collaborative learning practices complement differentiated instruction by promoting peer interaction and shared learning experiences. This strategy enhances student engagement and helps reinforce learning through collaboration. The integration of data-driven instruction further strengthens this approach by allowing educators to make informed adjustments based on actual student performance. This ensures that teaching strategies remain effective and responsive to student needs.

Participant 5 explained that cooperative and inquiry-based learning alongside differentiated instruction highlights a comprehensive approach to education. These methods work together to create a dynamic learning environment that encourages student participation and critical thinking.

Research supports the benefits of differentiated instruction and data-driven decision-making. Tomlinson (2017) discussed how differentiated instruction helps cater to diverse learning styles, leading to improved student outcomes by addressing individual needs. This approach creates a more inclusive and engaging learning environment, which can enhance overall student achievement.

Black and Wiliam (2018) underscored the importance of data-driven instruction in improving teaching practices. Their research shows that using formative assessments to guide instruction allows educators to make timely and effective adjustments, leading to better student learning outcomes. This approach ensures that teaching strategies are continually refined based on real-time data, fostering a culture of continuous improvement.

Collaborative Culture and Professional Development

A collaborative culture and professional development are vital for fostering a dynamic learning environment in educational settings. By encouraging collaboration among educators, schools create a supportive community where teachers can share ideas, strategies, and best practices. This collective approach not only enhances individual teaching effectiveness but also promotes a sense of belonging and shared purpose. Coupled with targeted professional development opportunities, educators can continuously refine their skills and adapt to evolving educational demands. Together, a collaborative culture and robust professional development initiatives empower teachers to drive innovation and improve student outcomes, ultimately benefiting the entire educational community.

Participants 2, 7, 10, 16, and 17 explained that effective instructional practices involve collaboration. Leaders establish a collaborative culture, foster professional learning communities, and encourage shared responsibility. They provide professional development opportunities, coaching, mentoring, and resources for continuous growth.

Creating an effective instructional environment requires more than just implementing teaching strategies; it involves fostering a collaborative culture and supporting professional development. By building a

community where collaboration is valued and providing opportunities for continuous growth, leaders can significantly enhance both teaching practices and student outcomes.

Participants 2, 7, 10, 16, and 17 viewed the impact of collaborative culture and professional development in their schools. Participant 2 emphasized the importance of a collaborative approach: *"Ang mga epektibong lider ay nagtatatag at sumusuporta sa isang kultura ng kolaborasyon kung saan ang mga koponan, nakabahaging responsibilidad, at mga propesyonal na komunidad ng pagkatuto ay lumalago at umuunlad. Sila ay bumubuo ng mga pakikipagsosyo sa pagitan ng mga guro, kawani, at lahat ng mga stakeholder upang mapabuti ang mga kasanayan sa pagtuturo at tagumpay ng mga estudyante. Sila rin ay sumusuporta sa propesyonal na pag-unlad sa pamamagitan ng pagbibigay ng mga oportunidad para sa pag-unlad ng mga guro, tulad ng coaching, mentoring, at pagbibigay ng mga mapagkukunan para sa patuloy na pagkatuto at pagbuo ng kasanayan."*(Effective leaders established and supported a collaborative culture through which teams, shared responsibility, and professional learning communities come into existence and thrive. They forge partnerships between teachers, staff, and all stakeholders toward improving instructional practices and student achievement. They are supportive of professional growth by providing professional development opportunities that would allow teachers to grow up and be great in their roles by coaching, mentoring, and providing resources for continuous learning and skill building.) Participant 2 highlighted that establishing a collaborative culture is key to fostering professional learning communities and shared responsibility. By building partnerships among teachers, staff, and stakeholders, leaders can improve instructional practices and student outcomes. Providing professional development opportunities, coaching, mentoring, and resources supports teachers' growth and enhances their ability to excel in their roles.

Participant 7 focused on cultivating leadership and improving instruction: *"Pagpapaunlad ng pamumuno, pagpapabuti ng pagtuturo upang maitaguyod ang pinakamahusay na pagganap ng mga guro at ang pinakamataas na pagkatuto ng mga estudyante, pamamahala sa mga tao, datos, at proseso upang maisulong ang pagpapabuti ng paaralan."* (Cultivating leadership, improving instruction to enable teachers to teach at their best and pupils to learn at their utmost, managing people, data, and processes to foster school improvement.)

Participant 7 pointed out that effective leadership involves not only improving instructional practices but also managing people, data, and processes. By focusing on these areas, leaders can support teachers in delivering their best performance and ensure that students achieve their highest potential.

Participant 10 explained the need for a unique technique or routine: *"Bilang isang lider, kailangan nating magkaroon ng natatanging teknik o routine na dapat pagtuunan ng pansin para sa layunin ng pagpapaunlad ng pamumuno sa pagtuturo."* (As a leader, we need to have a unique technique or routine to master for the purpose of instructional leadership to progress.) Participant 10 stressed the importance of developing a unique technique or routine as a leader. Mastering such techniques can help in advancing instructional leadership and fostering a more effective teaching environment.

Participant 16 stated group collaboration: *"Sa tingin ko, sa pamamagitan ng kolaborasyon ng grupo.*" (I guess through group collaboration.) Participant 16 suggested that group collaboration plays a crucial role in establishing a collaborative culture. By working together in groups, educators can share insights, and strategies, and support each other in their professional development.

Participant 17 also mentioned collaboration: *"Sa tingin ko, sa pamamagitan ng pakikipagkolaborasyon."* (I feel through collaboration.) Participant 17 reinforced the idea that collaboration is fundamental. The

emphasis is on the positive impact that a collaborative approach can have on professional growth and instructional effectiveness.

The perspectives shared by Participants 2, 7, 10, 16, and 17 underscored the importance of both a collaborative culture and professional development in enhancing instructional practices. Establishing a collaborative environment helps create a support system where teachers and staff can work together, share best practices, and collectively strive for school improvement.

Participant 2 insights revealed that collaboration is not just about creating a positive work environment but also about forging partnerships that drive instructional excellence. The support for professional development through coaching and mentoring further underscores the commitment to continuous growth. Participant 7 focused on managing people, data, and processes highlights the multifaceted nature of effective leadership. This approach ensures that both teaching and learning are optimized through careful management and support. Participant 10 mentioned that developing unique techniques or routines suggests that personalized leadership strategies can enhance instructional leadership. Such techniques can be tailored to fit the specific needs of the school and its staff.

The emphasis on group collaboration by Participants 16 and 17 reinforced the idea that working together is essential for professional growth and improved instructinal practices. Collaboration fosters a sense of community and shared responsibility, which can lead to more effective teaching and learning.

Research underscores the importance of a collaborative culture and professional development in educational settings. Vescio, Ross, and Adams (2015) highlighted the role of professional learning communities (PLCs) in enhancing teaching practices and student outcomes. Their study demonstrates that a robust collaborative culture enables teachers to share expertise, support one another, and engage in continuous professional learning.

Similarly, Guskey (2016) emphasized the critical impact of ongoing professional development on teaching effectiveness. His research indicates that sustained professional development, when combined with a supportive collaborative environment, leads to significant improvements in instructional practices and student learning outcomes.

Innovative Learning Environment

An innovative learning environment is characterized by creativity, flexibility, and the integration of diverse teaching methods that inspire and engage students. In such environments, traditional classroom boundaries are transcended, allowing for collaborative learning experiences that harness technology, hands-on activities, and real-world problem-solving. This approach encourages students to take ownership of their learning, fostering critical thinking, collaboration, and adaptability—essential skills for the 21st century. By prioritizing innovation, educators can create vibrant, inclusive spaces that not only enhance academic achievement but also prepare students to thrive in an ever-changing global landscape.

Participants 4, 6, and 11 deduced that creating a positive, supportive, and risk-taking school environment is crucial. Informal interactions, safe spaces, and shared expectations contribute to an innovative learning atmosphere. In today's educational landscape, creating an innovative learning environment is essential for fostering student engagement and growth. This involves more than just curriculum and instruction; it requires a supportive, flexible atmosphere that encourages both students and teachers to take risks and explore new ways of thinking.

Participant 4 emphasized the importance of maintaining a positive and supportive classroom. *"Mahalaga na ang paaralan ay nagsasagawa ng positibo at sumusuportang silid-aralan. Kapag ang isang bata ay nakakaramdam ng seguridad at suporta, nagiging malinaw ang pagkatuto. Mahalaga rin na ang*

kapaligiran ng paaralan ay nagtataguyod ng pagtanggap ng mga panganib at pagiging flexible na magdudulot ng makabagong pag-iisip." (It is important that a school practices a positive and supportive classroom. If a child feels secured and is supported, learning is visible. It is also important that the school environment promotes risk-taking and flexibility that will lead to innovative thinking." This highlights how emotional security and support within the school environment can pave the way for deeper learning and creativity. Children who feel safe are more likely to explore new ideas and take educational risks, fostering innovation.)

Participant 6 noted the significance of routine and informal interactions between teachers and students. *"Kailangan ang routine, katulad ng impormal na pakikipag-usap sa mga estudyante bago magsimula ang aralin. Sa paggawa nito, maaaring maramdaman ng mga estudyante ang init at pagmamahal ng guro para sa kanila. Ang isang ligtas na kapaligiran ay naitatag." Ang mga simpleng gawain tulad ng kaswal na pag-uusap ay nakakatulong na lumikha ng mainit at inklusibong kapaligiran kung saan komportable ang mga estudyante, na humahantong sa mas bukas at malikhaing pakikilahok sa proseso ng pagkatuto.* (Routine is needed just like informal talk with the students before he/she proceeds with the lesson. By doing that, students may feel the warmth and love of the teacher towards them. A safe space environment is being fostered." Simple practices like casual conversations help create a warm, inclusive atmosphere where students feel comfortable, leading to more open and innovative participation in the learning process.)

In addition to fostering a safe and supportive environment, Participant 11 highlighted the role of shared expectations. *"Idefina ang mga inaasahan, itaguyod ang positibong kapaligiran sa paaralan, at paunlarin ang mga kasanayan at kaalaman sa pamumuno*."(Define shared expectations, promote a positive school environment, and develop leadership skills and knowledge." By establishing clear expectations and ensuring everyone is on the same page, schools can cultivate a cohesive culture that supports innovation. Leadership development and the sharing of knowledge are vital components in sustaining this environment.)

The creation of an innovative learning environment is rooted in the emotional well-being of students, the flexibility of instructional methods, and the establishment of a supportive and risk-tolerant atmosphere. This aligns with research indicating that schools where students feel safe, valued, and engaged are more likely to see higher levels of creativity and academic success (Fisher et al., 2019). Teachers who build strong relationships with their students and encourage risk-taking in learning promote a culture of innovation.

Innovative learning environments require a balance between routine and flexibility. Informal interactions, like the ones Participant 6 mentioned, foster trust and warmth, which are foundational for risk-taking in learning. This approach is supported by studies indicating that when students feel connected to their teachers, they are more motivated to engage in deeper, more innovative learning experiences (Hattie, 2018).

Furthermore, shared expectations, as Participant 11 noted, play a critical role in aligning both teachers and students toward common goals. When there is clarity in objectives and a shared understanding of what success looks like, innovation can flourish in an organized and supportive way.

Research by Fisher et al. (2019) underscores the importance of supportive and flexible learning environments that promote innovation. Their study found that students who felt emotionally safe and encouraged to take risks in their learning demonstrated higher levels of creative problem-solving and

engagement. Similarly, Hattie (2018) points out that strong teacher-student relationships are essential for fostering an environment where innovation can thrive.

Resource Utilization

Resource utilization is a critical aspect of effective educational management that involves maximizing the use of available materials, personnel, and technology to enhance learning outcomes. By strategically deploying resources—such as textbooks, digital tools, and community partnerships—educators can create enriched learning experiences that cater to diverse student needs. Efficient resource utilization not only ensures that educational institutions operate within their budgets but also fosters innovation and creativity in teaching practices. Ultimately, a focused approach to resource utilization empowers schools to provide high-quality education while making the most of limited resources.

Participants 3 and 12 mentioned that leveraging resources effectively impacts teaching and learning. Initiatives like providing smart TVs in classrooms enhance student interest and engagement. Attention to cleanliness and job order management also play a role.

One of the critical roles of instructional leaders is ensuring that resources are utilized effectively to support teaching and learning. Whether it's technological tools or maintaining the school's cleanliness, the way resources are leveraged can greatly impact both student engagement and overall school operations.

Participant 3 shared an inspiring example of this in action: *"Sa aming paaralan, ipinatupad namin ang programang 'smart tv para smart na anak ko,' isang fund-raising project upang maglagay ng mga smart TV sa bawat silid-aralan na maaaring magamit sa pagtuturo upang mapataas ang interes at pagkatuto ng mga mag-aaral. Sa kasalukuyan, lahat ng guro at mag-aaral ay nakinabang na sa proyektong ito.*" (In our school, we implemented the program 'smart tv para smart na anak ko,' a fund-raising project to provide smart TVs in every classroom which can be used in teaching to increase the interest and learning of the pupils. At present, all the teachers and pupils have benefited from this project.) The idea behind this project was simple yet powerful: use technology to capture students' attention and enhance their learning experience. The addition of smart TVs in classrooms opened new avenues for interactive lessons, videos, and presentations, turning traditional teaching methods into more dynamic and engaging ones.

On the other hand, Participant 12 emphasized a different but equally important aspect of resource utilization—ensuring the school's cleanliness through proper job order management. According to them, *"Pagkuha ng job order at pagtutok sa kalinisan ng paaralan.*"(Hiring job order and leading focus on the cleanliness of the school) is a critical task. While it may not seem directly related to instruction, a clean and well-maintained school environment sets the tone for learning. It creates a safe and welcoming space for students and teachers alike, reinforcing the idea that the school is a place where they are valued and where their well-being is prioritized.

Both participants showed how resource utilization goes beyond simply having tools or systems in place. It's about recognizing the impact these resources have on the learning environment and using them in ways that maximize their effectiveness.

In both examples, the utilization of resources, whether through technology or infrastructure, plays a significant role in shaping the educational environment. The use of smart TVs as described by Participant 3 aligns with the growing trend of integrating technology in classrooms. According to a study by Ruggiero and Mong (2015), technology integration has been shown to improve students' motivation and learning outcomes, particularly when used in ways that allow students to interact with content actively. The introduction of smart TVs in the classroom serves as a tool for interactive learning, allowing teachers to present materials in a way that appeals to various learning styles, from visual to auditory learners.

Thus, the emphasis on cleanliness and the hiring of job orders for maintaining the school's environment, as mentioned by Participant 12, highlighted an often-overlooked aspect of resource utilization: the physical learning space. According to research by Barrett et al. (2015), the physical characteristics of school environments, including cleanliness and organization, have a measurable impact on students' learning outcomes. A clean and well-maintained space fosters a positive learning environment, which can enhance students' concentration, behavior, and overall academic performance.

Resource utilization is more than just having tools and facilities; it's about using them effectively to create a conducive learning environment. Whether it's the use of technology like smart TVs to boost engagement or maintaining the cleanliness of the school to ensure a safe space for learning, effective resource management is essential for maximizing both teaching and learning outcomes.

Monitoring and Feedback

Monitoring and feedback are essential processes in the educational landscape that drive student success and improve teaching practices. Continuous monitoring allows educators to track student progress, identify learning gaps, and assess the effectiveness of instructional strategies. Coupled with timely, constructive feedback, this approach enables students to understand their strengths and areas for improvement, fostering a growth mindset. By creating a culture of open communication and reflection, monitoring and feedback not only enhance individual learning experiences but also contribute to a collaborative environment where educators and students work together towards achieving shared goals.

Participants 8, 13, 14, and 15 observed that effective leaders monitor progress, provide feedback, and engage in post-conferences after classroom observations. Intensive support and guidance ensure continuous improvement In any effective educational environment, monitoring progress and providing timely feedback are vital to ensuring continuous improvement in both teaching and learning. Leaders who engage closely with their staff and students through consistent monitoring and thoughtful feedback foster a culture of growth. Participants in this conversation shared their approaches to monitoring and feedback, illustrating how these practices contribute to positive outcomes.

Participant 8 emphasized the importance of regular feedback sessions, but with a twist that makes them more approachable. *"Ang mga LAC sessions sa panahon ng coffee breaks o LAC sessions tuwing Lunes at Biyernes, kasama ang mga impormal na pag-uusap sa oras ng libreng oras ng mga guro, ay tumutulong na lumikha ng mga akademikong diskusyon sa mas relaks na kapaligiran."* (LAC sessions during coffee breaks or Monday LAC sessions every Friday, along with informal dialogues during teachers' free time, help create academic discussions in a more relaxed environment), they said. This approach not only fosters professional growth but also builds camaraderie among teachers, making feedback feel less like an evaluation and more like a collaborative effort to improve.

Meanwhile, Participant 13 brought attention to the importance of data in decision-making. *"Ang mga desisyon ay batay sa umiiral na datos."* (Decisions made are based on the existing data)*,* they pointed out. This data-driven approach ensures that feedback is grounded in real evidence, making it more impactful. By monitoring progress through tangible data, leaders can provide more targeted support where it's most needed, whether it's for struggling students or teachers who need additional guidance.

Participant 14 also highlighted the significance of post-conference sessions.*" Mga post-conference pagkatapos ng classroom observation"* (post-conferences after classroom observation) allows for reflective discussions, where teachers can receive constructive feedback directly after their performance. These conferences create a space where leaders and teachers can analyze classroom practices together, identifying areas of strength and opportunities for growth.

Participant 15 echoed this sentiment but stressed the necessity of ongoing support. *"Masusing pagmamanman, suporta, at gabay"* (Intensive monitoring, support, and guidance) is essential for sustained improvement, they noted. Without continuous observation and feedback, growth can stagnate. Intensive monitoring ensures that the progress made through initial feedback sessions is maintained and built upon over time.

Monitoring and feedback, as illustrated by these participants, are indispensable tools for driving improvement in educational settings. From casual, yet productive, dialogues during breaks to structured post-conferences, feedback needs to be consistent and grounded in data. Informal sessions encourage open communication, while data-driven decisions and post-observation reflections provide more precise feedback. Continuous support, as stressed by Participant 15, ensured that improvement is not a one-time event but an ongoing process.

According to Hattie and Timperley (2017), feedback is one of the most powerful influences on student achievement. Effective feedback involves not just telling teachers what to improve but engaging them in reflective conversations about their practices. Similarly, a study by Shute (2019) highlighted the importance of formative feedback, where performance information is shared in real time, allowing for adjustments before outcomes are measured. Moreover, data-driven approaches in educational leadership ensure that decisions are based on objective criteria, enhancing accountability and precision in addressing both student and teacher needs (Marsh, 2018).

5.3 Leadership Skills and Strategic Planning

Leadership skills and strategic planning are fundamental components of effective educational management that drive organizational success and foster a positive learning environment. Strong leadership involves the ability to inspire, motivate, and guide staff and students toward a shared vision, while strategic planning provides the framework for setting goals, allocating resources, and measuring progress. By cultivating essential leadership skills—such as communication, decision-making, and collaboration—educational leaders can create a culture of trust and accountability. When paired with thoughtful strategic planning, these skills enable schools to navigate challenges, adapt to changing educational landscapes, and ultimately enhance student achievement and overall institutional effectiveness.

Participants 1 and 2 emphasized the importance of enhancing leadership skills, including strategic planning, decision-making, and managing change. Post-graduate study and in-depth knowledge are also crucial for effective instructional leadership.

In the realm of educational leadership, enhancing leadership skills and engaging in strategic planning are critical for school heads. These skills not only impact daily operations but also shape the long-term success of the school. Participants shared their insights on how strengthening these areas can lead to more effective instructional leadership.

Participant 1 stressed the multifaceted nature of effective leadership. *"Upang mapabuti ang kanilang pamumuno sa pagtuturo, kailangan ng mga punong-guro na magtuon sa pag-develop ng ilang mahahalagang aspeto. Napakahalaga ng pagpapahusay ng mga kasanayan sa pamumuno, kabilang ang kahusayan sa estratehikong pagpaplano, paggawa ng desisyon, at epektibong pamamahala sa pagbabago."* (To improve their instructional leadership, school heads need to focus on developing several key areas. Enhancing leadership skills is crucial, including expertise in strategic planning, decision-making, and managing change effectively.), they explained. According to Participant 1, these skills are foundational. Mastery in data analysis, for instance, allows leaders to interpret and utilize data to drive decisions and track progress. This means understanding and using data to inform instructional practices

and make necessary adjustments to improve student outcomes. Furthermore, expertise in curriculum development helps in designing and implementing teaching programs tailored to students' needs, while coaching and mentoring skills ensure teachers receive the guidance they need to excel.

Participant 1 also highlighted the importance of communication skills and cultural competency. *"Ang pagpapahusay ng kasanayan sa komunikasyon ay nagpapabuti sa pakikipag-ugnayan sa mga kawani, estudyante, at mga magulang, na nagpo-promote ng isang kolaboratibong kapaligiran sa paaralan."* (Improving communication skills enhances interactions with staff, students, and parents, fostering a collaborative school environment), they noted. Being able to effectively communicate and understand the diverse needs of the school community ensures equitable support for all students.

On a similar note, Participant 2 emphasized the value of advanced education for school leaders. *"Naniniwala ako na mahalaga ang post-graduate na pag-aaral para sa lahat ng mga lider sa pagtuturo. Maaaring mukhang cliche at ideal, ngunit ang isang punong-guro ay dapat na may kaalaman at handa sa mga detalye upang mapabuti ang mga resulta ng pagtuturo."* (I believe that post-graduate study is important to all instructional leaders. It may sound cliche and ideal, but a school head must be knowledgeable and equipped with the nitty-gritty in order to improve instructional outcomes), they said. This view reinforces the idea that ongoing education helps leaders stay updated with the latest practices and theories, enhancing their ability to lead effectively.)

Leadership skills and strategic planning are indeed crucial for school heads aiming to improve instructional outcomes. From strategic planning to data analysis and cultural competency, each aspect contributes to creating a well-rounded leader capable of addressing the complexities of modern education. The emphasis on post-graduate education underscores the importance of continuous learning and professional development in maintaining effective leadership.

Research highlights that strong leadership and strategic planning are linked to better school performance. Leithwood and Jantzi (2016) found that effective leaders who engage in strategic planning can influence school culture and drive academic success. Additionally, Robinson et al. (2018) argue that leadership skills, including decision-making and data analysis, significantly impact student achievement. These studies support the notion that a comprehensive approach to leadership, supported by advanced education and continuous professional development, leads to improved instructional outcomes.

Continuous Professional Growth

Continuous professional growth is a vital process for educators that fosters lifelong learning and adaptation in an ever-evolving educational landscape. This commitment to ongoing development empowers teachers to refine their skills, adopt innovative teaching practices, and stay current with advancements in pedagogy and technology. By engaging in professional development opportunities—such as workshops, conferences, and collaborative learning communities—educators can enhance their effectiveness in the classroom and better meet the diverse needs of their students. Ultimately, continuous professional growth not only benefits individual educators but also contributes to a culture of excellence and improvement within educational institutions, leading to improved student outcomes and enriched learning environments.

Participants 3 and 8 highlighted the need for continuous learning and adaptability. The education system evolves, and school heads must stay flexible and seek new knowledge to improve instructional leadership. In the ever-changing world of education, continuous professional growth is a cornerstone of effective instructional leadership. This theme underscores the necessity for school heads to remain adaptable, pursue ongoing learning, and stay abreast of new developments to enhance their leadership capabilities.

Participants have shared about this vital aspect of instructional leadership. Participant 3 stated the importance of staying flexible and seeking new knowledge. They point out that the education system is constantly evolving, which means that school heads must be equally adaptable. *"Patuloy na propesyonal na pag-unlad. Ang sistema ng edukasyon ay patuloy na nagbabago, kaya't ang mga punong-guro ay dapat laging maging flexible sa paghahanap ng bagong kaalaman sa larangan ng pamumuno sa pagtuturo."* (Continuous professional growth. The education system keeps on changing and therefore school heads should always be flexible enough to seek new knowledge along instructional leadership.) This perspective highlighted that leaders cannot afford to be static; instead, they need to embrace ongoing learning to navigate changes effectively.

Participant 8 added to this by stressing the value of targeted professional development. They mentioned, *"Mga pagsasanay sa pamumuno sa pagtuturo at iskolarship para sa propesyonal na pag-unlad."* (Training on instructional leadership and scholarship for professional development.) This statement reflects the idea that specific training and continued education are crucial for refining leadership skills and staying current with best practices.

Continuous professional growth for instructional leaders is not just about keeping up with the latest trends; it's about creating a proactive approach to leadership. School heads who engage in lifelong learning are better equipped to handle the complexities of modern education, foster a positive school culture, and drive student success.

Research supports the notion that ongoing professional development positively impacts instructional leadership. For example, a study by Darling-Hammond et al. (2017) found that effective professional development is linked to improvements in teaching practices and student outcomes. Furthermore, a review by Desimone (2016) highlighted that professional learning opportunities that are content-focused, incorporate active learning, and provide opportunities for collaboration are most effective in improving educators' practices.

Communication and Collaboration

Effective communication and collaboration are foundational elements in fostering a productive educational environment. When educators, students, and stakeholders engage in open and transparent dialogue, it cultivates a sense of trust and community. Collaborative efforts enhance problem-solving, encourage the sharing of diverse perspectives, and promote a culture of mutual respect. By prioritizing these practices, schools can create an inclusive atmosphere where everyone feels valued and empowered to contribute. Ultimately, strong communication and collaboration not only enrich the educational experience but also lead to improved outcomes, ensuring that both educators and students thrive in their learning journey.

Participants 5, 6, 10, and 17 expressed the idea that effective communication with staff, students, and parents fosters a collaborative school environment. Being open to teachers and building positive relationships is essential. Project management and relationship-building skills contribute to instructional leadership.

Communication and collaboration are key elements of successful instructional leadership. A school leader who can effectively communicate with staff, students, and parents creates a collaborative school environment where learning thrives. Building positive relationships with teachers, fostering openness, and demonstrating strong project management skills are essential aspects of this.

Participant 5 highlighted the importance of focusing on learning, coordinating curriculum, and providing instructional support as the primary motivations for instructional leadership development. *"Ang*

motibasyon para sa pagpapaunlad ng instructional leadership ay ang matinding pokus sa pagkatuto, pagkokoordina ng kurikulum, at pagbibigay ng suporta sa pagtuturo." "The motivation for instructional leadership development is the strong focus on learning, coordinating curriculum, and providing instructional support." This indicates that communication is vital in aligning the school's educational goals with its curriculum and instructional strategies.

On the other hand, Participant 6 pointed out that some school heads struggle with being open to their teachers, which can create barriers to communication and collaboration. *"Ang ibang mga punong-guro ay hindi bukas sa kanilang mga guro, kaya masasabi ko na dapat sana'y mas maging bukas sila sa kanila."*(Other school heads are not open to their teachers, so I can say that they should at least be more open to them.) When leaders are not transparent or approachable, teachers may feel alienated, which can hinder collective progress.

Participant 10 explained that effective communication and project management skills are critical for leadership success. *"Sa tingin ko, sa pamamagitan ng kasanayan sa komunikasyon at pamamahala ng mga proyekto."* (I guess through communication skills and project management), they note, underscoring the need for leaders to articulate their vision and manage projects that benefit both teachers and students.

Lastly, Participant 17 drew attention to the value of relationship-building in fostering collaboration. *"Sa tingin ko, sa pamamagitan ng mga relasyon."* (I think through relationships), they stated, pointing out that strong interpersonal relationships help create a supportive school environment where everyone feels valued and motivated to contribute.

Effective communication serves as the foundation for fostering collaboration within the school community. Leaders who can openly communicate with their staff are more likely to create a culture of trust, mutual respect, and shared responsibility. As noted by various participants, communication doesn't just involve delivering instructions but also involves managing projects, coordinating efforts, and most importantly, building relationships. When communication is clear, and relationships are nurtured, instructional leadership flourishes, benefiting both teaching practices and student outcomes.

Research highlights that communication and collaboration are integral to effective school leadership. According to Leithwood et al. (2019), effective school leaders prioritize collaboration by fostering open channels of communication with staff, which enhances team-based decision-making and drives school improvement. In addition, Fullan (2020) emphasizes that leaders who focus on building relationships create a more positive school culture, which, in turn, improves teacher morale and student achievement.

Resource Management and Competence

Resource management and competence are critical elements in ensuring the effectiveness and efficiency of educational institutions. Effective resource management involves strategically allocating financial, human, and material resources to maximize their impact on teaching and learning. Coupled with the competence of educators and administrators—encompassing skills, knowledge, and experience—this approach ensures that schools operate smoothly and responsively to the needs of students. By focusing on both resource management and competence, educational leaders can foster an environment that promotes innovation, enhances educational quality, and ultimately leads to improved student outcomes, creating a sustainable framework for success in the ever-changing landscape of education.

Participants 4, 7, 9, 13, 14 and 15 demonstrated competences, conducting workshops, and managing human resources are critical. Technical assistance, decision-making, and instructional leadership development require expertise. Taught courses and organizational performance impact instructional leadership.

Resource management and competence are vital pillars of instructional leadership. The ability to manage human resources, make informed decisions, provide technical assistance, and develop leadership skills directly influences the quality of education and school performance. Competent leaders not only manage resources but also act as role models, demonstrating professionalism and expertise.

Participant 4 emphasized the importance of professional competence. *"Ang pagpapakita ng kakayahan bilang isang mahusay na propesyonal na guro ay nangangahulugang may kakayahang magdaos ng mga workshop tungkol sa mga layunin ng edukasyon, mga patakaran, at iba pang mahahalagang paksa*." (Demonstrating competency as an excellent professional teacher means being capable of conducting workshops on educational goals, policies, and other essential topics.) For this participant, a leader's ability to facilitate learning extends beyond the classroom. It involves sharing knowledge and skills through workshops and trainings that aim to raise the bar for both teachers and students.

Participant 7 highlighted the significance of human resource management, saying, *"Mahalaga ang pamamahala ng human resource—ang iyong mga tao ang pinakamahalagang yaman ng iyong organisasyon."* (Human resource management is crucial—your people are the most valuable assets of your organization.*)* This statement recognized that managing teachers and staff effectively plays a vital role in creating an environment that fosters academic growth. Schools thrive when leadership recognizes the value of its people and leverages their strengths.

Building on this, Participant 9 shared insights into leadership development, focusing on the importance of providing technical assistance to staff: *"Mahalaga ang pagtuturo kung paano magsagawa ng technical assistance sa iyong mga kawani*." (Teaching how to conduct technical assistance to your staff is essential.) This statement underscores that school heads must not only manage but also mentor their teachers by offering guidance and feedback that will improve instruction and overall school performance.

Participant 13 pointed out that *"kahusayan at karanasan"* (competence and experience) are key to effective resource management. With experience comes wisdom, and leaders who have honed their skills over time are better equipped to handle challenges that arise in schools. Participant 14 expressed the importance of instructional leadership by stating, *"Naisip ko sa pamamagitan ng instructional leadership."* (I think through instructional leadership)*,* suggesting that the capacity to lead instruction effectively is a significant aspect of resource management. Strong instructional leaders can support and guide teachers to better utilize resources in the classroom.

Finally, Participant 15 emphasized the role of decision-making: *"Sa tingin ko sa pamamagitan ng paggawa ng desisyon."* (I feel through decision-making)*,* pointing out that making sound, data-driven decisions is crucial for successful resource management and the overall functioning of the school.

Competence and resource management go hand in hand in the realm of instructional leadership. Effective leaders are not only proficient in managing the people and resources in their schools, but they are also skilled in mentoring, decision-making, and leading professional development. Leadership that is both resourceful and competent creates an environment that fosters growth, innovation, and continuous improvement.

According to the literature, the importance of resource management is well-documented. Educational leadership literature often points to the value of human capital in schools (Bush, 2018). Effective leaders recognize that teachers and staff are a school's most important resources, and investing in their development through professional learning opportunities ensures that instructional practices remain effective and up-to-date (Leithwood et al., 2020). Furthermore, decision-making and technical assistance have been linked to increased teacher effectiveness and student achievement (Harris & Jones, 2019). The

emphasis on workshops and instructional leadership development echoes research on the significance of shared leadership and the continuous development of staff (Fullan, 2016).

Time Management and Cultural Competency

Time management and cultural competency are essential skills for educators in today's diverse educational landscape. Effective time management enables teachers to plan and execute lessons efficiently, balancing curriculum demands with the need for individualized attention to students. Meanwhile, cultural competency equips educators with the awareness and understanding necessary to navigate and embrace the diverse backgrounds, experiences, and perspectives of their students. By integrating effective time management with cultural competency, educators can create inclusive learning environments that respect and celebrate diversity while optimizing instructional time. This holistic approach not only enhances teaching effectiveness but also fosters a sense of belonging and engagement among all students, ultimately leading to improved educational outcomes.

Participants 11, 12, and 16 expressed the concept of Time management, cultural competency, and understanding diverse student needs to play a role in effective instructional leadership. It can be surmised that instructional leadership, time management, and cultural competency are crucial elements that greatly impact the effectiveness of school leadership. Efficient time management ensures that leaders can balance various responsibilities and meet the diverse needs of their school communities. On the other hand, cultural competency allows leaders to understand and address the unique backgrounds and needs of their students, fostering an inclusive and supportive learning environment.

Participant 11 elaborated on the *" Epekto ng Team at Pagganap ng Organisasyon."* (Role of impact teams and organizational performance.) They highlighted how managing time and tasks efficiently within teams can lead to improved organizational outcomes. This means that a well-managed team, with clear roles and effective time management, can significantly enhance the overall performance of the school.

Participant 12 underscored the importance of *"Komunikasyon, pamamahala ng oras "* in both (communication and time management). They suggest that effective communication coupled with good time management skills enables leaders to handle multiple responsibilities and address issues promptly. This dual focus helps in creating a well-organized and responsive school environment.

Participant 16 pointed out that *" Mga itinuturong kurso"*(teaching courses), is an essential aspect of leadership. This reflects the idea that by imparting knowledge and skills through teaching, leaders contribute to the professional growth of their staff and improve the overall educational quality. Managing the time for these teaching activities while being culturally aware of the diverse needs of students is crucial for success.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press. This text provides insights into the importance of cultural competency in educational leadership and its impact on student achievement. Effective time management and cultural competency are crucial for successful instructional leadership. Leaders proficient in these areas can navigate the complexities of their roles more effectively, fostering efficient and supportive school environments that cater to the diverse needs of their students. Research highlights that strong time management skills in educational leadership enhance organizational effectiveness and improve student outcomes (Evertson & Weinstein, 2016). Furthermore, cultural competency empowers leaders to address the varied needs of their student populations, thereby promoting inclusivity and equity in education (Gay, 2018).

Holistic Evaluation

Holistic evaluation is an approach that recognizes the multifaceted nature of student development and

learning. Unlike traditional assessment methods that focus solely on academic performance, holistic evaluation considers a student's emotional, social, and cognitive growth. By employing a variety of assessment techniques—such as portfolios, self-reflection, and peer evaluations—educators gain a comprehensive understanding of each student's unique strengths, challenges, and progress. This inclusive method promotes a more balanced perspective on student achievement, encouraging the cultivation of well-rounded individuals who are prepared for success in all areas of life. Ultimately, holistic evaluation fosters an educational environment that values personal growth and supports diverse learning journeys.

Participants 2, 6, and 9 took a comprehensive approach, considering multiple factors. They combine student achievement, teacher feedback, and overall school achievements. This holistic evaluation captures the broader impact of instructional leadership. When it comes to evaluating instructional leadership, a holistic approach provides a more comprehensive view. This method doesn't just focus on isolated metrics but integrates various factors to paint a broader picture of effectiveness. It encompasses student achievement, teacher feedback, and overall school accomplishments. Let's explore what some participants have to say about this.

Participant 2 stressed the importance of in-depth knowledge and continuous professional development for school heads: *"Nananampalataya ako na mahalaga ang post-graduate na pag-aaral para sa lahat ng mga lider ng pagtuturo. Maaaring tunog cliché at ideal, ngunit ang isang punong-guro ay dapat na may kaalaman at handa sa mga detalye upang mapabuti ang mga resulta ng pagtuturo."*(I believe that post-graduate study is important to all instructional leaders. It may sound cliché and ideal, but a school head must be knowledgeable and equipped with the nitty-gritty to improve instructional outcomes.) This perspective underscored that a thorough and well-rounded educational background can significantly enhance a leader's ability to drive positive changes in their school.

Participant 6 emphasized the need for openness among school heads*: "Ang ibang mga punong-guro ay hindi bukas sa kanilang mga guro, kaya masasabi ko na dapat silang maging mas bukas sa kanila."* (Other school heads are not open to their teachers, so I can say that they should at least be more open to them.) This sentiment points to the necessity of effective communication and receptiveness, which are crucial for a holistic evaluation. A leader who is approachable and open to feedback contributes to a more inclusive and supportive school environment.

Participant 9 brought attention to the practical aspect of leadership: *"Pagtuturo kung paano magbigay ng teknikal na tulong sa iyong mga tauhan."*

(Teaching on how to conduct technical assistance to your staff.) Providing guidance and support in technical areas ensures that staff are well-equipped to perform their roles effectively, which is a key component of a holistic evaluation.

Incorporating a holistic evaluation approach means recognizing that leadership effectiveness extends beyond individual metrics. It involves understanding how various elements interact to influence the overall educational environment. Effective instructional leaders not only possess advanced knowledge and skills but also foster open communication and provide practical support to their teams. This multi-faceted approach ensures that all aspects of the educational system are considered, leading to more informed decisions and better outcomes.

Fullan (2016) emphasized the importance of a comprehensive approach to educational leadership, highlighting how leaders must address multiple aspects of their roles to drive effective change. Similarly, Leithwood and Jantzi (2016) explore how various leadership practices, including the holistic evaluation of multiple factors, contribute to improved student outcomes and overall school performance. Robinson

and Timperley (2018) discuss how effective leadership, when evaluated holistically, can significantly impact student success and school effectiveness.

Leadership Framework for School Heads in Matnog II District

Introduction

Effective instructional leadership is a cornerstone for achieving quality education in schools. School heads in the Matnog II District play a pivotal role in shaping the academic and professional culture of their institutions. To meet the demands of 21st-century education, a comprehensive leadership framework tailored to the unique needs of the district is imperative. This framework aims to provide a structured approach to enhancing leadership capacities, fostering teacher collaboration, and improving student outcomes. It incorporates clear goal-setting, professional development, data-driven decision-making, and community engagement, ensuring a sustainable and impactful leadership model.

Objectives

1. Align educational goals with the community's needs and aspirations to create a shared vision for academic success.
2. Implement targeted training programs on modern instructional strategies and the integration of educational technologies.
3. Promote teamwork through regular collaborative planning, professional learning communities (PLCs), and teacher involvement in decision-making processes.
4. Leverage student performance data to identify areas of improvement and refine instructional strategies.
5. Conduct regular classroom observations to provide constructive feedback and ensure access to teaching resources and technologies.
6. Facilitate Open Communication Build trust and transparency through effective communication channels among school heads, teachers, students, and parents.
7. Address Challenges Proactively Equip school leaders with the tools to manage resistance to change and advocate for adequate resources.

Framework Components

1. Goal Setting School heads should define measurable, ambitious, yet attainable academic goals that reflect the aspirations of the Matnog II community. These goals will serve as the foundation for all leadership and instructional activities.
2. Professional Development Regular training sessions must focus on current instructional methods, curriculum development, and integrating technology in teaching. A mentoring and coaching program should support less experienced teachers, fostering a culture of continuous learning.
3. Collaborative Practices Collaborative planning sessions and PLCs should be institutionalized, encouraging teachers to share best practices and engage in collective problem-solving. Involvement in curriculum development decisions enhances teacher ownership and accountability.
4. Data-Driven Decision-Making Systematic analysis of student performance data will guide instructional adjustments and interventions. Regular reviews of data ensure that the framework remains responsive to the needs of learners and educators alike.
5. Instructional Support Classroom observations and feedback are crucial for improving teaching quality. Access to essential teaching materials and digital tools should be prioritized to empower educators in delivering effective lessons.

6. Open Communication Transparent communication between school leadership, teachers, students, and parents strengthens trust and ensures alignment of expectations. Feedback mechanisms, such as surveys and forums, provide valuable insights into the framework's effectiveness.

7. Resource Management and Change Management Addressing resistance to change requires training on adaptive leadership strategies. Advocacy for adequate funding and efficient resource allocation is vital for the framework's sustainability.

Implementation Plan

1. Assessment and Planning Phase

Conduct a comprehensive needs assessment to identify priority areas for improvement.

Develop an implementation roadmap, specifying timelines, responsibilities, and success indicators.

2. Training and Development Phase

Organize initial training sessions for school heads and teachers on instructional leadership and emerging educational trends.

Establish mentoring and coaching networks to promote skill development and peer support.

3. Implementation and Monitoring Phase

Execute the instructional leadership practices and establish regular monitoring systems to track progress.

Collect and analyze data on teacher performance and student outcomes to ensure alignment with goals.

4. Evaluation and Adjustment Phase

Evaluate the effectiveness of the framework through stakeholder feedback and performance metrics.

Make necessary modifications to address challenges and enhance its impact.

Conclusion

An instructional leadership framework tailored to the Matnog II District's context can significantly enhance the leadership capabilities of school heads. By setting clear objectives, fostering collaboration, and utilizing data-driven practices, this framework not only addresses current challenges but also lays the groundwork for sustained educational excellence. The commitment to professional development, open communication, and adaptive resource management ensures that the framework remains relevant and impactful, leading to improved teacher performance and student success.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of this study based on the analysis, and interpretation of the insights collected from the participants.

Key concepts

The study revolved around instructional leadership, which referred to the actions and strategies employed by school heads to influence and enhance the teaching and learning process within their schools. This study aimed to investigate how school heads in the Matnog II District perceived their role in shaping instructional programs, the challenges they faced in implementing effective leadership practices, and the strategies they utilized to promote student learning and teacher performance. It also sought to identify the impact of these leadership practices on educational outcomes and proposed a framework for improved instructional leadership.

Research Questions

This study determined the dynamics of instructional leadership of school heads of Matnog II District. Specifically, it answers the following questions:

1. How do school heads perceive their role in shaping the instructional program within their schools?

2. What challenges do school heads encounter when implementing instructional leadership practices?
3. What strategies do effective school heads employ to enhance classroom instruction and student learning?
4. What impact does instructional leadership have on teacher performance and student outcomes in Matnog?
5. What instructional leadership framework could be developed to improve the leadership of school heads of Matnog II District?

Research Process

The research process for the study "Exploring the Instructional Leadership of School Heads of Matnog II District" began with a comprehensive literature review that focused on existing theories, frameworks, and previous studies relevant to the roles and challenges faced by school heads in instructional leadership. This was followed by the utilization of a qualitative research design, employing methods such as interviews, focus groups, or surveys to gather in-depth insights from school heads in the Matnog II District. Data collection involved structured interviews or questionnaire specifically addressing the research questions, concentrating on perceptions, challenges, strategies, and impacts related to instructional leadership.

Once the data were collected, they were analyzed using thematic analysis or coding to identify patterns, themes, and key findings associated with the instructional leadership practices of school heads. The interpretation of findings was conducted within the context of existing literature, discussing how the results aligned or contrasted with previous research and what implications arose for practical application. Based on these findings, a proposed instructional leadership framework was developed, tailored to the specific needs and contexts of school heads in Matnog II District, to enhance their leadership effectiveness. Finally, the research concluded by summarizing the key findings and drawing conclusions about the nature of instructional leadership within the district. Recommendations were provided for school heads, policymakers, and educational stakeholders to support and foster effective instructional leadership practices.

Findings

Findings

Based on the analysis and interpretation of data, the salient findings of the study were as follows:

1. School heads viewed their role as crucial in fostering a supportive environment for effective teaching and learning, believing their leadership could drive educational reform through goal-setting, collaboration, and innovative teaching practices. While many reported that active involvement in curriculum development enhanced student engagement and performance, some felt overwhelmed by administrative duties and pressures from standardized testing and policy compliance. These demands limited their flexibility in instructional leadership, leading to frustration and a sense of disconnect from the teaching process, ultimately impacting their effectiveness in shaping instructional programs.
2. School heads recognized that effective instructional leadership could enhance teacher motivation and student outcomes by fostering continuous improvement and collaboration. This culture encouraged innovative teaching approaches, creating a dynamic learning environment. However, they faced challenges such as resistance to change, limited resources, and insufficient professional development, which hindered successful implementation. Budget constraints and lack of training further impeded their efforts, often resulting in frustration and reduced effectiveness in achieving educational goals.

Despite these obstacles, school heads remained committed to the positive impact of their leadership on instructional practices.

3. Effective school heads prioritized clear communication and collaboration among staff, engaging teachers in decision-making to foster ownership and accountability. This approach promoted evidence-based teaching strategies, improving instruction and student outcomes. They also provided regular feedback through observations, mentoring, and professional development, empowering teachers to enhance their practices. However, inconsistent application across departments, varying teacher buy-in, and limited time for feedback due to administrative tasks created gaps in strategy effectiveness, leading to mixed outcomes in student learning. While their strategies promoted collaboration, challenges in consistency and time management impacted instructional improvement.

4. Instructional leadership in Matnog boosted teacher performance by promoting professional development and collaboration, with school heads offering mentoring and constructive feedback that motivated teachers and enhanced their effectiveness. This support led to higher teacher job satisfaction and positively impacted student engagement and achievement. However, inconsistent support and resources across schools limited instructional leadership's effectiveness, leading to teacher burnout and varied student outcomes. While instructional leadership held potential for significant improvements in Matnog, challenges in resource allocation and consistent support impeded its overall impact.

5. An instructional leadership framework designed for school heads in Matnog II District could have enhanced their ability to drive educational outcomes by clearly defining roles, responsibilities, and best practices, including setting academic goals, fostering collaboration, implementing regular professional development, and using data-driven decision-making. This structured guidance would have empowered school heads to lead more effectively, improving teacher performance and student achievement. However, challenges arose, such as resistance from school heads accustomed to traditional leadership styles and insufficient training and resources for adopting the new framework. Without adequate support, the framework's effectiveness could have been compromised, hindering improvements in educational outcomes. Thus, addressing potential resistance and providing necessary support would have been crucial for successful implementation.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The positive perception of school heads regarding their influence on instructional programs highlighted the importance of leadership in driving educational improvements and providing school heads with the necessary tools and support to navigate these challenges enhanced their effectiveness in shaping instructional programs and ultimately improved student learning outcomes.

2. The positive impact of school heads' leadership on instructional practices underscored the necessity for ongoing support and development initiatives that empowered them to cultivate a collaborative environment and by reinforcing a shared vision and encouraging innovation, school heads could have further enhanced teaching quality and student engagement.

3. The positive strategies employed by effective school heads emphasized the critical role of collaboration and support in enhancing instructional practices, to maximize the benefits of these strategies, ongoing training and dedicated time for collaboration should have been prioritized, ensuring that all staff members were engaged and accountable in the instructional process.

4. The positive impact of instructional leadership underscored the importance of sustained mentoring and professional development initiatives. To maximize this effect, schools in Matnog should have continued to prioritize supportive leadership practices that empowered teachers and created an environment conducive to continuous improvement in teaching and learning. The challenges related to inconsistent support and resources highlighted the need for a strategic approach to instructional leadership that ensured equitable access to training and resources for all teachers. By addressing these disparities, schools could have worked towards achieving more uniform improvements in both teacher performance and student learning outcomes.

5. The development of a structured instructional leadership framework could have empowered school heads to implement effective practices that enhanced teacher performance and student achievement. By clearly outlining responsibilities and fostering collaboration, this framework could have catalyzed positive educational reform in the district.

Recommendations

1. Invest in professional development programs for school heads to enhance their leadership skills and facilitate collaboration among teachers, further driving educational reforms and improvements in curriculum development. Implement streamlined administrative processes and provide adequate support staff to reduce bureaucratic burdens, allowing school heads to concentrate more on instructional leadership and personalized teaching strategies.

2. Encourage regular professional learning communities (PLCs) where teachers can collaboratively share best practices and strategies, further enhancing the culture of continuous improvement and innovation in instructional practices. Implement a structured change management process that includes training and supports for teachers, addressing resistance to new instructional strategies, and ensuring adequate resources are allocated for successful implementation.

3. Facilitate regular collaborative workshops and meetings for teachers to share best practices and insights, enhancing communication and reinforcing a culture of continuous improvement in instruction.

4. Continue to invest in professional development programs and mentoring opportunities that encourage collaboration among teachers, ensuring they have the necessary support to improve their instructional practices.

5. Develop and implement the instructional leadership framework with input from school heads to ensure that it meets their needs and encourages buy-in, thereby maximizing its potential for improving teacher performance and student achievement.

6. Provide comprehensive training and ongoing support to school heads, along with resources that facilitate the adoption of the new framework, to minimize resistance and ensure consistent application across the district.

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