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| RESEARCH ARTICLE

## A Correlational Analysis of School Heads' Instructional Leadership and Attitude with Teachers' Instructional Strategies and Performance

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| ABSTRACT

This study aimed to examine the relationship between school heads' instructional leadership and attitude with teachers' instructional strategies and performance. Recognizing the pivotal role of leadership in shaping teaching practices and outcomes, the research sought to determine how leadership behaviors and attitudes influence the instructional approaches employed by teachers and their overall effectiveness in the classroom. A quantitative correlational design was employed to establish the degree of association among the variables. Data were gathered through standardized questionnaires administered to school heads and teachers across selected schools. Statistical tools, including correlation and regression analyses, were used to measure the strength and significance of relationships between leadership, attitude, instructional strategies, and performance. Findings revealed that school heads' instructional leadership demonstrated a significant positive correlation with teachers' instructional strategies, indicating that effective leadership fosters more diverse and student-centered teaching approaches. Similarly, school heads' attitudes were found to be positively associated with teachers' performance, suggesting that supportive and constructive leadership attitudes contribute to improved instructional outcomes. The combined influence of leadership and attitude accounted for a substantial proportion of the variance in teachers' strategies and performance, underscoring the importance of leadership qualities in educational success. The study concludes that instructional leadership and attitude are critical determinants of teaching effectiveness. School heads who exhibit strong leadership practices and positive attitudes can significantly enhance teachers' instructional strategies and performance, ultimately improving student learning experiences. These findings highlight the need for continuous leadership development programs and the cultivation of positive leadership attitudes to strengthen instructional practices in schools.

| KEYWORDS

Instructional Leadership, Educational Leadership, Leadership Attitude, Teachers' Performance, Instructional Strategies, Teaching Effectiveness, Classroom Practices, Teacher Development

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### 1. Introduction

#### 1.1 Background of the Study

Instructional leadership has long been recognized as a critical factor in shaping teacher effectiveness and student achievement. Globally, research underscores the correlation between school heads' leadership practices and teachers' instructional strategies. For instance, recent studies in Nigeria revealed that principals' instructional leadership significantly predicts teachers' professional development and classroom practices, highlighting leadership as a determinant of instructional quality (Ogunyemi & Adebola, 2024). Similarly, in China, findings indicated that principals' instructional leadership strongly influences teacher self-efficacy in student engagement and classroom management, reinforcing the global consensus that leadership directly impacts teaching

performance (Li & Zhang, 2025). These studies affirm that instructional leadership is not merely administrative but a pedagogical force that shapes instructional outcomes.

In the Philippine context, instructional leadership has been consistently linked to teacher performance. A study in Valencia City demonstrated that school heads' supervisory skills significantly enhanced teachers' instructional performance, thereby improving student learning outcomes (Dela Cruz, 2023). Likewise, research conducted in Bacolod City emphasized that instructional supervisory skills directly influence teacher performance, underscoring the importance of leadership in fostering excellence in teaching and learning (Reyes, 2024). Furthermore, a study in Guimaras highlighted that instructional leadership, collaboration, and demographic factors collectively affect school performance, showing the multidimensional nature of leadership in Philippine schools (Santos, 2023). These findings suggest that instructional leadership is a vital correlate of teacher strategies and performance across diverse educational settings in the country.

In Metro Manila schools face unique challenges due to rapid educational reforms and diverse student populations. A case study conducted in the School Division of Manila revealed that strengthening instructional leadership among senior high school teachers is essential to overcoming instructional challenges and adapting to global educational demands (Garcia, 2023). This local evidence aligns with national and global findings, demonstrating that school heads' instructional leadership and attitudes are critical correlates of teachers' instructional strategies and performance.

At the local level, Eastern Samar has been the focus of several correlational studies examining leadership and teacher performance. Sangutan, Lobina, and Lalosa (2024) found that leadership styles—including transformational and transactional approaches—directly affect teachers' instructional effectiveness and professional growth in the Eastern Samar Division. Similarly, Anabo (2024) reported that school heads' leadership styles significantly influence teachers' individual performance commitment and review-based ratings, underscoring the importance of leadership in sustaining instructional quality. Operario (2024) further confirmed that principals in Eastern Samar who demonstrated highly evident leadership styles, particularly transformational leadership, were associated with teachers' very satisfactory performance ratings. These findings provide strong evidence that leadership practices in Eastern Samar schools are critical determinants of teacher performance outcomes. Specifically, in Oras East District, Oras Eastern Samar, the challenges of resource limitations, diverse student needs, and the demand for quality instruction highlight the importance of effective instructional leadership. School heads in this district play a pivotal role in shaping teachers' instructional strategies and attitudes, which in turn influence classroom performance and student achievement. By situating the study in Oras East District, the research not only contributes to the broader literature but also provides localized insights that can guide policy and practice in improving instructional leadership and teaching performance in Eastern Samar.

## **1.2 Statement of the Problem**

This study seeks to examine the correlational relationship between school heads' instructional leadership and attitudes with teachers' instructional strategies and performance in Oras East District Elementary Schools. Specifically, it aims to determine whether school heads' **observable behaviours**' (instructional leadership) and **personal dispositions** (attitudes) are significantly related to teachers' instructional strategies and performance. Furthermore, the study tests whether teachers' instructional strategies serve as a **mediating variable**, bridging the relationship between school heads' leadership and attitudes, and teachers' performance outcomes.

This study seeks to answer the following questions:

1. What is the level of school heads' instructional leadership perceive by the teachers?
2. What is the level of school heads' attitudes toward instructional leadership manifestation that perceive by the teachers?
3. What instructional strategies are commonly employed by the teachers?
4. What is the overall performance level of the teachers?

5. Is there a significant correlation between school heads' instructional leadership and teachers' instructional strategies?
6. Is there a significant correlation between school heads' instructional leadership and teachers' performance?
7. Is there a significant correlation between school heads' attitudes and teachers' instructional strategies?
8. Is there a significant correlation between school heads' attitudes and teachers' performance?
9. Do teachers' instructional strategies mediate the relationship between school heads' instructional leadership and teachers' performance?
10. Do teachers' instructional strategies mediate the relationship between school heads' attitudes and teachers' performance?

### **1.3 Significance of the Study**

This study is significant because it addresses the critical role of school heads' instructional leadership and attitudes in shaping teachers' instructional strategies and performance. By examining the correlational relationships among these variables, with instructional strategies tested as a mediating factor, the research contributes to both theory and practice in educational leadership.

**For School Heads.** The findings will provide insights into how their observable behaviors (instructional leadership) and personal dispositions (attitudes) influence teachers' strategies and performance. This can guide them in refining leadership practices, fostering positive attitudes, and adopting evidence-based approaches to improve instructional outcomes.

**For Teachers.** The study will highlight the importance of instructional strategies as both outcomes and mediating variables. Teachers may gain a clearer understanding of how leadership and attitudes from school heads affect their instructional practices, thereby motivating them to adopt strategies that enhance performance and student achievement.

**For Students.** Indirectly, the research benefits learners by promoting effective teaching strategies and improved teacher performance. Strong instructional leadership and supportive attitudes from school heads create a learning environment that fosters student engagement and academic success.

**For Policymakers and DepEd Officials.** The study provides empirical evidence that can inform policy decisions and professional development programs. By identifying the correlational links between leadership, attitudes, strategies, and performance, education authorities can design interventions that strengthen leadership training and teacher support systems.

**For Researchers.** The study contributes to the growing body of literature on instructional leadership and teacher performance, particularly in the Philippine context. It offers localized insights from Oras East District, Eastern Samar, which can serve as a reference point for future studies in similar educational settings.

**For the Locale (Oras East District).** The research is especially relevant to the district, as it addresses local challenges such as resource limitations, diverse learner needs, and the demand for quality instruction. Findings can guide district-level initiatives to strengthen leadership practices and improve overall school performance.

### **1.4 Scope and Limitation**

#### **Scope.**

This study is confined to the public elementary schools within the Oras East District, Oras Eastern Samar, Eastern Samar Division, during the academic year 2026-2027. It examines the correlational relationship between school heads' instructional leadership (treated as observable professional behavior) and their attitudes (considered as personal dispositions) with teachers' instructional strategies and performance. Teachers' instructional strategies are also tested as a mediating variable to determine whether they bridge the relationship between leadership, attitudes,

and performance. The primary respondents of the study are full-time public elementary teachers, as they are the most appropriate individuals to evaluate their school heads instructional leadership and attitude while also reporting on their own teaching's instructional strategies and performance. Teacher performance will be measured both through self-reported survey responses and through official IPCRF ratings. The research employs a quantitative correlational design, using surveys and performance ratings to measure the variables.

### ***Limitations.***

The study is limited to elementary schools in Oras East District and therefore its findings may not be generalized to other districts or to secondary and tertiary levels. Data collection relies on self-reported surveys and performance evaluation records, which may be subject to bias or differences in interpretation. The study focuses only on instructional leadership and attitudes of school heads, excluding other leadership dimensions such as managerial, transformational, or distributed leadership. Teachers' performance is measured within the framework provided by the Department of Education, which may not capture all aspects of instructional effectiveness. Furthermore, the mediating role of instructional strategies is examined only within the specific context of Oras East District, and results may vary in other locales with different cultural, organizational, or resource conditions.

### ***1.5 Definition of Terms***

To provide clarity and precision in this study, the following key terms are defined as they are used within the context of the research:

**Instructional Leadership**-Refers to the observable professional behaviors of school heads that directly influence teaching and learning. This includes supervising instruction, setting academic goals, monitoring lesson plans, conducting classroom observations, and providing feedback to teachers. It is treated in this study as an independent variable. Instructional leadership is widely recognized in educational research as a leadership dimension that emphasizes curriculum, instruction, and teacher development rather than purely administrative tasks (Hallinger & Murphy, 1985; Hallinger, 2005).

**Attitude**-Denotes the personal disposition of school heads toward instructional leadership and teaching. It encompasses their beliefs, values, and outlook that shape how they interact with teachers and support instructional practices. In educational research, attitude is often described as an internal state that influences behavior and decision-making in professional contexts (Ajzen, 2005). In this study, attitude is considered alongside leadership as a predictor variable.

**Instructional Strategies**-Defined as the specific methods, techniques, and approaches employed by teachers to facilitate student learning. Examples include cooperative learning, inquiry-based teaching, differentiated instruction, and the integration of technology in the classroom. Instructional strategies are widely recognized as essential tools for promoting student engagement and achievement (Marzano, Pickering, & Pollock, 2001). In this study, instructional strategies are tested as a mediating variable between school heads' leadership and attitudes, and teachers' performance.

**Performance**-Performance refers to the measurable outcomes of teachers' instructional effectiveness. In the Philippines, this is typically assessed through the **Individual Performance Commitment and Review Form (IPCRF)**, which aligns with the Philippine Professional Standards for Teachers (PPST). The IPCRF evaluates teachers across domains such as curriculum planning, community linkages, and professional growth, ensuring accountability and continuous improvement (DepEd, 2024; DepEd Tambayan, 2025).

**Correlation**-Correlation in educational research refers to the statistical relationship between two or more variables, indicating whether changes in one variable are associated with changes in another. Recent literature emphasizes that correlation is a non-experimental method used to measure the strength and direction of relationships among educational variables, such as leadership and teacher performance (Sreekumar, 2024; Hassan, 2024).

**Mediating Variable**-A mediating variable explains the mechanism through which an independent variable influences a dependent variable. In education, instructional strategies often serve as mediators, clarifying how leadership and attitudes affect teacher performance. For example, studies in China and the Philippines have shown

that teaching strategies mediate the relationship between instructional components and student outcomes, highlighting their critical role in educational processes (Zhang et al., 2024; Delos Santos & Fiscal, 2024; Alvarez, 2025).

**SchoolHeads**-Refers to principals or administrators of public elementary schools in Oras East District, Eastern Samar, who are responsible for providing instructional leadership and fostering a supportive school climate. In the Philippine context, school heads are mandated by the Department of Education to serve as instructional leaders, ensuring quality teaching and learning in their schools (Department of Education [DepEd], 2023).

**Teachers**-Denotes classroom instructors in Oras East District Elementary Schools who implement instructional strategies and whose performance is evaluated based on DepEd standards. Teachers' roles are defined by the Philippine Professional Standards for Teachers (PPST), which emphasize instructional competence, professional growth, and learner-centered practices (DepEd, 2017).

**Oras East District**-The specific locale of the study, located in Eastern Samar, Philippines. It comprises public elementary schools under the supervision of the Department of Education, Eastern Samar Division. Districts serve as administrative units within DepEd's organizational structure, tasked with overseeing school operations and instructional quality (DepEd Eastern Samar Division, 2024).

## 2. Review of Related Literature and Studies

This chapter presents the review of literature and studies related to the correlational analysis of school heads' instructional leadership and attitude with teachers' instructional strategies and performance. The review is organized thematically into four major sections: **School head Instructional Leadership, School Attitude, Teacher instructional Strategies and Teacher Performance**. The review includes both international and local literature, identifies research gap and highlights the relevance of the study's in conceptual framework.

### 2.1 Instructional Leadership

Instructional leadership, in the international context, is widely understood as a leadership approach in which school leaders deliberately focus on improving teaching and learning by establishing a clear academic vision, guiding curriculum implementation, fostering teacher collaboration, and making data-driven instructional decisions. Global analyses emphasize that effective instructional leaders influence teacher morale, student engagement, and school performance by creating a culture of high expectations and continuous instructional improvement, making it one of the strongest school-based determinants of learning outcomes (Akomodj, 2025). International studies further describe instructional leadership as principals' active involvement in defining school missions, managing instructional programs, and cultivating a positive school climate that supports effective curriculum reform, though gaps still exist between principals' perceptions and the actual enactment of these roles (Ralebese et al., 2025). Meanwhile, the Philippine perspective conceptualizes instructional leadership through the Department of Education's Philippine Professional Standards for School Heads (PPSSH), defining it as a school head's responsibility to ensure effective teaching and learning by supervising instruction, contextualizing curriculum standards, providing teacher feedback, coordinating professional development, and creating supportive learning environments that respond to diverse learner needs (Marmol-Dado, 2024). Local studies consistently show that Filipino school heads play a central role in influencing teacher performance and student outcomes by setting academic goals, monitoring instruction, and delivering responsive support systems such as coaching, resource allocation, and performance review mechanisms (Tatoy, 2025; Ulit, 2025). Collectively, these international and local definitions underscore that instructional leadership is not merely administrative management but a strategic, learning-centered model of leadership for ensuring high-quality teaching and improved student learning.

### 2.2 School Head's Attitude

School head attitude refers to the set of learned dispositions, beliefs, values, and behavioral tendencies that a school leader consistently demonstrates toward their work, their teachers, and the overall school environment. Research shows that a school head's attitude shapes the way they respond to challenges, relate to teachers, and

create the school climate—directly influencing teacher morale, professional conduct, and the overall culture of teaching and learning. Positive attitudes are reflected in openness to collaboration, proactive problem-solving, supportive communication, and commitment to school improvement, whereas negative attitudes can manifest as indifference, resistance to change, or lack of engagement in leadership tasks. For instance, studies highlight that school heads who maintain positive, supportive, and collaborative attitudes contribute to stronger school culture, cohesive staff relationships, and improved teacher satisfaction and performance (Plaku & Leka, 2025). Likewise, local Philippine studies emphasize that school heads' attitudes—such as dedication, professionalism, and responsiveness—affect teachers' attitudes and behaviors at work, influencing motivation and the overall direction of teaching and learning within the school (Adiong, 2025). Thus, school head attitude is a foundational psychological component of leadership that shapes the effectiveness of all instructional, managerial, and cultural leadership practices in schools.

### **2.3 Teacher Instructional Strategies**

Teacher instructional strategies refer to the deliberate, evidence-based methods, techniques, and approaches that educators use to facilitate learning, deliver content effectively, and support diverse learners. These strategies guide how teachers design, sequence, and implement lessons to promote comprehension, engagement, critical thinking, and skill development. According to research, instructional strategies are defined as deliberate methodologies educators use to engineer and execute impactful instruction, ensuring that learning experiences are meaningful, purposeful, and aligned with students' needs (California Learning Resource Network, 2025). They include structured approaches such as direct instruction, where knowledge is presented explicitly; exploratory approaches such as indirect instruction, which supports student discovery; and experiential forms such as project-based and hands-on learning, all designed to support varied learning styles and deepen understanding. Contemporary studies further describe instructional strategies as creative, adaptive, and student-centered methods that extend beyond traditional lecturing, enabling teachers to foster deeper learning, critical thinking, and collaboration in modern classrooms (Salavacion, 2025). Similarly, foundational work by Marzano frames instructional strategies as a series of intentional teacher actions with definable outcomes aimed at influencing student thinking or learning, guided either by structured steps or flexible heuristics (Marzano, 2023). Collectively, research demonstrates that instructional strategies are essential components of effective teaching because they shape how content is delivered, how students engage with learning tasks, and ultimately how academic performance is achieved.

### **2.4 Teacher Performance**

Teacher performance refers to the quality and effectiveness of teachers' professional actions, demonstrated through their ability to plan lessons, deliver instruction, manage the classroom, assess learning, engage students, and contribute to overall school goals. It reflects how well teachers apply pedagogical knowledge and skills to promote learning and meet established performance standards. Research describes teacher performance as the set of teaching behaviors and competencies that directly influence student outcomes and indicate how effectively teachers achieve instructional objectives (Fernández & Martínez, 2022). In large-scale evaluations such as the Philippines' Results-Based Performance Management System (RPMS), teacher performance is measured through observable competencies—lesson planning, instructional delivery, assessment practices, and professional engagement—designed to capture classroom effectiveness (Bacus et al., 2024). Studies further establish that teacher performance is a major contributor to school effectiveness, noting that higher levels of teacher performance correlate with improved student achievement and overall school quality (Özgenel et al., 2024).

### **2.5 Synthesis**

Across international and Philippine contexts, the studies collectively show that school heads' instructional leadership—articulating clear academic goals, supervising instruction through observation–feedback cycles, and scaffolding coherent professional development—functions as a catalyst for teachers' growth, self-efficacy, and classroom improvement; robust correlations and predictive evidence link principals' leadership to teachers' professional development in Nigeria and elsewhere, and to very strong gains in teacher self-efficacy for student engagement and classroom management in China ( $r \approx .75-.84$ ). Leadership style portfolios matter: instructional, participative, visionary, transformational, and distributed approaches are consistently associated with higher teacher

motivation, job performance, and quality of instructional delivery, while distributing leadership to master teachers (coaching, PD facilitation, data use) provides a scalable route to strengthen pedagogical skills and student engagement. In the Philippines, division-level evidence from Bukidnon, Western Leyte, and the City of Batac underscores how hands-on monitoring, responsive support, and alignment of resources foster better collaboration, more effective instructional supervision, and improved teaching quality and learner outcomes—though implementation fidelity and local context shape the magnitude of these effects. At the classroom level, teacher instructional strategies such as gamification, project-based, and experiential learning show direct links to pupil performance, while international work demonstrates that strategies also boost learning engagement both directly and indirectly via teachers' emotional engagement—clarifying a strategy → engagement → outcomes pathway that leaders can enable (e.g., through expectations, PD, and climate). Underpinning these relationships, research on teacher beliefs confirms that attitudes and efficacy help transmit leadership effects into enacted pedagogy, explaining why cultures of collaboration, data use, and continuous improvement cultivated by strong instructional leaders repeatedly elevate teaching and learning across systems. Finally, convergent definitions and evaluations frame teacher performance as the quality and effectiveness of observable professional practices (planning, instruction, assessment, classroom management, professional engagement) and their impact on student outcomes—central criteria operationalized in systems like the Philippines' RPMS and shown to correlate with school effectiveness—thereby closing the loop from leadership to strategies to measurable performance and learning gains.

## **2.6 Theoretical Framework**

Teaching quality is widely recognized as the school-based factor with the greatest influence on student learning. Yet teachers' effectiveness is profoundly shaped by the leadership context—the systems, norms, and supports organized by school heads. Two leadership dimensions are especially salient: (a) instructional leadership, encompassing supervision, feedback, curriculum and assessment alignment, and learning climate; and (b) leader attitude, reflected in approachability, fairness, empathy, optimism, and a growth-oriented stance. These dimensions not only set expectations but also calibrate teachers' perceived support, psychological safety, and motivation to implement instructional strategies (e.g., differentiation, formative assessment, inquiry-based learning). Over time, such strategies should be reflected in teachers' performance as measured through observation tools, lesson artifacts, assessment practices, and professional responsibilities.

This study adopts a correlational design to examine the associations among school heads' instructional leadership, school heads' attitude, teachers' instructional strategies, and teachers' performance. The theoretical framework integrates five complementary perspectives: Instructional Leadership Theory (Hallinger & Murphy, 1985), Transformational Leadership Theory (Bass, 1985; Bass & Avolio, 1994), Theory of Planned Behavior (Ajzen, 1991), Adult Learning Theory (Andragogy) (Knowles, 1980; Knowles, Holton, & Swanson, 2014), and Instructional Systems Theory (Gagné, 1985; Gagné, Wager, Golas, & Keller, 2005). Together, these lenses provide structural, relational, psychological, professional-learning, and system-design explanations for how leadership relates to teacher practice and performance.

### **2.6.1 Instructional Leadership Theory (Hallinger & Murphy, 1985)**

Instructional Leadership Theory positions the principal (or school head) as a **driver of instructional improvement** via three functional domains: **(1) defining the school mission, (2) managing the instructional program, and (3) promoting a positive school learning climate** (Hallinger & Murphy, 1985). In practice, this entails goal clarity, curriculum coherence, data-informed decision-making, systematic classroom observations, actionable feedback, and time protection for teaching and collaborative planning. Subsequent work has elaborated how instructional leadership aligns **teacher professional learning, resource allocation, and assessment systems** to establish instructional coherence (Hallinger, 2003; Hallinger & Wang, 2015).

Relevance to the present study. Strong instructional leadership should be associated with teachers' greater use of evidence-based strategies because teachers receive clearer expectations, targeted coaching, and aligned resources. Over time, this alignment and support are expected to correlate with higher teacher performance, reflected in

observation ratings, quality of lesson planning and assessment, classroom management, and student engagement. Thus, school heads' instructional leadership is modeled as a predictor of teachers' strategies and performance within the correlational framework.

### ***2.6.2 Transformational Leadership Theory (Bass, 1985; Bass & Avolio, 1994)***

Transformational leadership explains how leaders elevate followers' motivation and commitment through idealized influence (role modeling), inspirational motivation (articulating a compelling vision), intellectual stimulation (encouraging innovation and critical thinking), and individualized consideration (personalized support and development). In school settings, a head's attitude—demonstrating empathy, fairness, respect, optimism, and encouragement—cultivates psychological safety and trust, which are prerequisites for instructional risk-taking and persistence in improvement (Leithwood & Jantzi, 2005). Teachers who feel valued and supported are more likely to implement student-centered strategies, collaborate with peers, and sustain reflective practice.

Relevance to the present study. The attitude of the school head operates as a relational lever that influences teachers' self-efficacy, commitment, and engagement. Positive leader attitudes are hypothesized to correlate with teachers' instructional strategy use and performance, complementing the structural supports emphasized by instructional leadership.

### ***2.6.3 Theory of Planned Behavior (Ajzen, 1991)***

The Theory of Planned Behavior (TPB) posits that behavior is predicted by behavioral intention, which is shaped by attitudes toward the behavior, subjective norms, and perceived behavioral control. In schools, leaders' attitudes and messages contribute to norms ("how teaching is done here"), while supervision, resources, time, and coaching shape teachers' perceived control over implementing strategies. When teachers perceive that leadership values a practice (positive attitude), that peers expect it (norms), and that conditions enable it (control), their intentions to enact that practice increase, raising the likelihood of actual implementation.

Relevance to the present study. TPB offers a psychological mechanism linking school heads' attitudes (and leadership messages) to teachers' instructional strategies. It also explains why supportive, enabling leadership conditions may correlate with improved teacher performance—via strengthened intentions and enactment of effective teaching behaviors.

### ***2.6.4 Adult Learning Theory / Andragogy (Knowles, 1980; Knowles et al., 2014)***

Teachers are adult learners who value autonomy, relevance, problem-centered learning, and the integration of prior professional experience. When school heads design job-embedded professional development—coaching cycles, lesson study, peer observation, inquiry groups—teachers are more likely to transfer learning into practice. Andragogy underscores the importance of ownership, relevance to real classroom challenges, and collaborative reflection for sustained improvement.

Relevance to the present study. Adult Learning Theory clarifies the mechanism by which instructional leadership translates into changed classroom behavior: leaders who organize authentic, teacher-centered professional learning increase the probability that teachers will adopt and refine instructional strategies, which should be reflected in performance indicators (e.g., observation rubrics, lesson artifacts, and assessment practices).

### ***2.6.5 Instructional Systems Theory (Gagné, 1985; Gagné et al., 2005)***

Instructional Systems Theory emphasizes designing instruction with clear objectives, sequenced learning events, practice, feedback, and evaluation. At the school level, heads orchestrate this system through curriculum mapping, assessment frameworks, observation-feedback cycles, data reviews, and continuous improvement routines. A well-designed instructional system reduces variability in classroom practice and provides consistent feedback loops, which are essential for incremental gains in instructional quality.

Relevance to the present study. When school heads manage a coherent instructional system, teachers receive timely guidance and feedback and have access to resources that enable successful strategy use. This coherence should be associated with higher performance on professional standards.

### **2.7 Conceptual Framework**

This study is anchored on the idea that leadership practices and attitudes of school heads influence teachers' instructional behaviors and overall performance. Grounded in the theories of Instructional Leadership, Transformational Leadership, Theory of Planned Behavior, Adult Learning Theory, and Instructional Systems Theory, the conceptual framework shows how two major leadership variables—school heads' instructional leadership and school heads' attitude—relate to teacher-level outcomes.

The framework assumes that when school heads demonstrate strong instructional leadership—through effective supervision, feedback, curriculum management, and support—they create an environment that promotes teachers' use of effective instructional strategies. Similarly, school heads who possess positive attitudes—fairness, empathy, encouragement, and openness—strengthen teacher motivation, confidence, and willingness to apply a wider range of instructional practices.

In turn, teachers' instructional strategies are expected to contribute to improved teacher performance, reflected in planning, delivery, assessment practices, classroom management, and professional responsibilities.

The conceptual framework also recognizes that instructional strategies may act as either: A direct outcome of leadership practices and attitudes; and a mediating factor influencing teacher performance. Thus, the study investigates both direct and indirect relationships among the variables.

#### **Independent Variables (IVs)**

- School Heads' Instructional Leadership
- School Heads' Attitude

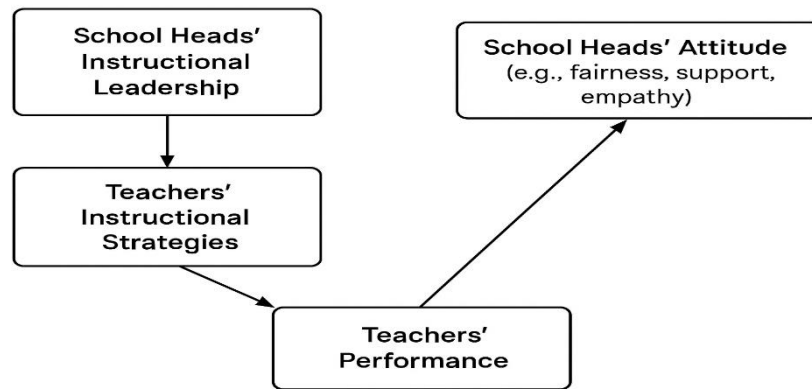
#### **Mediating / Intermediate Variable**

- Teachers' Instructional Strategies

#### **Dependent Variable (DV)**

- Teachers' Performance

**Figure 1. Conceptual Framework**



## **2.8 Hypothesis**

### **A. Null and Alternative Hypotheses**

#### **H1 (Instructional Leadership → Instructional Strategies)**

**1.H<sub>01</sub>:** There is **no significant relationship** between school heads' instructional leadership and teachers' instructional strategies.

**2.H<sub>11</sub>:** There is a **significant relationship** between school heads' instructional leadership and teachers' instructional strategies.

#### **H2 (Instructional Leadership → Teachers' Performance)**

- **H<sub>02</sub>:** There is **no significant relationship** between school heads' instructional leadership and teachers' performance.
- **H<sub>12</sub>:** There is a **significant relationship** between school heads' instructional leadership and teachers' performance.

#### **H3 (School Heads' Attitude → Instructional Strategies)**

- **H<sub>03</sub>:** There is **no significant relationship** between school heads' attitude and teachers' instructional strategies.
- **H<sub>13</sub>:** There is a **significant relationship** between school heads' attitude and teachers' instructional strategies.

#### **H4 (School Heads' Attitude → Teachers' Performance)**

- **H<sub>04</sub>:** There is **no significant relationship** between school heads' attitude and teachers' performance.
- **H<sub>14</sub>:** There is a **significant relationship** between school heads' attitude and teachers' performance.

#### **H5 (Instructional Strategies → Teachers' Performance)**

- **H<sub>05</sub>:** There is **no significant relationship** between teachers' instructional strategies and teachers' performance.

- **H<sub>15</sub>**: There is a **significant relationship** between teachers' instructional strategies and teachers' performance.

### 3. Methodology

#### 3.1 Research Design

This study employed a **quantitative correlational research design** to determine the relationships among **school heads' instructional leadership, school heads' attitude, teachers' instructional strategies, and teachers' performance**. A correlational design is appropriate when the primary purpose of the investigation is to determine the degree of association or strength of relationships between two or more variables without manipulating or controlling any of them. According to Creswell (2014), correlational research "describes the statistical association between variables and examines patterns of relationships as they naturally occur." Similarly, Fraenkel and Wallen (2012) explain that correlational research is useful when researchers aim to identify whether relationships exist and how strong such relationships may be.

In this study, the correlational design allowed the researcher to examine the **direct** and **possible indirect associations** between leadership variables (instructional leadership and attitude) and teacher outcomes (instructional strategies and performance). Because the variables naturally exist within the school environment and cannot be ethically or practically manipulated, the design is the most suitable approach for the inquiry.

A descriptive-correlational approach was also adopted to describe the current levels of the variables under investigation. Descriptive statistics were used to summarize respondents' perceptions of school heads' instructional leadership and attitude, as well as teachers' instructional strategies and performance. Correlational analysis was then applied to determine the strength and direction of relationships among the variables. This dual approach provides a clearer, data-driven understanding of how leadership practices and attitudes relate to teachers' instructional behaviors.

The study's conceptual framework guided the formulation of statistical relationships tested in the design. The model assumes that school heads' instructional leadership and school heads' attitude (independent variables) are associated with teachers' instructional strategies and teachers' performance (dependent variables). The correlational design is therefore essential for validating these hypothesized linkages.

To examine these associations, the study utilized appropriate statistical tools such as **Pearson's r, Spearman's rho**, or **multiple regression analysis**, depending on the level of measurement and distribution of the data. These tests allowed the researcher to identify the significance and magnitude of relationships and to determine which leadership variable serves as the strongest predictor of teacher outcomes.

Overall, the quantitative correlational research design provided a systematic, objective, and statistically grounded approach to analyzing the interconnected variables of the study. It also ensured that all findings are based on observable data rather than subjective interpretation, which strengthens the credibility, reliability, and generalizability of the study's results.

#### 3.2 Locale of the Study

The study was conducted in the **Oras East District**, one of the public-school districts under the **Schools Division of Eastern Samar**, located in the municipality of **Oras**, Province of Eastern Samar, Philippines. The district is composed of several **public elementary schools** that cater to diverse learners from various barangays within the eastern part of the municipality. As part of the Eastern Samar Division, the district operates under the policies, standards, and curriculum guidelines of the **Department of Education (DepEd)**.

Oras East District is primarily rural, with communities characterized by agricultural livelihoods and close-knit local culture. Public elementary schools in the district play a crucial role in providing accessible basic education to

children, many of whom come from geographically isolated or economically disadvantaged areas. Because of these conditions, teachers often navigate challenges related to limited resources, classroom diversity, and community expectations, making the role of school leadership essential in shaping teaching practices and instructional quality.

The **public elementary teachers in the Oras East District** served as the respondents of the study. The locale is appropriate because it provides a meaningful context for examining the relationships among **school heads' instructional leadership, school heads' attitude, teachers' instructional strategies, and teachers' performance**, especially within a setting where leadership support and teacher initiatives directly influence learners' academic outcomes. Moreover, focusing on one district enables a clearer understanding of the dynamics between leadership behaviors and teaching practices in a localized educational environment.

### ***3.3 Population of the Study***

The population of the study consisted of **all full-time public elementary school teachers assigned in the Oras East District**, under the Schools Division of Eastern Samar, Philippines. The district includes several public elementary schools located across multiple barangays within the municipality of Oras. As part of the Department of Education (DepEd) Eastern Samar Division, these schools operate under the K to 12 Basic Education Curriculum and follow standardized instructional, administrative, and evaluation systems.

According to the official **Eastern Samar Schools Directory** published by the Schools Division Office (SDO) of Eastern Samar, the municipality of Oras hosts several elementary schools across different barangays, including institutions such as Burak Elementary School, Dalid Elementary School, Kalaw Elementary School, Mabuhay Elementary School, Japay Elementary School, Tawagan Elementary School, Saugan Elementary School, and other public elementary schools within the district. These schools collectively employ a complete complement of licensed teachers who deliver instruction to a diverse population of learners in the district. [\[cybo.com\]](http://cybo.com)

For the purpose of this study, **the entire teaching force in all public elementary schools within the Oras East District** served as the target population. This includes teachers across grade levels—kindergarten, primary (Grades 1–3), and intermediate (Grades 4–6). The total number of teachers in the district varies year by year depending on deployment and staffing patterns of the division.

In the absence of an officially published teacher count for each school in the district, the study treated **all currently assigned teachers in the Oras East District public elementary schools** as the total population. This approach is consistent with quantitative research practices where the population is defined based on organizational boundaries when exact numbers are not publicly available

### ***3.4 Sampling Design***

This study employed a **total population sampling** technique, a type of purposive sampling wherein the entire population that meets the criteria is included in the study. Total population sampling is appropriate when the target group is relatively small, accessible, and when the researcher aims to gather data from all qualified respondents to ensure complete representation of the group (Creswell, 2014; Fraenkel & Wallen, 2012).

This design ensured that every teacher currently assigned in the Oras East District public elementary schools was given the opportunity to participate. By involving all teachers, the sampling design strengthened the study's accuracy, reduced sampling error, and increased the validity of correlational findings. Furthermore, the method ensured that differences across grade levels, teaching experience, and school contexts within the district were adequately represented, allowing a more comprehensive understanding of how school heads' instructional leadership and attitude relate to teachers' instructional strategies and performance.

### 3.5 Inclusion and Exclusion Criteria

To ensure that the respondents accurately represent the target population and provide reliable data for the study, the following **inclusion** and **exclusion** criteria were established:

**Inclusion Criteria**-Teachers were included in the study if they met **all** of the following criteria:

1. **Must be a currently employed public elementary school teacher** assigned in any of the schools under **Oras East District** of the Schools Division of Eastern Samar.
2. **Must be holding a teaching position** (e.g., Teacher I–III, Master Teacher, or similar ranks).
3. **Must have at least one year of teaching experience** in the district to ensure familiarity with the school head’s leadership and attitude.
4. **Must be directly reporting to the school head** who is being evaluated through instructional leadership and attitude measures.
5. **Must be willing to participate voluntarily** in the study and able to accomplish the research questionnaire.
6. **Must be present during the data collection period** and available to provide complete responses.

**Exclusion Criteria**-Teachers were excluded from the study if they met **any** of the following conditions:

1. **Non-teaching personnel**, such as school clerks, administrative aides, utility workers, or other support staff.
2. **Teachers newly deployed** to the district (less than one year in service), since they may not yet have adequate exposure to the school head’s instructional leadership and attitude.
3. **Teachers on leave**, including maternity leave, sick leave, study leave, or other approved long-term absences during data collection.
4. **Part-time teachers, substitute teachers, or job order personnel**, as their reporting lines and exposure to leadership may differ from permanent faculty.
5. **School heads** themselves, as the study focuses solely on teachers’ perceptions.
6. **Special cases** such as teachers with incomplete or invalid responses in the questionnaire.

### Purpose of These Criteria

These inclusion and exclusion criteria were adopted to ensure:

- Consistency in respondents’ exposure to leadership practices
- Accuracy in measuring teachers’ instructional strategies and performance
- Reliability of data for correlational analysis
- Fair representation of all eligible public elementary teachers in Oras East District

### 3.6 Research Instrument

The primary data-gathering tool for this study is a **researcher-made structured Likert-scale questionnaire** to measure the four major variables, which is the most appropriate instrument for a **quantitative correlational design** because it converts teachers’ perceptions of school heads’ instructional leadership and attitudes, as well as their own instructional strategies and performance, into measurable numerical data that can be statistically analysed. The study specifically requires a tool capable of generating quantifiable responses for statistical procedures such as descriptive statistics, Pearson’s *r*, Spearman’s *rho*, and regression analysis, all of which depend on standardized numerical inputs. A Likert-scale questionnaire is also ideal because the major variables of the study—**instructional leadership, attitude, instructional strategies, and teacher performance**—are perceptual and behavioural constructs best captured through self-report measures that reflect teachers lived experiences and observations. In addition, the study’s use of total population sampling across all public elementary teachers in Oras East District makes a structured questionnaire the most efficient and practical tool for collecting consistent data from a large number of respondents across multiple schools.

The instrument is composed of four sections, each corresponding to a specific variable:

### **3.6.1 School head's instructional leadership**

This section is specifically designed to capture teachers' perception of their school heads' instructional leadership behaviors. This corresponds directly to the variable as defined in this study which describes instructional leadership as the **observable professional behaviors** of the school head—such as supervising instructions, monitoring lesson plans, conducting classroom observations, providing feedback, setting academic goals and promoting a positive learning environment. These behaviors are reflected in the questionnaire items under the **Instructional Leadership section** of the instrument. The questionnaire items are converted into numerical scores, allowing the variable to be analyzed statistically in relation to teachers' instructional and performance.

### **3.6.2 School Heads' Attitude**

This section consists of statements designed to measure teachers' perceptions of their school head's personal dispositions, such as fairness, empathy, professionalism, optimism, supportiveness, and responsiveness toward instructional improvement. This aligns with the study's definition of attitude as the school head's internal beliefs, values, and outlook that influence how they interact with teachers and support teaching and learning, which are behavioral tendencies that cannot be directly observed but are accurately assessed through teachers' self-report perceptions. The questionnaire items translate these attitudes into numerical scores, enabling quantitative analysis of how the school head's attitude relates to teachers' instructional strategies and performance within a correlational research design.

### **3.6.3 Teachers' Instructional Strategies**

It is measured in this study using a researcher-made structured Likert-scale questionnaire, which includes items specifically designed to assess the frequency with which teachers employ various **evidence-based instructional methods** such as **cooperative learning, inquiry-based teaching, differentiated instruction, and the integration of technology in the classroom**. This aligns with the study's definition of instructional strategies as the specific methods, techniques, and approaches used by teachers to facilitate student learning, including both traditional and innovative practices. Because these strategies represent instructional behaviors that can vary widely among teachers, the questionnaire translates them into measurable numerical scores through a 5-point frequency scale, allowing for quantitative analysis of how often these strategies are applied. This instrument therefore provides the necessary data to examine the mediating role of instructional strategies in the relationships between school heads' instructional leadership, school heads' attitude, and teachers' performance.

### **3.6.4 Teachers' Performance**

This is measured in this study using a researcher-made structured Likert-scale questionnaire that asks teachers to self-assess the extent to which key teaching competencies are evident in their professional practice. This section of the instrument is aligned with the definition of teacher performance in the study, which describes performance as the measurable outcomes of teachers' instructional effectiveness as assessed through standards such as the **Individual Performance Commitment and Review Form (IPCRF)** and the **Philippine Professional Standards for Teachers (PPST)**. These competencies include lesson planning, instructional delivery, assessment practices, classroom management, learner engagement, and professional responsibilities. Because these components reflect observable teaching behaviors that vary across teachers and cannot be fully captured through objective documents alone, the questionnaire converts these practices into numerical ratings using a five-point scale. This allows teachers to rate how evident each performance indicator is in their daily work, producing quantifiable data suitable for correlational and regression analysis to determine how teachers' performance relates to school heads' instructional leadership, school heads' attitudes, and teachers' instructional strategies.

### **3.7 Validity and Reliability**

**Content Validity** - researcher-made structured Likert-scale questionnaire was established through expert evaluation to ensure that each item accurately represented the variables of the study—school heads' instructional leadership, school heads' attitude, teachers' instructional strategies, and teachers' performance. This step was

necessary because the instrument was specifically created by the researcher to measure constructs defined in the study, such as instructional leadership as the observable professional behaviors of school heads, attitude as their personal dispositions, instructional strategies as deliberate teaching methods, and teacher performance as competencies aligned with the IPCRF and PPST. A panel of qualified experts—composed of educational leaders, master teachers, and research specialists—reviewed the draft items to determine their relevance, clarity, and alignment with the conceptual and operational definitions of the variables. Their feedback was used to refine, revise, or eliminate items that required improvement, ensuring that each questionnaire section accurately captured the intended construct. Since the instrument is researcher-made, content validation was essential to verify that the items reflected the theoretical and empirical foundations presented in the study's review of related literature and conceptual framework. This process strengthened the instrument's appropriateness and ensured that it adequately represented the full scope of the constructs to be measured.

### **3.7.1 Pilot Testing**

Before the full administration of the researcher-made questionnaire, a pilot test was conducted to evaluate the clarity, usability, and preliminary reliability of the instrument to 30 teachers from another public elementary school. The pilot testing involved a small group of teachers who possessed similar characteristics to the actual respondents but were not included in the main study sample. This step ensured that the items measuring school heads' instructional leadership, school heads' attitude, teachers' instructional strategies, and teachers' performance were understandable, relevant, and free from ambiguity. Through the pilot test, the researcher was able to identify items that required refinement in terms of wording, sequencing, or clarity, particularly because the questionnaire was newly developed based on the conceptual definitions and framework of the study. Establishing pilot testing was essential as the instrument was **researcher-made**, and this process helped confirm the appropriateness of the Likert-scale items designed to capture teachers' perceptions accurately. Moreover, data from the pilot test were used to compute the initial **reliability coefficient (Cronbach's alpha)**, ensuring that each subscale demonstrated acceptable internal consistency before being used in the actual data gathering. This strengthened the questionnaire's quality and ensured that it would generate valid and reliable data for the correlational analysis.

**Reliability** -The reliability of the researcher-made structured Likert-scale questionnaire was established through **pilot testing** and the **computation of Cronbach's alpha** to determine the internal consistency of each subscale measuring school heads' instructional leadership, school heads' attitude, teachers' instructional strategies, and teachers' performance. During the pilot test, the responses from a sample of teachers outside the main study group were analyzed to evaluate the stability and coherence of the items within each construct. This step was essential because the instrument was newly developed based on the study's conceptual and operational definitions, and therefore required verification that its items consistently measured the intended variables. The Cronbach's alpha values obtained from the pilot test served as the basis for assessing whether the questionnaire achieved an acceptable level of internal consistency, typically set at 0.70 or higher in quantitative research. Items that showed weak item-total correlations or reduced reliability were revised or refined before final administration. Through this process, the reliability of the instrument was strengthened, ensuring that it would generate consistent, dependable, and statistically sound data for the correlational analysis.

**Transparency**- The signature of the validators will be included in the appendices to establish authenticity and transparency. Aside from this the teachers were informed that their participation was voluntary, that their identities would remain anonymous, and that the information they provided would be used solely for academic research. The structure, content, and intent of the instrument were openly explained, allowing respondents to understand how each section corresponded to the study variables—school heads' instructional leadership, school heads' attitude, teachers' instructional strategies, and teachers' performance. Pilot testing, expert validation, and reliability procedures were likewise described transparently to demonstrate how the instrument had been refined and verified prior to full deployment. This commitment to openness strengthened the ethical foundation of the study and promoted trust, ensuring that respondents provided honest and accurate answers.

### **3.8 Measurement of Variables**

#### **3.8.1 Independent Variables**

**School Head's Instructional Leadership-** School Heads' Instructional Leadership is measured in this study using a **researcher-made structured Likert-scale questionnaire** that **captures teachers' perceptions of their school head's observable professional behaviors related to teaching and learning**. These behaviors include **supervising instruction, monitoring lesson plans, conducting classroom observations, providing feedback, setting academic goals, and promoting a positive learning environment**—components that align with the study's definition of instructional leadership as the observable professional behaviors of the school head. The questionnaire translates these leadership actions into numerical ratings using a five-point Likert scale, enabling teachers to indicate the extent to which their school head consistently demonstrates each behavior. This method allows the variable to be quantified and analyzed statistically in relation to teachers' instructional strategies and performance. The design of the instrument ensures that instructional leadership is measured accurately and consistently across all respondents in the Oras East District.

**School head's Attitude-** Measured through teachers' perceptions of their school head's personal dispositions toward teaching, learning, and instructional improvement using survey items. In the study, attitude is defined as the **school head's internal beliefs, values, and outlook** that shape how they interact with teachers, including qualities such as **fairness, empathy, professionalism, optimism, supportiveness, and responsiveness**. These characteristics cannot be directly observed, so they are assessed through teachers' self-reported perceptions using questionnaire items that reflect these behavioral tendencies. Each item is rated using a five-point Likert scale, allowing quantitative measurement of how consistently school heads demonstrate positive attitudes toward instructional leadership.

#### **3.8.2 Mediating Variables**

**Teachers Instructional strategies-** Measured through survey designed to assess how frequently teachers apply various evidence-based instructional methods in their classroom practice. These strategies include cooperative learning, inquiry-based teaching, differentiated instruction, and technology integration, which reflect the study's definition of instructional strategies as the specific methods, techniques, and approaches employed by teachers to facilitate student learning. The questionnaire translates these strategies into measurable numerical scores through a five-point frequency scale (ranging from "Never" to "Always"), enabling teachers to indicate how often they implement each instructional method. Because these strategies represent observable instructional behaviors that vary among teachers, the use of a Likert-scale format allows the data to be quantified and analyzed statistically, particularly in examining the mediating role of instructional strategies between school heads' instructional leadership, school heads' attitudes, and teachers' performance.

**Teachers' Performance-** Teachers' performance is measured using a section of the **researcher-made Likert-scale questionnaire** that asks teachers to self-assess the extent to which key teaching competencies are demonstrated in their professional practice. Teacher performance in this study aligns with the measurable indicators of instructional effectiveness as reflected in the Individual Performance Commitment and Review Form (IPCRF) and the Philippine Professional Standards for Teachers (PPST). These competencies include lesson planning, instructional delivery, assessment practices, classroom management, learner engagement, and professional responsibilities. Because such competencies may vary across teachers, the questionnaire converts them into five-point numerical ratings, allowing the variable to be quantified and correlated with school heads' instructional leadership, school heads' attitude, and teachers' instructional strategies. And official IPCRF ratings obtained from school records, reported in aggregate form.

### **3.9 Data Gathering Procedure**

**Secure ethics clearance and school head permission.** Ethics clearance will be obtained from the university's research ethics committee; a formal request will also be submitted to the school head of Oras East District to conduct the study as well as to the District Supervisor.

**Coordinate with the school head for schedule.** The researcher will arrange with the school head to identify the most convenient time for administering the survey, ensuring minimal disruption to classes.

**Distribute consent forms.** Teachers will receive informed consent forms detailing the study's purpose, confidentiality, measures, and their right to withdraw at any time without penalty.

**Administer Questionnaires.** The researcher-made questionnaire will be distributed to all eligible teacher-respondents, Adequate time will be allotted for completion and the accomplishments forms will be retrieved immediately.

**Collect and encode data.** Responses will be compiled and encoded into statistical software for analysis. Official IPCRF performance ratings (report in aggregate only) will also be obtained with school permission.

### 3.10 Data Analysis

**Quantitative data analysis approach** consisting of **descriptive statistics**(frequency counts, means, standard deviation) and **inferential statistics**, aligned with the correlational design of the research. Descriptive statistics are used to summarize the levels of school heads' instructional leadership, school heads' attitude, teachers' instructional strategies, and teachers' performance. **Inferential statistics**—specifically **Pearson's r**, **Spearman's rho**, and multiple **regression analysis**—are employed to determine the strength and direction of the relationships among the variables, consistent with the study's goal of examining direct and indirect correlations. These statistical tools allow the researcher to identify whether the relationships among instructional leadership, attitude, instructional strategies, and performance are significant and to determine which leadership variables serve as the strongest predictors of teacher outcomes. This analytic approach is supported by the methodology, which states that the study uses correlational data analysis to examine the associations among the variables.

To analyze the mediating role of teachers' instructional strategies a **regression-based mediation with bootstrap confidence intervals for the indirect effect.**( e.g., Preacher & Hayes, 2008) will be employed. This provides a robust estimate of indirect effects than traditional methods. If this data permits, Path analysis maybe conducted for further clarity of relationships.

### 3.11 Ethical Considerations

#### 1) Ethical Approval and Permissions

University/REC clearance Prior to data collection, the researcher sought ethics clearance from the University's Research Ethics Committee, in keeping with institutional practice to ensure participant protection and responsible conduct of human-subjects research. (Comparable REC practices and expectations are widely articulated in Philippine HEIs and regional universities.)

#### 2. DepEd authorization.

Permission to conduct the study was secured from the Schools Division Office and the school heads consistent with DepEd Order No. 16, s. 2017 (Research Management Guidelines)any implementing advisories (e.g., on remote/online methods) were adhered to, per DepEd Order No. 26, s. 2021. In the approved protocol of this study, the researcher explicitly indicated: obtaining ethics clearance, securing school/district permissions, and orderly scheduling of data collection to avoid instructional disruption.

#### 3. Informed Consent, Voluntariness, and the Right to Withdraw

Informed consent. All eligible teacher-participants received a plain-language information sheet describing the purpose, procedures, time required, minimal risks, expected benefits, data handling,

confidentiality, and their rights. Written informed consent was obtained prior to participation. This operationalizes the Belmont principle of Respect for Persons.

Voluntary participation. Participation was strictly voluntary; teachers could decline or withdraw at any point with no penalty and no effect on employment, evaluation, or benefits. The study's own **Data Gathering Procedure** specifies voluntary participation and the right to withdraw.

**No undue influence** Recruitment avoided any suggestion that school heads or supervisors "expect" participation; school heads had **no access** to individual responses, reducing perceived coercion and protecting teacher autonomy consistent with **Respect for Persons**.

#### **4.) Privacy, Confidentiality, and Data Protection (RA 10173)\**

Lawful, proportional, transparent processing. Collection and processing of personal data complied with RA 10173's principles (transparency, legitimate purpose, proportionality) and the **rights of data subjects**. Only data necessary to meet the stated objectives were collected, and purposes were fully disclosed in the consent form.

**Anonymity & de-identification.**The study assured **anonymity** in reporting; no names, school identifiers, or personally identifying details appear in any publication. Where schools must be named (e.g., locale description), findings are aggregated to prevent re-identification. The manuscript already promises anonymity and explains that information will be used solely for academic research.

**Secure storage and access control.** Electronic files (survey data, codebooks) were stored on encrypted, password-protected devices accessible only to the researcher; any physical documents (e.g., signed consent forms) were kept in a locked cabinet. Data will be retained for a limited period (e.g., 3–5 years) and then securely destroyed (digital shredding for e-files; cross-cut shredding for paper), consistent with the **Data Privacy Act** and **good practice**.

**Breach readiness.** In the unlikely event of a data breach involving sensitive personal information, the researcher would follow RA 10173/NPC rules on evaluation and notification timelines (e.g., 72 hours where applicable).

#### **5) Minimizing Risk and Maximizing Benefits**

**Risk profile.**The study involves minimal risk (time, minor discomfort). No deception, manipulation, or sensitive topics are involved beyond professional perceptions and self-ratings. Risk-benefit assessment follows Beneficence in the Belmont Report.

**Benefits.** Anticipated benefits include evidence to enhance instructional leadership, teacher support, and professional development—aimed at improving teacher performance and, indirectly, student outcomes. (Your paper already frames these contributions to schools, DepEd officials, and the locale.)

#### **6) Avoiding Conflicts of Interest and Undue Influence**

The researcher disclosed any professional relationships with the division or schools and implemented separation of roles (e.g., not collecting data in one's own direct reporting unit) to prevent perceived coercion. When recruitment occurred, an independent focal person helped

distribute/collect forms to distance the study from line-management structures—again upholding Respect for Persons and Justice(fair treatment of participants).

### **7) Fair Participant Selection (Justice)**

Inclusion/exclusion. Eligibility criteria were role-based and experience-based (full-time public elementary teachers with  $\geq 1$  year of service and direct reporting to the school head), ensuring participants are appropriate assessors of leadership and attitude. Exclusions (e.g., on leave; less than one year in post) prevent undue burden on those unable to participate fully. This aligns with Justice (equitable selection).**Non-discrimination.** No teacher was excluded on the basis of sex, religion, ethnicity, or other protected characteristics.

### **8) Data Accuracy, Scientific Integrity, and Transparency**

Instrument validity and reliability. The study performed expert validation,pilot testing, and Cronbach's alpha to ensure the instrument's clarity and consistency before full administration—key to protecting participants from wasted effort and ensuring conclusions are sound (Beneficence).

Transparency with participants. The structure, purpose, and intended use of data were explained, and validator signatures appear in the appendices to enhance authenticity and transparency.

### **9) Handling Official Records (IPCRF) and Aggregation**

Use of IPCRF data. Where **IPCRF** performance ratings were accessed, the study obtained school permission and reported only aggregate IPCRF data to prevent identification. No individual performance files were disclosed in outputs—an approach already described in your manuscript.

Data minimization. Only summary (not raw, named) records were used for analysis/reporting, consistent with RA 10173's data minimization and proportionality principles.

## **4. Results and Discussion**

The analysis revealed several significant relationships among the variables studied. The most prominent finding was the strong positive correlation between school heads' instructional leadership and teachers' instructional strategies. This indicates that when school heads actively demonstrate effective leadership practices—such as setting clear instructional goals, monitoring teaching quality, and providing professional support—teachers are more likely to adopt diverse, student-centered strategies in their classrooms. This result aligns with the study's first objective, underscoring the critical role of leadership in shaping instructional practices.

Equally important, the study found that school heads' attitudes were positively associated with teachers' performance. Supportive, constructive, and motivating attitudes from school leaders were linked to higher levels of teacher effectiveness, suggesting that leadership is not only a matter of technical competence but also of interpersonal influence. This finding highlights the importance of cultivating positive leadership dispositions to foster teacher confidence and commitment.

When instructional leadership and attitude were considered together, they explained a substantial proportion of the variance in teachers' instructional strategies and performance. This combined effect suggests that leadership qualities and attitudes are interdependent factors that jointly enhance teaching effectiveness. The results provide empirical support for leadership development initiatives that emphasize both skill and mindset.

In comparison with existing literature, these findings reinforce the established view that instructional leadership is a key determinant of teaching quality. However, the study contributes new insights by demonstrating the added value of leadership attitudes in influencing teacher performance. While previous research has often emphasized structural leadership practices, this study highlights the relational dimension, showing that attitudes can be just as impactful as formal leadership actions.

From a practical standpoint, the results suggest that schools should prioritize leadership training programs that integrate both instructional management and attitude development. By fostering leaders who are not only competent but also supportive and encouraging, schools can create environments that promote effective teaching and improved student outcomes

## **5. Conclusion**

This study established that school heads' instructional leadership and attitudes are significant determinants of teachers' instructional strategies and performance. The results demonstrated that effective leadership practices foster diverse and student-centered teaching approaches, while supportive and constructive leadership attitudes contribute to improved teacher performance. Together, these factors explain a substantial portion of the variance in instructional effectiveness, underscoring the interdependent role of leadership skills and attitudes in shaping classroom outcomes.

The findings emphasize the importance of cultivating both technical and relational dimensions of school leadership. Instructional leadership ensures that teaching practices are aligned with educational goals, while positive attitudes create an environment of trust, motivation, and professional growth. This dual influence highlights the need for leadership development programs that integrate managerial competence with interpersonal sensitivity.

In practical terms, the study suggests that schools should invest in continuous leadership training that strengthens instructional management and nurtures supportive attitudes among school heads. By doing so, institutions can enhance teachers' instructional strategies and performance, ultimately improving student learning experiences. The relevance of these findings extends to contemporary educational practice, where leadership is increasingly recognized as a cornerstone of teaching effectiveness and school success.

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