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School Leadership Practices and The Instructional Performance of Senior High School Teachers

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ABSTRACT: This study determined the relationship between teachers' psychomotor-domain teaching strategies and learners' psychomotor skills and participation in Physical Education (PE). It specifically examined the level of implementation of instructional strategies across the psychomotor domain levels (imitation/perception, manipulation/set, precision, articulation, and naturalization), the level of learners' psychomotor skills in terms of movement competence and motor coordination, and learners' participation in PE activities in terms of frequency, duration, and type of activities engaged in. The study also investigated the significant relationship between these variables and identified which teaching strategy level best predicts learners' psychomotor skills and participation. A descriptive-correlational research design was employed, involving 220 learners as respondents. Mean, Pearson r, and multiple regression analysis were used to analyze the data. Results showed that teachers' psychomotor-domain teaching strategies were implemented at a high level across all domains, with naturalization consistently reflecting strong instructional influence. Learners also demonstrated strong psychomotor skills and high participation in PE activities. Findings revealed significant positive relationships between teaching strategies and learners' psychomotor skills, as well as between teaching strategies and learners' participation. Similarly, learners' psychomotor skills were found to be strongly and significantly related to their participation in PE activities. Regression analysis further showed that among all psychomotor-domain levels, only naturalization significantly predicted both learners' psychomotor skills and their participation. Based on the findings, it is concluded that effective implementation of psychomotor-domain teaching strategies significantly enhances learners' psychomotor development and participation in Physical Education, with naturalization emerging as the strongest predictor. It is recommended that PE teachers strengthen mastery-based instruction, promote sustained practice, and integrate real-life application of skills to further improve learners' physical competence and engagement.

KEYWORDS: school leadership practices, instructional performance, Senior High School teachers, instructional leadership, leadership enhancement framework

I. INTRODUCTION

Education plays a vital role in national development by equipping learners with the knowledge, skills, values, and competencies necessary to become productive citizens and contribute to sustainable economic and social progress. In the Philippines, the implementation of the K to 12 Basic Education Program through Republic Act No. 10533 (Enhanced Basic Education Act of 2013) strengthened Senior High School (SHS) education by preparing learners for higher education, employment, entrepreneurship, and middle-level skills development. More recently, the enactment of Republic Act No. 12027 (Academic Recovery and Accessible Learning Program Act of 2024) further strengthened the government's commitment to improving learning quality and addressing learning losses through targeted academic recovery interventions. Likewise, the Department of Education's MATATAG Agenda (2023) prioritizes improving teaching quality, reducing teachers' administrative workload, and strengthening school governance to ensure quality basic education.

School leadership has consistently been recognized as a fundamental factor in shaping instructional quality and supporting teacher effectiveness. Effective school leaders establish a shared vision, promote collaborative decision-making, provide instructional supervision, support teachers' professional growth, and cultivate a positive learning environment. Leadership theories such as instructional leadership and transformational leadership emphasize that administrators who provide guidance, supervision, support, and opportunities for participation in decision-making enhance teachers' motivation and instructional practices. International evidence likewise demonstrates that instructional leadership, teacher support, effective

communication, and positive school climate play a critical role in supporting teacher effectiveness and organizational commitment (Hallinger & Kulophas, 2023; OECD, 2023).

In the Philippine educational context, the role of school leadership became increasingly important following the implementation of Republic Act No. 10533. Senior High School teachers are expected to address diverse learner needs while implementing specialized curricula aligned with college readiness and workforce demands. However, teachers continue to experience challenges related to lesson preparation, instructional delivery, classroom management, and assessment practices. Reports from the Department of Education (DepEd) and findings from the Second Congressional Commission on Education (EDCOM II, 2024) revealed concerns regarding heavy teacher workload, insufficient instructional support, governance inefficiencies, and persistent learning gaps among Filipino students. The Philippine Professional Standards for School Heads (PPSSH), institutionalized through DepEd Order No. 24, s. 2020, further emphasizes that school leaders are responsible for instructional leadership, human resource development, learning environment management, and accountability to ensure effective teaching and learning.

To further improve instructional quality, the Department of Education issued DepEd Order No. 005, s. 2024 (Rationalization of Teachers' Workload in Public Schools), which aims to reduce teachers' non-teaching responsibilities and enable them to devote more time to lesson preparation, classroom instruction, learner assessment, and professional development. Effective implementation of this policy largely depends on strong instructional leadership and sound school management practices.

Within Region IV-A CALABARZON, school leadership plays an important role in supporting teachers' instructional responsibilities and maintaining an effective learning environment. School leaders are expected to provide instructional guidance, promote clear communication, encourage teacher participation in decision-making, facilitate professional development, and ensure a supportive school climate. However, the implementation of these leadership practices may vary depending on the needs and circumstances of individual schools. These considerations highlight the need to examine the relationship between school leadership practices and the instructional performance of Senior High School teachers in selected public schools in Taytay, Rizal.

Although numerous studies have examined educational leadership and teacher performance, limited localized research has focused specifically on the relationship between school leadership practices and the instructional performance of Senior High School teachers in Taytay, Rizal. Furthermore, many studies focus primarily on leadership and performance indicators without examining the problems encountered by teachers in relation to leadership practices and instructional performance. This gap in the literature provided the motivation for conducting the present study.

This study is also anchored on broader national and global educational frameworks. The United Nations Sustainable Development Goal 4 emphasizes the importance of inclusive and quality education, while AmBisyon Natin 2040 highlights the need to develop competent and globally competitive Filipino learners through strengthened educational systems. Similarly, EDCOM II underscores the importance of improving educational governance, instructional leadership, and teacher support mechanisms to address systemic challenges in Philippine education. The MATATAG Agenda (2023) further reinforces these priorities by focusing on improving teaching quality, learner well-being, school governance, and efficient delivery of basic education services. By examining school leadership practices and instructional performance, this study supports these educational priorities and contributes to ongoing efforts to improve the quality of teaching and learning.

Specifically, this study seeks to determine the relationship between school leadership practices and the instructional performance of Senior High School teachers. It examines school leadership practices in terms of instructional leadership, decision-making, communication, teacher support and professional development, and school climate management. It also assesses teachers' instructional performance in lesson planning, lesson delivery, assessment strategies, and classroom management. Moreover, the study identifies problems encountered by teachers in relation to school leadership practices and instructional performance, and determines whether a significant relationship exists between the variables. Based on the findings, the study aims to develop a practical output that may help improve school leadership practices and instructional performance among Senior High School teachers.

Ultimately, this study contributes to educational leadership research, educational policy, and school management practice by providing empirical evidence on how school leadership practices are associated with instructional performance in Senior High School settings. The findings may guide school administrators in strengthening leadership strategies, assist policymakers in designing leadership development initiatives, and support teachers in enhancing instructional effectiveness.

Research Question

This study aims to determine the relationship between school leadership practices and the instructional performance of Senior High School teachers. Specifically, it seeks to answer the following research questions:

1. What is the profile of the respondents in terms of:

1.1. Age;

1.2. Sex;
1.3. Highest educational attainment;
1.4. Length of service; and
1.5. Academic rank/position?
2. What is the extent of school leadership practices as perceived by Senior High School teachers in terms of:
2.1. Instructional leadership;
2.2. Decision-making;
2.3. Communication;
2.4. Teacher support and professional development; and
2.5. School climate management?
3. What is the level of instructional performance of Senior High School teachers in terms of:
3.1. Lesson planning;
3.2. Lesson delivery;
3.3. Assessment strategies; and
3.4. Classroom management?
4. Is there a significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to their demographic profile?
5. Is there a significant difference in the level of instructional performance of Senior High School teachers when grouped according to their demographic profile?
6. Is there a significant relationship between the perceived extent of school leadership practices and teachers' level of instructional performance?
7. What problems are encountered by Senior High School teachers in relation to school leadership practices and instructional performance?
8. Based on the findings, what Framework can be developed to improve school Leadership Enhancement and Instructional Improvement for Senior High Schools teachers?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on determining the relationship between school leadership practices and the instructional performance of Senior High School teachers in selected public Senior High Schools in Taytay, Rizal during the School Year 2025–2026. The respondents of the study include Senior High School teachers from selected schools.

The study examines the profile of respondents in terms of age, sex, highest educational attainment, length of service, and academic rank or position. It also investigates school leadership practices in terms of instructional leadership, decision-making, communication, teacher support and professional development, and school climate management. Furthermore, the study assesses instructional performance in lesson planning, lesson delivery, assessment strategies, and classroom management.

The study uses a convergent parallel mixed-methods design. The quantitative strand uses survey ratings, while the qualitative strand analyzes written responses to open-ended questionnaire items. It also identifies the problems encountered by teachers related to school leadership practices and instructional performance.

The study is limited only to selected Senior High School teachers in Taytay, Rizal and does not include teachers from elementary, junior high school, or private institutions. Other factors that may influence instructional performance, such as student achievement, organizational culture, family background, and socioeconomic conditions, are not included in the study. Therefore, the findings are limited to the respondents and schools covered by the research.

Framework

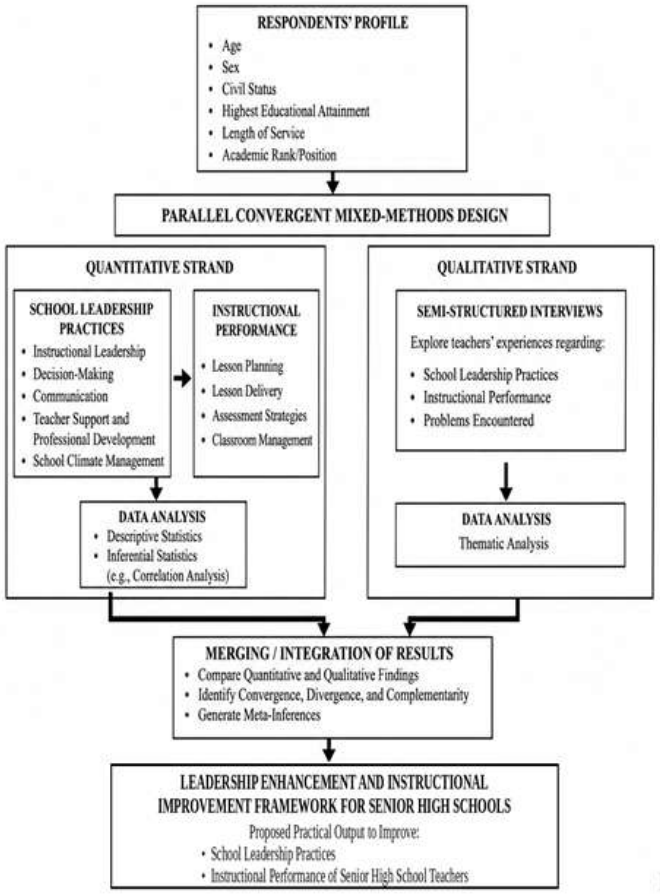


Fig. 1. The Conceptual Framework

The conceptual framework of this study illustrates the relationship between school leadership practices and the instructional performance of Senior High School teachers using a Parallel Convergent Mixed-Methods Design. The framework is based on the assumption that effective school leadership contributes to improved instructional practices by providing teachers with direction, support, resources, and a positive working environment that enhances teaching effectiveness.

The framework begins with the respondents' profile, which includes age, sex, civil status, highest educational attainment, length of service, and academic rank or position. These profile variables provide a demographic description of the respondents and serve as background information for interpreting the findings of the study.

The study consists of two equally important research strands conducted simultaneously. The quantitative strand examines the extent of school leadership practices as perceived by Senior High School teachers in terms of instructional leadership, decision-making, communication, teacher support and professional development, and school climate management. It also measures the level of teachers' instructional performance in lesson planning, lesson delivery, assessment strategies, and classroom management. Descriptive statistics are used to determine the extent and level of the variables, while inferential statistics, particularly correlation analysis, are employed to determine whether a significant relationship exists between school leadership practices and instructional performance.

At the same time, the qualitative strand explores the lived experiences and perceptions of selected Senior High School teachers through semi-structured interviews. The interviews focus on understanding how school leadership practices influence teachers' instructional performance and identifying the problems encountered in relation to leadership practices and instructional responsibilities. The qualitative data are analyzed using thematic analysis to identify recurring themes, patterns, and insights that provide a deeper understanding of the quantitative findings.

Consistent with the Parallel Convergent Mixed-Methods Design proposed by Creswell and Plano Clark (2018), both quantitative and qualitative data are collected concurrently, analyzed independently, and given equal priority throughout the research process. After the separate analyses, the findings from both strands are merged during the interpretation stage. This integration enables the researcher to compare, confirm, complement, or explain the quantitative and qualitative results, thereby

producing comprehensive meta-inferences regarding the influence of school leadership practices on teachers' instructional performance.

The integrated findings serve as the basis for developing the study's proposed output, the Leadership Enhancement Program. The program is intended to strengthen school leadership practices, enhance teachers' instructional performance, address the challenges identified by the respondents, and support continuous school improvement. Through this framework, the study demonstrates how the integration of quantitative and qualitative evidence provides a more comprehensive understanding of the research problem than either approach could achieve independently.

Research Design

This study used a convergent parallel mixed-methods design to examine the relationship between school leadership practices and the instructional performance of Senior High School teachers. The quantitative and qualitative strands were analyzed separately and integrated during interpretation.

The quantitative strand used a descriptive-correlational approach to describe respondents' profiles, determine the perceived extent of school leadership practices, assess self-reported instructional performance, compare results across profile groups, and examine the relationship between the two main variables.

The qualitative strand used a qualitative descriptive approach and a Focus Group Discussion (FGD) with ten (10) selected Senior High School teachers. The FGD explored participants' experiences, perceptions, challenges, and suggestions concerning school leadership practices and instructional performance.

The two strands were compared during interpretation to identify convergence, divergence, and complementary explanations. Because the quantitative component was correlational and the performance measure was self-reported, the findings are interpreted as associations and perceptions, not as evidence of causal effects or independently observed classroom performance.

Research Instrument

The study utilized a researcher-made questionnaire containing both quantitative closed-ended items and qualitative open-ended questions to gather comprehensive data on school leadership practices and the instructional performance of Senior High School teachers. The use of both types of questions is consistent with a convergent parallel mixed-methods design, where quantitative and qualitative data were collected simultaneously, analyzed separately, and then integrated during interpretation to provide a more complete understanding of the research problem.

Quantitative Instrument

The primary quantitative instrument was a self-developed questionnaire designed to measure the two main variables of the study: school leadership practices and instructional performance of Senior High School teachers, as identified in the Statement of the Problem.

The School Leadership Practices section was anchored on the following dimensions: instructional leadership, decision-making, communication, teacher support and professional development, and school climate management. Items under this section were formulated based on relevant literature and established leadership frameworks, focusing on how teachers perceived the practices of school leaders in actual school settings.

The Instructional Performance section measured teachers' effectiveness in terms of lesson planning, lesson delivery, assessment strategies, and classroom management. Items were designed to reflect observable instructional behaviors aligned with accepted standards of effective teaching practice.

All items in the questionnaire were rated using a 4-point Likert scale, with the following interpretation: 4 - Strongly Agree, 3 - Agree, 2 - Disagree, and 1 - Strongly Disagree. The elimination of a neutral option encouraged respondents to provide clearer and more decisive evaluations of each statement. The resulting scores was used to determine the extent of school leadership practices, the level of instructional performance, and the relationship between the two variables.

To ensure validity and reliability, the instrument underwent content validation by experts in educational leadership and research methodology. A pilot test was also conducted to assess item clarity and internal consistency using Cronbach's alpha. Necessary revisions were made based on expert feedback and pilot testing results before final administration.

Qualitative Instrument

For the qualitative component, a semi-structured Focus Group Discussion (FGD) guide was used to gather in-depth information from ten (10) selected Senior High School teachers. The guide explored teachers' experiences regarding school leadership practices, instructional performance, and the problems they encountered in relation to both.

The interview guide included open-ended questions focused on leadership practices, instructional challenges, communication and decision-making processes, support systems in schools, and difficulties experienced in teaching performance.

Follow-up and probing questions was used to encourage participants to elaborate and provide richer explanations of their experiences.

The FGD was conducted after informed consent was obtained from all participants. With their permission, the discussion was audio-recorded and transcribed verbatim for analysis. The qualitative data complemented the quantitative findings by providing contextual explanations of teachers' experiences and perceptions.

Qualitative Component of the Instrument

Qualitative Instrument

For the qualitative component, a semi-structured Focus Group Discussion (FGD) guide was used to gather in-depth information from ten (10) selected Senior High School teachers.

The FGD guide contained open-ended questions focusing on teachers' experiences regarding school leadership practices, instructional performance, communication processes, decision-making practices, professional support, school climate, and challenges encountered in performing their instructional responsibilities.

The FGD sessions were conducted with informed consent, audio-recorded, and transcribed verbatim. The qualitative data gathered from the FGD complemented the quantitative findings by providing deeper explanations of teachers' experiences and perceptions.

Respondents were encouraged to provide honest and detailed responses based on their actual professional experiences. They were not required to identify themselves, their colleagues, administrators, or specific students in their responses. Follow-up interviews were not conducted as part of the study. The FGD responses to the open-ended questions constituted the qualitative data and underwent thematic analysis.

Data Gathering

The study followed a systematic and ethical procedure in gathering quantitative and qualitative data to ensure accuracy, reliability, and transparency throughout the research process.

First, the researcher prepared a formal request letter and secure the necessary permissions from the appropriate school authorities of the selected public Senior High Schools. If required by the institution, ethical clearance or approval from the appropriate ethics committee or Institutional Review Board (IRB) was also obtained prior to the conduct of the study. These procedures ensure that the research complies with institutional policies and ethical standards in conducting studies involving human participants.

After securing approval from the appropriate authorities, the researcher administered the validated questionnaire to all Senior High School teachers included in the quantitative phase.

For the qualitative phase, ten (10) purposively selected Senior High School teachers participated in a Focus Group Discussion (FGD). Before the discussion, informed consent was obtained, and participants were informed about the purpose of the study, confidentiality procedures, and their voluntary participation.

The FGD were conducted using a semi-structured discussion guide. The session were audio-recorded with permission from the participants and transcribed verbatim for thematic analysis. The researcher will organize, code, and analyze the responses to identify recurring themes related to school leadership practices, instructional performance, and challenges experienced by teachers.

After separate analysis of the quantitative and qualitative data, the findings were integrated following the convergent parallel mixed-methods design. Following the validation process, a pilot test involving at least thirty (30) respondents who are not part of the actual study participants were conducted to assess the clarity, validity, and reliability of the questionnaire. Reliability testing using Cronbach's alpha will also be performed to determine the internal consistency of the quantitative items.

Once the instrument is finalized, the researcher will distribute informed consent forms to the participants. The purpose of the study, procedures involved, confidentiality of responses, voluntary participation, the inclusion of both closed-ended and open-ended questions, and participants' right to withdraw at any time without penalty were clearly explained before data collection begins.

For the mixed-methods data collection, the validated questionnaire was administered to all Senior High School teachers included in the study using either printed questionnaires or approved online survey platforms, depending on the accessibility and preference of the schools. Clear instructions was provided to guide the respondents in answering both the closed-ended and open-ended questions properly. The researcher monitored the retrieval of the questionnaires and check all responses for completeness and consistency.

The open-ended questions allowed respondents to provide written descriptions of their experiences, challenges, perceptions, and suggestions regarding school leadership practices and instructional performance. Respondents were reminded not to disclose personally identifiable information about themselves, colleagues, administrators, or students in their FGD responses.

After the completion of data collection, the quantitative responses were organized, coded, tabulated, and encoded into appropriate statistical software for analysis. Descriptive and inferential statistical treatments were then applied based on the objectives of the study. The FGD responses to the open-ended questions were compiled, organized, and prepared for qualitative analysis. The researcher read the responses repeatedly, identify significant statements, assign initial codes, group related codes, and develop themes that represent recurring experiences, challenges, and suggestions.

Finally, the quantitative and qualitative findings were compared and integrated following the convergent parallel mixed-methods design. Areas of convergence, divergence, and complementarity between the numerical findings and FGD responses were identified to provide a more comprehensive interpretation of school leadership practices and instructional performance.

Data Analysis Procedures

This study employed both quantitative and qualitative methods of data analysis to systematically examine the relationship between school leadership practices and the instructional performance of Senior High School teachers. The procedures were aligned with the convergent parallel mixed-methods design, wherein quantitative and qualitative data were analyzed separately and then integrated during interpretation to provide a more comprehensive understanding of the research problem.

Quantitative Data Analysis

For the quantitative component, descriptive and inferential statistical tools was used to analyze the data gathered through the questionnaire.

Quantitative data were analyzed according to the research questions. For Research Question 1, frequencies and percentages described respondents' age, sex, highest educational attainment, length of service, and academic rank/position. For Research Questions 2 and 3, means and standard deviations summarized ratings for the five school-leadership dimensions and four instructional-performance dimensions. Verbal interpretations followed the four-point scale reported in Chapter 4.

For the profile-based group comparisons, an independent-samples t test was used for sex because it has two categories, while one-way ANOVA was used for age, highest educational attainment, length of service, and academic rank/position because these variables have more than two categories. The tests used a .05 significance level. Assumption checks and required post hoc comparisons should be reported from the original statistical outputs; these details were not included in the supplied output.

For the relationship question, Pearson's product-moment correlation coefficient assessed the direction and strength of the association between overall school-leadership-practice ratings and overall instructional-performance ratings.

For the question on problems encountered, the FGD transcript was coded and grouped into themes. The themes were used to describe recurring challenges related to school leadership practices and instructional performance. Standard deviations described variation in the quantitative scale ratings.

Qualitative Data Analysis

The qualitative data consisted of the FGD discussion and its verified transcript. The researcher analyzed the transcript using Braun and Clarke's (2006) six-phase thematic analysis approach. The transcript was reviewed against the audio recording to support accuracy.

The researcher first became familiar with the FGD transcript through repeated reading while checking it against the audio recording. Initial codes were then generated from significant statements related to school leadership practices, instructional performance, and challenges experienced by teachers.

The identified codes were grouped into broader categories and developed into themes. The themes were then reviewed, refined, defined, and interpreted based on the research questions. The final themes provided contextual explanations that were integrated with the quantitative findings.

The first step involved familiarization with the data, during which the researcher reviewed the FGD recording, transcribed the discussion verbatim, and read the transcript repeatedly to understand the participants' responses. The second step involved generating initial codes, wherein meaningful statements and significant responses related to the research questions were identified and labeled.

The third step involved searching for themes, where related codes were grouped together to form broader categories or patterns. In the fourth step, reviewing themes, the researcher examined and refined the identified themes to ensure that they accurately represent the collected data and are supported by sufficient evidence from the participants' responses.

The fifth step involved defining and naming themes, in which the researcher clearly described the essence and meaning of each theme and determine how they relate to the objectives of the study. Finally, the sixth step involved producing the report,

where the themes were organized and interpreted to explain the participants' experiences, perceptions, and challenges regarding school leadership practices and instructional performance.

The qualitative findings from the FGD were then compared and integrated with the quantitative results to provide contextual explanations of the statistical findings, consistent with the convergent parallel mixed-methods design.

III. RESULTS

This chapter presents the results of the data analysis conducted in the study. The collected data are organized, analyzed, and interpreted in accordance with the research questions or hypotheses stated in Chapter 1 and the statistical procedures described in Chapter 3. The findings are presented using appropriate statistical tables, figures, and narrative explanations to facilitate clear interpretation of the results. This chapter focuses on the objective presentation and analysis of the data, which serve as the basis for the discussion of findings in the succeeding chapter.

Research Question 1.

What is the profile of the respondents in terms of age, sex, highest educational attainment, length of service, and academic rank/position?

1.1. What is the profile of the respondents in terms of age?

To address this research question, the respondents were classified according to age. Frequency counts and percentages were computed to describe the distribution of respondents across categories. The results are presented in Table 1.

Table 1. Profile of Respondents According to Age (N = 141)

Age	f	%
20-29	31	22.00
30-39	61	43.30
40-49	32	22.70
50-59	15	10.60
60 and above	2	1.40
Total	**141**	**100.00**

Note. f represents the frequency or number of respondents in each category. Percentage (%) represents the proportion of respondents relative to the total sample size (N).

Table 1 presents the distribution of respondents according to age. The results indicate that the largest proportion of respondents belonged to the 30–39 age group, comprising 61 respondents (43.30%) of the total sample. This was followed by respondents aged 40–49 years old, with 32 respondents (22.70%), and those within the 20–29 age group, with 31 respondents (22.00%). Meanwhile, respondents aged 50–59 years old accounted for 15 respondents (10.60%), while only 2 respondents (1.40%) were 60 years old and above. The findings suggest that the respondents were predominantly within the 30–39 age bracket, indicating a relatively mature workforce. This age distribution provides contextual information in understanding teachers' perceptions and experiences regarding school leadership practices and instructional performance.

1.2. What is the profile of the respondents in terms of sex?

To address this research question, the respondents were classified according to sex. Frequency counts and percentages were computed to describe the distribution of respondents across categories. The results are presented in Table 2.

Table 2. Profile of Respondents According to Sex (N = 141)

Sex	f	%
Male	49	34.80
Female	92	65.20
Total	**141**	**100.00**

Note. f represents the frequency or number of respondents in each category. Percentage (%) represents the proportion of respondents relative to the total sample size (N).

Table 2 presents the distribution of respondents according to sex. The results indicate that the majority of the respondents were female, comprising 92 respondents (65.20%) of the total sample. This was followed by male respondents, representing 49 respondents (34.80%). The findings suggest that the respondents were predominantly female, indicating a higher representation of female Senior High School teachers in the study. This demographic distribution provides contextual information that may help explain the perceptions and experiences of participants regarding school leadership practices and instructional performance examined in the study.

1.3. What is the profile of the respondents in terms of highest educational attainment?

To address this research question, the respondents were classified according to highest educational attainment. Frequency counts and percentages were computed to describe the distribution of respondents across categories. The results are presented in Table 3.

Table 3. Profile of Respondents According to Highest Educational Attainment (N = 141)

Highest Educational Attainment	f	%
Bachelor's Degree	88	62.40
With units in masters	6	4.30
Masters	36	25.50
With units in doctorate	3	2.10
Doctorate	8	5.70
Total	**141**	**100.00**

Note. f represents the frequency or number of respondents in each category. Percentage (%) represents the proportion of respondents relative to the total sample size (N).

Table 3 presents the distribution of respondents according to highest educational attainment. The results indicate that the majority of the respondents had a Bachelor's Degree, comprising 88 respondents (62.40%) of the total sample. This was followed by respondents with a Master's Degree, representing 36 respondents (25.50%). Meanwhile, 8 respondents (5.70%) had attained a Doctorate, while 6 respondents (4.30%) had earned units in master's degree. Only 3 respondents (2.10%) had completed units in doctorate. The findings suggest that most respondents possessed bachelor's-level qualifications, while a considerable proportion had pursued graduate studies, indicating varying levels of academic preparation and professional advancement among Senior High School teachers. This educational profile provides contextual information in understanding teachers' perceptions of school leadership practices and instructional performance.

1.4. What is the profile of the respondents in terms of length of service

To address this research question, the respondents were classified according to length of service. Frequency counts and percentages were computed to describe the distribution of respondents across categories. The results are presented in Table 4.

Table 4. Profile of Respondents According to Length of Service (N = 141)

Length of Service	f	%
1-6 yrs	86	61.00
7-12 yrs	25	17.70
13-18 yrs	17	12.10
19-24 yrs	7	5.00
25 and above years	6	4.30
Total	**141**	**100.00**

Note. f represents the frequency or number of respondents in each category. Percentage (%) represents the proportion of respondents relative to the total sample size (N).

Table 4 presents the distribution of respondents according to length of service. The results indicate that the majority of the respondents had 1–6 years of service, comprising 86 respondents (61.00%) of the total sample. This was followed by respondents with 7–12 years of service, representing 25 respondents (17.70%). Meanwhile, 17 respondents (12.10%) had 13–18 years of service, while 7 respondents (5.00%) and 6 respondents (4.30%) belonged to the 19–24 years and 25 years and above categories, respectively. The findings suggest that most respondents were relatively early in their professional service, with a smaller proportion representing more experienced teachers. This distribution provides contextual information regarding the respondents' level of professional experience and may contribute to understanding their perceptions of school leadership practices and instructional performance.

1.5. What is the profile of the respondents in terms of academic ranks?

To address this research question, the respondents were classified according to academic rank. Frequency counts and percentages were computed to describe the distribution of respondents across categories. The results are presented in Table 5.

Table 5. Profile of Respondents According to Academic Rank (N = 141)

Academic Rank	f	%
Teacher 1	69	48.90
Teacher 2	43	30.50
Teacher 3	12	8.50
Master Teacher 1	8	5.70
Master Teacher 2	9	6.40
Total	**141**	**100.00**

Note. f represents the frequency or number of respondents in each category. Percentage (%) represents the proportion of respondents relative to the total sample size (N).

Research Question 2

What is the extent of school leadership practices as perceived by Senior High School teachers in terms of instructional leadership, decision-making, communication, teacher support and professional development, and school climate management?

Quantitative Findings on the Extent of School Leadership Practices as Perceived by Senior High School Teachers

2.1. Instructional Leadership.

To determine the extent of school leadership practices as perceived by Senior High School teachers in terms of instructional leadership, the mean and standard deviation were computed for each indicator. The mean represents the average rating of respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 6.

Table 6. Extent of School Leadership practices as perceived by Senior High School Teachers in Terms of Instructional Leadership

Indicator	M	SD	Verbal Interpretation
1. The school head clearly communicates instructional goals and expectations to teachers.	3.51	0.57	Very High Extent
2. The school head monitors teaching and learning processes through regular classroom observations and instructional supervision.	3.53	0.58	Very High Extent
3. The school head provides guidance and support in curriculum implementation.	3.51	0.59	Very High Extent
4. The school head supports the continuous improvement of teaching strategies through instructional coaching and professional development.	3.47	0.59	Very High Extent
5. The school head ensures and maintains high-quality instruction across the school.	3.51	0.59	Very High Extent
Overall Mean	**3.51**	**0.53**	**Very High Extent**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 6 presents the mean and standard deviation scores for each indicator measuring the extent of school leadership practices in terms of instructional leadership. The overall mean score of 3.51 corresponds to a verbal interpretation of Very High Extent, indicating that respondents perceived that school heads demonstrate instructional leadership practices to a very high extent. Among the indicators, "The school head monitors teaching and learning processes through regular classroom observations and instructional supervision" obtained the highest mean score of 3.53, suggesting that this practice was the most strongly manifested among the respondents. The indicators related to providing guidance in improving teaching practices, supporting continuous professional development, and promoting effective teaching and learning processes also obtained high mean scores ranging from 3.47 to 3.52, indicating that these instructional leadership practices were consistently observed by the teachers. In contrast, "The school head supports the continuous improvement of teaching strategies through instructional coaching and professional development" recorded the lowest mean score of 3.47, although it was still interpreted as Very High Extent, showing that this practice was highly evident among the respondents. The standard deviation values ranging from 0.57 to 0.59 indicate that the responses were relatively consistent, suggesting a high level of agreement among the respondents regarding the extent of instructional leadership practices demonstrated by school heads.

2.2. Decision Making

To determine the extent of school leadership practices as perceived by Senior High School teachers in terms of decision making, the mean and standard deviation were computed for each indicator. The mean represents the average rating of

respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 7.

Table 7. Extent of School Leadership practices as perceived by Senior High School Teachers in Terms of Decision Making

Indicator	M	SD	Verbal Interpretation
1. The school head involves teachers in important school decision-making processes.	3.48	0.59	Very High Extent
2. The school head considers teachers' opinions and suggestions before making major decisions.	3.44	0.63	Very High Extent
3. Decisions are based on clear evidence, relevant data, and established school policies.	3.48	0.57	Very High Extent
4. School decisions are communicated clearly and promptly to all stakeholders.	3.50	0.59	Very High Extent
5. The school head resolves issues fairly, promptly, and transparently.	3.50	0.63	Very High Extent
Overall Mean	**3.48**	**0.55**	**Very High Extent**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 7 presents the mean and standard deviation scores for each indicator measuring the extent of school leadership practices in terms of decision-making. The overall mean score of 3.48 corresponds to a verbal interpretation of Very High Extent, indicating that respondents perceived school heads as consistently demonstrating effective decision-making practices. Among the indicators, "School decisions are communicated clearly and promptly to all stakeholders" and "The school head resolves issues fairly, promptly, and transparently" obtained the highest mean score of 3.50, suggesting that these practices were the most strongly manifested among the respondents. Similarly, "The school head involves teachers in important school decision-making processes" and "Decisions are based on clear evidence, relevant data, and established school policies" both obtained a mean score of 3.48, indicating that these practices were also highly evident. Meanwhile, "The school head considers teachers' opinions and suggestions before making major decisions" recorded the lowest mean score of 3.44, although it was still interpreted as Very High Extent, showing that teachers' perspectives are highly considered in school decision-making processes. The standard deviation values ranging from 0.57 to 0.63 indicate that the responses were relatively consistent, suggesting a high level of agreement among the respondents regarding the school heads' decision-making practices..

2.3. Communication

To determine the extent of school leadership practices as perceived by Senior High School teachers in terms of communication, the mean and standard deviation were computed for each indicator. The mean represents the average rating of respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 8.

Table 8.

Indicator	M	SD	Verbal Interpretation
1. The school head clearly communicates school goals, policies, and expectations.	3.55	0.55	Very High Extent
2. Communication between teachers and administrators is open, timely, and informative.	3.50	0.62	Very High Extent
3. Information is shared promptly and accurately among school personnel.	3.50	0.63	Very High Extent
4. Teachers are encouraged to express their ideas and concerns freely.	3.45	0.60	Very High Extent
5. Communication within the school minimizes misunderstandings through clear, respectful, and effective interactions.	3.50	0.66	Very High Extent
Overall Mean	**3.50**	**0.56**	**Very High Extent**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 8 presents the mean and standard deviation scores for each indicator measuring the extent of school leadership practices in terms of communication. The overall mean score of 3.50 corresponds to a verbal interpretation of Very High Extent, indicating that respondents perceived school heads as consistently demonstrating effective communication practices within the school. Among the indicators, "The school head clearly communicates school goals, policies, and expectations" obtained the highest mean score of 3.55, suggesting that this practice was the most strongly manifested among the respondents. The indicators "Communication between teachers and administrators is open, timely, and informative," "Information is shared promptly and accurately among school personnel," and "Communication within the school minimizes misunderstandings through clear, respectful, and effective interactions" each obtained a mean score of 3.50, indicating that these communication practices were also highly evident. Furthermore, "Teachers are encouraged to express their ideas and concerns freely" obtained a mean score of 3.46, which was also interpreted as Very High Extent, showing that school heads highly promote an environment where teachers can openly share their perspectives and concerns. The standard deviation values ranging from 0.55 to 0.66 indicate that the responses were relatively consistent, suggesting a high level of agreement among the respondents regarding the extent of communication practices demonstrated by school heads.

2.4. Teacher Support and Professional Development

To determine the extent of school leadership practices as perceived by Senior High School teachers in terms of teacher support and professional development, the mean and standard deviation were computed for each indicator. The mean represents the average rating of respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 9.

Table 9.

Indicator	M	SD	Verbal Interpretation
1. The school head provides teachers with opportunities to participate in relevant professional development programs, such as trainings, seminars, and workshops.	3.52	0.60	Very High Extent
2. The school head supports teachers in attending professional development activities by providing necessary encouragement and administrative assistance.	3.50	0.65	Very High Extent
3. The school head encourages teachers to pursue continuous professional growth and lifelong learning.	3.57	0.58	Very High Extent
4. The school head ensures that adequate instructional resources and learning materials are available to support teachers' professional development.	3.42	0.71	Very High Extent
5. The school head monitors and encourages the application of knowledge and skills gained from professional development activities to improve classroom instruction.	3.50	0.63	Very High Extent
Overall Mean	**3.50**	**0.59**	**Very High Extent**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 9 presents the mean and standard deviation scores for each indicator measuring the extent of school leadership practices in terms of teacher support and professional development. The overall mean score of 3.50 corresponds to a verbal interpretation of Very High Extent, indicating that respondents perceived school heads as consistently providing strong support for teachers' professional growth and development. Among the indicators, "The school head encourages teachers to pursue continuous professional growth and lifelong learning" obtained the highest mean score of 3.57, suggesting that this practice was the most strongly manifested among the respondents. The indicator "The school head provides teachers with opportunities to

participate in relevant professional development programs, such as trainings, seminars, and workshops" obtained a mean score of 3.52, indicating that teachers are highly provided with opportunities to enhance their professional competencies. Likewise, "The school head supports teachers in attending professional development activities by providing necessary encouragement and administrative assistance" and "The school head monitors and encourages the application of knowledge and skills gained from professional development activities to improve classroom instruction" both obtained a mean score of 3.50, showing that these practices were also highly evident. Meanwhile, "The school head ensures that adequate instructional resources and learning materials are available to support teachers' professional development" recorded the lowest mean score of 3.42, although it was still interpreted as Very High Extent, indicating that resource support for professional development is highly practiced. The standard deviation values ranging from 0.58 to 0.71 indicate that the responses were relatively consistent, suggesting a high level of agreement among the respondents regarding the extent of teacher support and professional development practices demonstrated by school heads.

2.5. School Climate Management

To determine the extent of school leadership practices as perceived by Senior High School teachers in terms of school climate management, the mean and standard deviation were computed for each indicator. The mean represents the average rating of respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 10.

Table 10. Extent of School Leadership practices as perceived by Senior High School Teachers in Terms of School Climate Management

Indicator	M	SD	Verbal Interpretation
1. The school head maintains a safe, inclusive, and conducive learning environment for both teachers and students.	3.63	0.51	Very High Extent
2. The school head promotes mutual respect, professionalism, and positive working relationships among teachers and administrators.	3.60	0.53	Very High Extent
3. The school head fosters teamwork, collaboration, and shared responsibility in achieving school goals.	3.60	0.52	Very High Extent
4. The school head addresses and resolves workplace conflicts fairly, promptly, and transparently.	3.57	0.56	Very High Extent
5. The school head cultivates a positive school climate that motivates teachers to perform their duties effectively and achieve professional excellence.	3.57	0.55	Very High Extent
Overall Mean	**3.58**	**0.50**	**Very High Extent**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 10 presents the mean and standard deviation scores for each indicator measuring the extent of school leadership practices in terms of school climate management. The overall mean score of 3.58 corresponds to a verbal interpretation of Very High Extent, indicating that respondents perceived school heads as consistently demonstrating effective practices in maintaining a positive, safe, and supportive school environment. Among the indicators, "The school head maintains a safe, inclusive, and conducive learning environment for both teachers and students" obtained the highest mean score of 3.63, suggesting that this practice was the most strongly manifested among the respondents. The indicators "The school head promotes mutual respect, professionalism, and positive working relationships among teachers and administrators" and "The school head fosters teamwork, collaboration, and shared responsibility in achieving school goals" both obtained a mean score of 3.60, indicating that these practices were also highly evident in promoting a harmonious and collaborative school environment. Furthermore, "The school head addresses and resolves workplace conflicts fairly, promptly, and transparently" and "The school head cultivates a positive school climate that motivates teachers to perform their duties effectively and achieve professional excellence" both obtained a mean score of 3.57, showing that school heads highly practice fair conflict resolution and create an environment that encourages teacher motivation and professional performance. The standard deviation values ranging from 0.51 to 0.56 indicate that the responses were relatively consistent, suggesting a high level of agreement among the respondents regarding the extent of school climate management practices demonstrated by school heads.

Qualitative Findings on the Extent of School Leadership Practices as Perceived by Senior High School Teachers

The recorded focus group discussions (FGDs) were reviewed for recurring accounts of leadership practice. The following thematic descriptions draw directly on the supplied transcript and retain the original five leadership domains. The available transcript contains multiple discussion groups, but it does not establish an auditable one-to-one correspondence between every speaker and the ten purposively selected participants specified by the panel. Accordingly, the extracts below are attributed to anonymized FGD speakers, not to fabricated Participant 1–10 identifiers. The researcher must verify the final included group against consent records and the audio before submission.

Theme 1: Instructional Leadership

Sub-Themes/Codes: Instructional direction; feedback and monitoring; curriculum guidance; resources; instructional coaching.

Teachers valued clear instructional direction, monitoring, and constructive feedback. A master teacher described the most helpful support as "monitoring and feedbacking," explaining that it helped teachers remember instructional responsibilities. Another described access to learning resources, professional development, and observation feedback. Conversely, participants expected school heads to initiate guidance for the new ILAW lesson-planning format rather than leaving teachers to find answers independently. These narratives reflect the distinction between the presence of supervision and the consistency of practical instructional assistance.

Theme 2: Decision-Making

Sub-Themes/Codes: Teacher consultation; transparency; scheduling and teaching loads; shared vision; situational decisions.

Several teachers cited limited participation when policies, schedules, and teaching loads were revised. One master teacher explained that a teacher prepared for business ethics might suddenly be assigned research without suitable materials. Another emphasized, "involving your teachers, involving the subject group heads, involving the teaching personnel before you make a decision." Participants recognized that emergencies may require immediate decisions, while ordinary academic planning should invite consultation and explain its rationale.

Theme 3: Communication

Sub-Themes/Codes: Timely announcements; cascading instructions; clarity; two-way communication; misinformation.

Communication repeatedly emerged as a practical challenge. A teacher observed that new tasks could be assigned for the next day despite existing preparations. Another identified "the communication problem" and poor dissemination of important information. Participants also described productive experiences when school heads clearly communicated direction and expectations. Thus, favorable survey ratings can coexist with specific instances of late or unclear communication.

Theme 4: Teacher Support and Professional Development

Sub-Themes/Codes: Training access; mentoring; LAC sessions; unequal selection; financial constraints; resource sharing.

Some participants appreciated encouragement to attend training and pursue advanced studies. Others said professional development opportunities were uneven: one master teacher stated that he had not been sent to training, while another observed that the same people were repeatedly selected. Teachers also reported limited financial assistance and reliance on personal initiative, collaborative planning, and shared materials. The narratives therefore indicate a need to widen access rather than assume every teacher receives equivalent support.

Theme 5: School Climate Management

Sub-Themes/Codes: Respect; recognition; approachability; emotional safety; social-emotional support; role modelling.

Teachers contrasted supportive leaders who recognized potential with encounters they perceived as threatening or discouraging. One participant recalled that a former school head's encouragement helped her discover abilities beyond those she had recognized in herself. Another described feeling "no longer motivated" after miscommunication and lack of appreciation. A participant summarized the desired conduct of leaders as "Walk your talk." These accounts support maintaining a respectful school climate while addressing isolated experiences that are masked by high aggregate ratings.

Research Question 3

What is the level of instructional performance of Senior High School teachers in terms of lesson planning, lesson delivery, assessment strategies, and classroom management?

Quantitative Findings on the Level of Instructional Performance of Senior High School Teachers

3.1. Lesson Planning

To determine the level of instructional performance of Senior High School teachers in terms of lesson planning, the mean and standard deviation were computed for each indicator. The mean represents the average rating of respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 11.

Table 11. Level of Instructional Performance of Senior High School Teachers in Terms of Lesson Planning

Indicator	M	SD	Verbal Interpretation
1. I prepare lesson plans before teaching.	3.80	0.40	Very High Level
2. My lesson plans align with curriculum standards.	3.87	0.33	Very High Level
3. I include clear learning objectives in my lesson plans.	3.87	0.34	Very High Level
4. I prepare appropriate instructional materials.	3.82	0.39	Very High Level
5. My lesson plans are well-organized and structured.	3.75	0.43	Very High Level
Overall Mean	**3.82**	**0.32**	**Very High Level**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 11 presents the mean and standard deviation scores for each indicator measuring the level of instructional performance of Senior High School teachers in terms of lesson planning. The overall mean score of 3.82 corresponds to a verbal interpretation of Very High Level, indicating that respondents demonstrated a consistently high level of effectiveness in preparing and organizing their lessons. Among the indicators, "My lesson plans align with curriculum standards" and "I include clear learning objectives in my lesson plans" both obtained the highest mean score of 3.87, suggesting that these practices were the most strongly manifested among the respondents. The indicator "I prepare appropriate instructional materials" obtained a mean score of 3.82, indicating that teachers highly consider the preparation of suitable resources to support instruction. Likewise, "I prepare lesson plans before teaching" obtained a mean score of 3.80, showing that teachers consistently engage in lesson preparation prior to classroom instruction. Meanwhile, "My lesson plans are well-organized and structured" recorded the lowest mean score of 3.75, although it was still interpreted as Very High Level, indicating that teachers demonstrate strong ability in organizing and structuring their lesson plans. The standard deviation values ranging from 0.33 to 0.43 indicate that the responses were relatively consistent, suggesting a high level of agreement among the respondents regarding the level of lesson planning practices demonstrated by Senior High School teachers.

3.2. Lesson Delivery

To determine the level of instructional performance of Senior High School teachers in terms of lesson delivery, the mean and standard deviation were computed for each indicator. The mean represents the average rating of respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 12.

Table 12. Level of Instructional Performance of Senior High School Teachers in Terms of Lesson Delivery

Indicator	M	SD	Verbal Interpretation
1. I explain lessons clearly to students.	3.85	0.36	Very High Level
2. I use appropriate teaching strategies.	3.85	0.36	Very High Level
3. I engage students actively in learning.	3.83	0.38	Very High Level
4. I use instructional materials effectively.	3.79	0.41	Very High Level
5. I achieve the intended learning objectives.	3.75	0.43	Very High Level
Overall Mean	**3.82**	**0.32**	**Very High Level**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 12 presents the mean and standard deviation scores for each indicator measuring the level of instructional performance of Senior High School teachers in terms of lesson delivery. The overall mean score of 3.82 corresponds to a verbal interpretation of Very High Level, indicating that respondents demonstrated a consistently high level of effectiveness in delivering lessons and facilitating student learning. Among the indicators, "I explain lessons clearly to students" and "I use appropriate teaching strategies" both obtained the highest mean score of 3.85, suggesting that these practices were the most strongly manifested among the respondents. The indicator "I engage students actively in learning" obtained a mean score of 3.83, indicating that teachers highly promote student participation and involvement during instruction. Likewise, "I use instructional materials effectively" obtained a mean score of 3.79, showing that teachers effectively utilize appropriate resources to support lesson delivery. Meanwhile, "I achieve the intended learning objectives" recorded the lowest mean score of 3.75, although it was still interpreted as Very High Level, indicating that teachers consistently accomplish the expected outcomes of their lessons. The standard deviation values ranging from 0.36 to 0.43 indicate that the responses were relatively consistent, suggesting a high level of agreement among the respondents regarding the level of lesson delivery practices demonstrated by Senior High School teachers.

3.3. Assessment Strategies

To determine the level of instructional performance of Senior High School teachers in terms of assessment strategies, the mean and standard deviation were computed for each indicator. The mean represents the average rating of respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 13.

Table 13. Level of Instructional Performance of Senior High School Teachers in Terms of Assessment Strategies

Indicator	M	SD	Verbal Interpretation
1. I use different types of assessments.	3.79	0.41	Very High Level
2. I prepare fair and valid test questions.	3.85	0.36	Very High Level
3. I provide timely feedback to students.	3.68	0.48	Very High Level
4. I align assessments with lesson objectives.	3.87	0.33	Very High Level
5. I use assessment results to improve instruction.	3.79	0.43	Very High Level
Overall Mean	**3.80**	**0.32**	**Very High Level**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 13 presents the mean and standard deviation scores for each indicator measuring the level of instructional performance of Senior High School teachers in terms of assessment strategies. The overall mean score of 3.80 corresponds to a verbal interpretation of Very High Level, indicating that respondents demonstrated a consistently high level of effectiveness in designing, implementing, and utilizing assessment practices to support student learning. Among the indicators, "I align assessments with lesson objectives" obtained the highest mean score of 3.87, suggesting that this practice was the most strongly manifested among the respondents. The indicator "I prepare fair and valid test questions" obtained a mean score of 3.85, indicating that teachers highly ensure the quality and appropriateness of assessment tools used in evaluating student learning. Likewise, "I use different types of assessments" and "I use assessment results to improve instruction" both obtained a mean score of 3.79, showing that teachers effectively apply varied assessment methods and utilize assessment outcomes to enhance their teaching practices. Meanwhile, "I provide timely feedback to students" recorded the lowest mean score of 3.68, although it was still interpreted as Very High Level, indicating that teachers consistently provide feedback to support student improvement and learning progress. The standard deviation values ranging from 0.33 to 0.48 indicate that the responses were relatively consistent, suggesting a high

level of agreement among the respondents regarding the level of assessment strategies demonstrated by Senior High School teachers.

3.4. Classroom Management

To determine the level of instructional performance of Senior High School teachers in terms of classroom management, the mean and standard deviation were computed for each indicator. The mean represents the average rating of respondents for each item, while the standard deviation indicates the variability of the responses. The results are presented in Table 14.

Table 14. Level of Instructional Performance of Senior High School Teachers in Terms of Classroom Management

Indicator	M	SD	Verbal Interpretation
1. I establish clear classroom rules.	3.89	0.32	Very High Level
2. I maintain discipline in the classroom.	3.88	0.33	Very High Level
3. I handle student misbehavior effectively.	3.79	0.41	Very High Level
4. I create a positive learning environment.	3.89	0.31	Very High Level
5. I manage classroom activities efficiently.	3.87	0.34	Very High Level
Overall Mean	**3.86**	**0.29**	**Very High Level**

Note. M represents the mean score of respondents' ratings for each indicator, while SD represents the standard deviation indicating the variability of responses.

Interpretation Guide

Scale	Range	Interpretation
4	3.26–4.00	Very High Extent
3	2.51–3.25	High Extent
2	1.76–2.50	Low Extent
1	1.00–1.75	Very Low Extent

Table 14 presents the mean and standard deviation scores for each indicator measuring the level of instructional performance of Senior High School teachers in terms of classroom management. The overall mean score of 3.86 corresponds to a verbal interpretation of Very High Level, indicating that respondents demonstrated a consistently high level of effectiveness in managing classroom environments, maintaining discipline, and promoting positive learning experiences. Among the indicators, "I establish clear classroom rules" and "I create a positive learning environment" both obtained the highest mean score of 3.89, suggesting that these practices were the most strongly manifested among the respondents. The indicator "I maintain discipline in the classroom" obtained a mean score of 3.88, indicating that teachers highly implement strategies to maintain order and appropriate classroom behavior. Likewise, "I manage classroom activities efficiently" obtained a mean score of 3.87, showing that teachers effectively organize and facilitate classroom activities to support learning. Meanwhile, "I handle student misbehavior effectively" recorded the lowest mean score of 3.79, although it was still interpreted as Very High Level, indicating that teachers demonstrate strong ability in addressing and managing student behavioral concerns. The standard deviation values ranging from 0.31 to 0.41 indicate that the responses were relatively consistent, suggesting a high level of agreement among the respondents regarding the level of classroom management practices demonstrated by Senior High School teachers.

Qualitative Findings on the Level of Instructional Performance of Senior High School Teachers

The FGD accounts were coded under the original four instructional-performance dimensions. These themes describe challenges and adaptive strategies; they are not independent observational verification of the teachers' self-ratings.

Theme 1: Lesson Planning

Sub-Themes/Codes: New ILAW format; curriculum unpacking; alignment; preparation time; collaborative drafting.

Participants described adjustment to the new curriculum and lesson-plan format. One teacher stated that there were "adjustments" to the new plan; a master teacher reported difficulty finding sufficient time and resources to develop lessons aligned with learners' needs. Participants prepared plans ahead of deadlines, consulted curriculum guides, and reviewed AI-assisted drafts rather than accepting them without checking.

Theme 2: Lesson Delivery

Sub-Themes/Codes: Teaching-load changes; specialized-subject resources; differentiation; engagement; peer support.

Teachers reported difficulty sustaining learner-centered approaches while adapting to new subjects, limited classroom resources, and varied learning readiness. In an illustrative scheduling case, a teacher assigned a different subject had to prepare new instructional materials at short notice. In response, teachers shared resources, team-taught, and adapted strategies to the learning competencies.

Theme 3: Assessment Strategies

Sub-Themes/Codes: Alignment; varied assessment methods; feedback; time constraints; learner responsiveness.

The discussions emphasized aligning assessments to competencies and differentiating tasks for diverse learners. Participants identified limited preparation time and the assessment load associated with newly assigned subjects. They described using appropriate assessment methods, reviewing student outputs, and modifying activities based on observed needs.

Theme 4: Classroom Management

Sub-Themes/Codes: Learner diversity; student engagement; routines; flexibility; social-emotional learning.

Participants viewed learner-centered planning, differentiated activities, clear instructions, and predictable routines as responses to classroom difficulties. Several also recommended social-emotional learning for both leaders and classroom teachers. These strategies help explain how teachers could maintain high self-reported performance despite persistent instructional obstacles.

Research Question 4.

Is there a significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to profile?

Independent-samples t-testing was used for sex, while one-way ANOVA was used for age, highest educational attainment, length of service, and academic rank. The following results reproduce the inferential outputs supplied by the researcher (N = 141; α = .05).

Hypothesis 4.1

There a significant difference on the extent of school leadership practices as perceived by Senior High School teachers when grouped according to age.

To examine whether differences exist among multiple groups, a one-way analysis of variance (ANOVA) was conducted. The results of the analysis are presented in Table 16.

Table 16. One-Way ANOVA Results for School Leadership Practices When Grouped According to Age

Source of Variation	SS	df	MS	F	Sig.
Between Groups	1.602	4	.401	1.534	.196
Within Groups	35.502	136	.261		
Total	**37.104**	**140**			

Note. SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 16 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among the groups in terms of school leadership practices when respondents are grouped according to age. The computed F value of 1.534 with a p value of .196 indicates that the differences among the groups are not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This result suggests that there is no significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to age.

Hypothesis 4.2

There a significant difference on the extent of school leadership practices as perceived by Senior High School teachers when grouped according to sex.

To test this hypothesis, an independent samples t-test was conducted to determine whether a statistically significant difference exists between the two groups. The results of the analysis are presented in Table 17.

Table 17. Independent Samples t-Test Comparing School Leadership Practices Between Male and Female Senior High School Teachers

Group	*N*	*M*	*SD*
Male	49	3.59	.54
Female	92	3.47	.50

Test Statistic	*Value*
t	1.30
df	139
p	.195

Note. M = mean; SD = standard deviation; df = degrees of freedom; p = probability value. The level of significance was set at α = .05.

Table 17 presents the results of the independent samples t-test conducted to determine whether a significant difference exists between the two groups in terms of school leadership practices. The results show that the computed t value of 1.30 with a p value of .195 indicates that the difference between the two groups is not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This suggests that the extent of school leadership practices as perceived by Senior High School teachers does not differ significantly between male and female teachers.

Hypothesis 4.3

There is a significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to highest educational attainment.

To examine whether differences exist among multiple groups, a one-way analysis of variance (ANOVA) was conducted. The results of the analysis are presented in Table 18.

Table 18. One-Way ANOVA Results for Extent of School Leadership Practices When Grouped According to Highest Educational Attainment

Source of Variation	SS	df	MS	F	Sig.
Between Groups	2.243	4	.561	2.187	.074
Within Groups	34.862	136	.256		
Total	**37.104**	**140**			

Note. SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 18 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among the groups in terms of the extent of school leadership practices when respondents are grouped according to highest educational attainment. The computed F value of 2.187 with a p value of .074 indicates that the differences among the groups are not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This result suggests that there is no significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to highest educational attainment.

Hypothesis 4.4

There is a significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to length of service.

To examine whether differences exist among multiple groups, a one-way analysis of variance (ANOVA) was conducted. The results of the analysis are presented in Table 19.

Table19. One-Way ANOVA Results for Extent of School Leadership Practices When Grouped According to Length of Service

Source of Variation	SS	df	MS	F	Sig.
Between Groups	2.311	4	.578	2.258	.066
Within Groups	34.793	136	.256		
Total	**37.104**	**140**			

Note. SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 19 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among the groups in terms of the extent of school leadership practices when respondents are grouped according to length of service. The computed F value of 2.258 with a p value of .066 indicates that the differences among the groups are not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This result suggests that there is no significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to length of service.

Hypothesis 4.5

There is a significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to academic rank/position.

To examine whether differences exist among multiple groups, a one-way analysis of variance (ANOVA) was conducted. The results of the analysis are presented in Table 20.

Table 20. One-Way ANOVA Results for Extent of School Leadership Practices When Grouped According to Academic Rank/Position

Source of Variation	SS	df	MS	F	Sig.
Between Groups	1.694	4	.424	1.627	.171
Within Groups	35.410	136	.260		
Total	**37.104**	**140**			

Note. SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 20 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among the groups in terms of the extent of school leadership practices when respondents are grouped according to academic rank/position. The computed F value of 1.627 with a p value of .171 indicates that the differences among the groups are not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This result suggests that there is no significant difference in the extent of school leadership practices as perceived by Senior High School teachers when grouped according to academic rank/position.

Research Question 5.

Is there a significant difference in the level of instructional performance of Senior High School teachers when grouped according to profile?

The same group-comparison strategy was applied to teacher instructional performance. The results are based on the supplied statistical output, with statistical decisions reported against the null hypotheses.

Hypothesis 5.1

There is no significant difference in the level of instructional performance of Senior High School teachers when grouped according to age.

To examine whether differences exist among multiple groups, a one-way analysis of variance (ANOVA) was conducted. The results of the analysis are presented in Table 21.

Table 21. One-Way ANOVA Results for Instructional Performance When Grouped According to Age

Source of Variation	SS	df	MS	F	Sig.
Between Groups	.230	4	.057	.788	.535
Within Groups	9.928	136	.073		
Total	**10.158**	**140**			

Note. SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 21 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among the groups in terms of instructional performance when respondents are grouped according to age. The computed F value of .788 with a p value of .535 indicates that the differences among the groups are not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This result suggests that there is no significant difference in the level of instructional performance of Senior High School teachers when grouped according to age.

Hypothesis 5.2

There is no significant difference in the level of instructional performance of Senior High School teachers when grouped according to sex.

To test this hypothesis, an independent samples t-test was conducted to determine whether a statistically significant difference exists between the two groups. The results of the analysis are presented in Table 22.

Table 22. Independent Samples t-Test Comparing Instructional Performance Between Male and Female Senior High School Teachers

Group	*N*	*M*	*SD*
Male	49	3.82	.29
Female	92	3.83	.26

Test Statistic	*Value*
t	-.119
df	139
p	.906

Note. M = mean; SD = standard deviation; df = degrees of freedom; p = probability value. The level of significance was set at α = .05.

Table 22 presents the results of the independent samples t-test conducted to determine whether a significant difference exists between the two groups in terms of instructional performance. The results show that the computed t value of -.119 with a p value of .906 indicates that the difference between the two groups is not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This suggests that the level of instructional performance does not differ significantly between male and female Senior High School teachers.

Hypothesis 5.3

There is no significant difference in the level of instructional performance of Senior High School teachers when grouped according to highest educational attainment.

To examine whether differences exist among multiple groups, a one-way analysis of variance (ANOVA) was conducted. The results of the analysis are presented in Table 23.

Table 23. One-Way ANOVA Results for Instructional Performance When Grouped According to Highest Educational Attainment

Source of Variation	SS	df	MS	F	Sig.
Between Groups	.631	4	.158	2.252	.067
Within Groups	9.527	136	.070		
Total	**10.158**	**140**			

Note. SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 23 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among the groups in terms of instructional performance when respondents are grouped according to highest educational attainment. The computed F value of 2.252 with a p value of .067 indicates that the differences among the groups are not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This result suggests that there is no significant difference in the level of instructional performance of Senior High School teachers when grouped according to highest educational attainment.

Hypothesis 5.4.

There is no significant difference in the level of instructional performance of Senior High School teachers when grouped according to length of service.

To examine whether differences exist among multiple groups, a one-way analysis of variance (ANOVA) was conducted. The results of the analysis are presented in Table 24.

Table 24. One-Way ANOVA Results for Instructional Performance When Grouped According to Length of Service

Source of Variation	SS	df	MS	F	Sig.
Between Groups	.726	4	.182	2.618	.038
Within Groups	9.432	136	.069		
Total	**10.158**	**140**			

Note. SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 24 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among the groups in terms of instructional performance when respondents are grouped according to length of service. The computed F value of 2.618 with a p value of .038 indicates that the differences among the groups are significant at the .05 level of significance. Since the p value is less than .05, the null hypothesis is rejected. This result suggests that there is a significant difference in the level of instructional performance of Senior High School teachers when grouped according to length of service. Post-hoc tests may be conducted to determine which specific groups differ significantly.

Hypothesis 5.5

There is no significant difference in the level of instructional performance of Senior High School teachers when grouped according to academic rank/position.

To examine whether differences exist among multiple groups, a one-way analysis of variance (ANOVA) was conducted. The results of the analysis are presented in Table 25.

Table 25. One-Way ANOVA Results for Instructional Performance When Grouped According to Academic Rank/Position

Source of Variation	SS	df	MS	F	Sig.
Between Groups	.288	4	.072	.992	.414
Within Groups	9.870	136	.073		
Total	**10.158**	**140**			

Note. SS = sum of squares; df = degrees of freedom; MS = mean square; F = F statistic; p = probability value. Significance level α = .05.

Table 25 presents the results of the one-way ANOVA conducted to determine whether significant differences exist among the groups in terms of instructional performance when respondents are grouped according to academic rank/position. The computed F value of .992 with a p value of .414 indicates that the differences among the groups are not significant at the .05 level of significance. Since the p value is greater than .05, the null hypothesis is accepted. This result suggests that there is no significant difference in the level of instructional performance of Senior High School teachers when grouped according to academic rank/position.

Research Question 6.

Is there a significant relationship between the extent of school leadership practices and the level of instructional performance?

To determine whether a relationship exists between the variables, Pearson's product-moment correlation coefficient was computed. The results are presented in Table 26.

Table 26. Correlation Matrix of Study Variables

VARIABLE	1	2
1. EXTENT OF SCHOOL LEADERSHIP PRACTICES	1	.486
2.LEVEL OF INSTRUCTIONAL PERFORMANCE	.486	1

VARIABLE RELATIONSHIP	R	P
VARIABLE 1 – VARIABLE 2	.486	.000

Note. r = Pearson correlation coefficient; p = probability value. Correlations are significant at α = .05.

Table 26 presents the correlation analysis examining the relationship between the extent of school leadership practices and the level of instructional performance of Senior High School teachers. The results show that the correlation coefficient between the two variables is r = 0.486, with a p-value of 0.000. This indicates that the relationship between the extent of school leadership practices and instructional performance is moderate positive and statistically significant at the 0.05 level of significance. The direction and magnitude of the correlation suggest that as the extent of school leadership practices increases, the level of instructional performance of Senior High School teachers also tends to increase. These findings provide evidence that effective school leadership practices are associated with improved instructional performance among teachers.

Research Question 7.

What problems are encountered by Senior High School teachers in relation to school leadership practices and instructional performance?

Table 27. Problems Encountered by Senior High School Teachers: FGD-Based Thematic Matrix

Emerging Theme	Initial Codes	FGD Evidence/Context	Interpretive Description
Communication and dissemination	Short notice; unclear instructions; cascading messages	"sometimes some information or instruction may come with limited time for preparation"	Late or incomplete messages require revisions to prepared teaching work.
Participation in decisions	Consultation; schedule changes; teaching loads	"involving your teachers ... before you make a decision"	Teachers seek consultation for non-emergency instructional decisions.
Workload and time	Competing duties; administrative tasks; preparation	"sudden changes ... adds pressure on the teacher"	Additional requirements can reduce lesson-preparation time.
Resources and materials	Insufficient books; new subject	"one of the challenges is lack of	Material shortages complicate

	materials	materials or books since the curriculum is new"	implementation.
Curriculum adaptation	ILAW planning; unfamiliar content; new trimester	"the adjustments of the teachers are really big"	Teachers report adjustment demands associated with reform.
Learner diversity and classroom management	Differentiation; engagement; behavior	"maintaining 100% engagement"	Teachers adjust routines and tasks for mixed learner needs.
Assessment demands	Outputs; feedback; alignment	"checking and revising the students' output in terms of research"	Changing subjects can increase assessment workload.
Recognition and psychosocial climate	Threat; respect; motivation; SEL	"my effort was not appreciated"	Some teachers experienced low recognition despite positive overall climate ratings.
Uneven development access	Training selection; mentoring; financial barriers	"I haven't experienced to be sent to the training"	Professional development opportunities were not equally experienced.

Research Question 8.

Based on the findings, what practical output can be developed to improve school leadership practices and instructional Aperformance?

Based on the findings of the study, the researcher developed the Leadership Enhancement and Instructional Improvement Framework for Senior High Schools as the practical output. The framework was designed to strengthen existing school leadership practices and sustain teachers' instructional performance by addressing the leadership dimensions and challenges identified in the study.

The framework consists of five interconnected components:

1. Strengthening Instructional Leadership Practices

This component focuses on enhancing school heads' capacity to provide instructional guidance, classroom observation, constructive feedback, curriculum support, and coaching opportunities to improve teachers' instructional practices.

2. Enhancing Collaborative Decision-Making

This component promotes meaningful teacher participation in school decisions through consultation mechanisms, shared planning, and collaborative processes that strengthen teacher ownership and commitment.

3. Improving Communication Systems

This component addresses the need for clear, timely, and two-way communication between school leaders and teachers through organized information dissemination procedures and feedback channels.

4. Expanding Professional Development Opportunities

This component aims to strengthen continuous teacher growth through accessible training programs, mentoring, Learning Action Cell (LAC) sessions, peer collaboration, and professional learning communities.

5. Sustaining a Positive School Climate

This component focuses on maintaining a supportive and respectful school environment through recognition of teacher contributions, teamwork, trust-building, and attention to teacher well-being.

The framework was developed through the integration of the major findings of the study. Each component corresponds to specific findings identified from the quantitative and qualitative strands. The high ratings in instructional leadership, communication, professional development, decision-making, and school climate served as the strengths to be sustained, while qualitative concerns regarding communication delays, limited consultation, unequal access to professional development, workload demands, and recognition guided the proposed improvement strategies.

Then present the matrix:

Table 28. Findings from the Study, Framework Components, and Proposed Improvement Activities

Findings from the Study	Framework Component	Proposed Improvement Activity
Need for sustained instructional guidance and curriculum support	Strengthening Instructional Leadership Practices	Coaching, classroom observation, feedback, curriculum support
Need for wider teacher participation in decisions	Collaborative Decision-Making	Consultation meetings and shared planning
Communication delays and unclear dissemination	Improving Communication Systems	Clear communication protocols and feedback channels
Unequal professional development opportunities	Expanding Professional Development	Mentoring, LAC sessions, equitable training access
Recognition and workplace relationship concerns	Sustaining Positive School Climate	Recognition programs and supportive leadership practices

Interpretation of Statistical Findings

The quantitative findings provide an overview of the perceived extent of school leadership practices, the level of instructional performance of Senior High School teachers, and the relationship between the two variables based on the responses of the participants.

The results revealed that the extent of school leadership practices was rated at a Very High Extent across all dimensions. Among the identified dimensions, school climate management obtained the highest overall mean score of 3.58, indicating that teachers perceived school heads as effective in creating a positive, safe, and supportive working environment. This was followed by instructional leadership (M = 3.51), communication (M = 3.50), teacher support and professional development (M = 3.50), and decision-making (M = 3.48). These findings suggest that school heads were perceived to demonstrate strong leadership practices in providing instructional guidance, supporting teachers' professional growth, facilitating communication, involving teachers in school processes, and maintaining a positive school environment.

The findings also showed that the instructional performance of Senior High School teachers was at a Very High Level across all dimensions. Classroom management obtained the highest mean score of 3.86, followed by lesson planning and lesson delivery, both with a mean of 3.82, while assessment strategies obtained a mean of 3.80. These results indicate that teachers perceived themselves as highly capable in preparing lessons, implementing instruction, assessing learner progress, and maintaining effective classroom environments.

Furthermore, the correlation analysis revealed a moderate positive and statistically significant relationship between school leadership practices and instructional performance ($r = 0.486$, $p = 0.000$). This indicates that higher levels of perceived school leadership practices are associated with higher levels of instructional performance among Senior High School teachers. However, the result only establishes an association between the variables and does not confirm a direct causal relationship.

Overall, the quantitative findings demonstrate that both school leadership practices and teachers' instructional performance were perceived at high levels. The results suggest that effective leadership practices are an important organizational factor related to teachers' instructional performance within the context of the study.

Interpretation of Qualitative Findings

The qualitative findings were analyzed through thematic analysis of the focus group discussion responses of Senior High School teachers. The themes describe how teachers experienced and interpreted school leadership practices and instructional performance in their actual professional contexts.

For school leadership practices, five major themes emerged: instructional leadership, decision-making, communication, teacher support and professional development, and school climate management.

The theme of instructional leadership reflects teachers' experiences regarding instructional guidance, classroom monitoring, feedback, and support provided by school heads. Participants described leadership practices through classroom observations, instructional feedback, access to resources, and assistance in improving teaching practices. However, some teachers also expressed the need for more consistent guidance, particularly during curriculum changes and new instructional requirements.

The theme of decision-making highlights teachers' experiences regarding consultation, transparency, and participation in school decisions. While participants recognized the importance of timely decisions, some expressed the need for greater involvement in decisions related to teaching assignments, schedules, and academic responsibilities.

The theme of communication describes teachers' experiences regarding information dissemination, clarity of instructions, and opportunities for feedback. Participants acknowledged effective communication practices but also identified situations involving delayed announcements, limited preparation time, and the need for clearer communication channels.

The theme of teacher support and professional development reflects teachers' experiences with training opportunities, mentoring, collaboration, and professional growth. Participants recognized leadership support for development activities but also identified concerns regarding equal access to training opportunities and availability of resources.

The theme of school climate management represents teachers' experiences regarding leadership approachability, recognition, respect, teamwork, and workplace relationships. Participants described positive leadership experiences that encouraged motivation and professional confidence while also identifying the importance of consistent recognition and supportive interactions.

For instructional performance, four themes emerged: lesson planning, lesson delivery, assessment strategies, and classroom management.

The theme of lesson planning reflects teachers' preparation of instructional objectives, materials, and learning activities. Participants described adapting to curriculum changes, new lesson formats, and increased preparation demands while using collaboration and available resources to improve planning practices.

The theme of lesson delivery highlights teachers' experiences in applying instructional strategies, engaging learners, and adapting lessons based on learner needs. Participants reported challenges related to changing teaching assignments, resource limitations, and learner diversity, while emphasizing collaboration and flexibility as strategies for maintaining effective instruction.

The theme of assessment strategies describes teachers' practices in designing assessments, providing feedback, and modifying instruction based on learner performance. Participants emphasized alignment of assessments with competencies while recognizing challenges related to workload and time constraints.

The theme of classroom management reflects teachers' approaches to maintaining positive learning environments through clear expectations, learner engagement, flexibility, and responsiveness to diverse learners.

Overall, the qualitative findings provide deeper understanding of teachers' actual experiences by showing that strong leadership practices and instructional performance coexist with contextual challenges requiring continuous improvement.

Convergent Parallel Mixed-Methods Interpretation

The integration of quantitative and qualitative findings revealed both convergence and deeper contextual explanations regarding school leadership practices and instructional performance among Senior High School teachers.

The quantitative results showed that school leadership practices were perceived at a Very High Extent across all dimensions, while teachers' instructional performance was rated at a Very High Level. These findings indicate that teachers generally recognize strong leadership practices and demonstrate high instructional competence.

The qualitative findings supported these results by explaining how leadership practices and instructional performance are experienced in actual school situations. Teachers described instructional leadership through classroom observation, feedback, and professional guidance; decision-making through consultation and transparency; communication through information sharing and clarification; professional development through training and mentoring; and school climate management through respect, support, and collaboration.

However, the qualitative findings also revealed variations in teachers' experiences, including communication delays, limited participation in some decisions, unequal access to professional development opportunities, workload pressures, resource limitations, and curriculum adjustment challenges. These findings do not contradict the high quantitative ratings; rather, they explain that overall positive perceptions may still include specific areas requiring improvement.

The significant correlation between school leadership practices and instructional performance further supports the relationship between the two variables. However, the result should be interpreted as an association rather than proof that leadership practices directly cause improvements in instructional performance.

Overall, the mixed-methods findings demonstrate that effective school leadership is a multidimensional process involving instructional support, communication, collaboration, professional development, and positive school climate. Maintaining existing strengths while addressing identified implementation gaps may further enhance teachers' instructional performance and promote continuous school improvement.

This chapter presents the summary, conclusions, and recommendations based on the findings reported in Chapters 4 and 5. It follows the eight research questions in the Statement of the Problem and incorporates the Tukey HSD post-hoc results for instructional performance by length of service. The conclusions distinguish self-reported ratings and statistical associations from causal claims. The proposed Leadership Enhancement and Instructional Improvement Framework is presented as a practical output that requires implementation and evaluation.

1. Profile of the Respondents

The quantitative phase involved 141 Senior High School teachers. The largest age group was 30–39 years (43.30%), and 65.20% of respondents were female. Most held a bachelor's degree (62.40%), had one to six years of service (61.00%), and held the rank of Teacher I (48.90%). These results describe the sample and do not, on their own, explain differences in leadership perceptions or instructional performance.

2. Extent of School Leadership Practices

All dimensions of school leadership practices were rated at a Very High Extent. School climate management received the highest rating, followed by instructional leadership. Communication and teacher support and professional development received similarly high ratings. Decision-making received the lowest rating among the leadership dimensions, although it was still classified as being practiced to a Very High Extent.

3. Level of Instructional Performance

Teachers rated their instructional performance at a Very High Level across all dimensions. Classroom management received the highest rating, followed by lesson planning and lesson delivery, which received similarly high ratings. Assessment strategies received the lowest rating among the instructional performance dimensions, although they remained within the Very High Level category. These findings reflect teachers' self-reported performance and do not represent independent classroom observations or direct measures of student achievement.

4. Differences in School Leadership Practices by Profile

The results showed no statistically significant differences in the perceived school leadership practices of Senior High School teachers when grouped according to age, sex, highest educational attainment, length of service, and academic rank or position. This indicates that respondents generally had similar perceptions of school leadership practices regardless of their demographic and professional backgrounds.

5. Differences in Instructional Performance by Profile

The results showed no statistically significant differences in teachers' instructional performance when grouped according to age, sex, highest educational attainment, and academic rank or position. However, the analysis revealed a statistically significant overall difference in instructional performance when teachers were grouped according to length of service. Despite this result, the Tukey HSD post-hoc comparisons did not identify statistically significant differences between any pair of service-length groups. Therefore, the specific groups that may differ in instructional performance could not be established. These findings should be interpreted cautiously, and the statistical results and underlying assumptions should be verified before drawing further conclusions.

6. Relationship Between School Leadership Practices and Instructional Performance

The findings revealed a moderate positive relationship between school leadership practices and teachers' self-reported instructional performance. This indicates that teachers who gave higher ratings to school leadership practices also tended to report higher levels of instructional performance. However, the relationship does not establish that school leadership practices directly caused improvements in teachers' instructional performance.

7. Problems Encountered by Teachers

The qualitative findings described delayed announcements and unclear instructions; limited consultation in some decisions; workload and time-management pressures; insufficient instructional resources; curriculum and lesson-planning adjustments; challenges involving learner diversity and classroom management; assessment workload and feedback demands; uneven access to professional development; and the need for recognition and psychosocial support. Participants also described helpful experiences involving instructional feedback, collaboration, mentoring, shared resources, and supportive relationships. These qualitative accounts contextualize the high quantitative ratings by identifying particular implementation concerns.

8. Practical Output

The study proposes the Leadership Enhancement and Instructional Improvement Framework for Senior High Schools. It includes five components: strengthening instructional leadership; enhancing collaborative decision-making; improving communication systems; expanding professional development opportunities; and sustaining a positive school climate. The framework is based on the integrated findings and is a proposed guide; its effectiveness has not yet been established through implementation and evaluation.

Based on the findings of the study, the following conclusions were drawn in relation to the research questions:

The demographic and professional characteristics of the respondents provided context for understanding their perceptions of school leadership practices and their self-reported instructional performance. These characteristics, however, should not be treated as direct explanations of the respondents' ratings.

School Leadership Practices and The Instructional Performance of Senior High School Teachers

School leadership was generally perceived positively by Senior High School teachers. The findings suggest that existing leadership practices provide a supportive foundation for teaching and learning. Nevertheless, teacher participation in decision-making warrants continued attention to ensure that school policies and decisions adequately consider teachers' professional experiences and responsibilities.

Teachers perceived themselves as capable of performing their instructional responsibilities effectively. However, the relatively lower rating for assessment strategies suggests a need to sustain professional learning in assessment design, timely feedback, and the use of assessment results to guide instruction.

The study found no statistically significant differences in perceived school leadership practices across the demographic and professional groups examined. This suggests that the study did not detect systematic differences in how these groups rated leadership practices. Leadership support should therefore remain responsive to the needs of the teaching workforce while addressing individual concerns.

The findings on instructional performance did not establish statistically significant differences according to age, sex, educational attainment, or academic rank or position. Although the overall analysis for length of service was statistically significant, the Tukey HSD comparisons did not identify a statistically significant difference between any pair of service-length groups. Consequently, the evidence does not justify concluding that a particular career-stage group has higher or lower instructional performance.

School leadership practices were moderately and positively associated with teachers' self-reported instructional performance. This indicates that stronger perceptions of leadership practices tended to occur alongside stronger self-reported performance. However, the correlational design does not establish that leadership practices directly cause improvements in instructional performance.

The challenges reported by teachers indicate that positive perceptions of school leadership and instructional performance can coexist with practical difficulties in school operations. Addressing these difficulties requires consistent communication, meaningful teacher consultation, manageable workloads, adequate instructional resources, accessible professional development, and appropriate recognition and support.

The proposed Leadership Enhancement and Instructional Improvement Framework for Senior High Schools provides a practical response to the findings. Its focus on instructional leadership, collaborative decision-making, communication, professional development, and school climate offers direction for addressing identified concerns. However, its effectiveness remains to be established through actual implementation and systematic evaluation.

1. For School Heads and Administrators

Establish clear communication channels and reasonable advance notice for routine announcements, schedule changes, and teaching assignments. Provide opportunities for teachers to clarify instructions and document decisions affecting workload or instructional responsibilities. Continue instructional supervision with constructive feedback and recognize teachers' contributions through fair and respectful practices.

2. For Master Teachers, Subject Group Heads, and Instructional Leaders

Organize peer mentoring, collaborative lesson planning, demonstration sessions, and practical support for curriculum unpacking, lesson-plan preparation, assessment design, and classroom management. Use Learning Action Cell sessions and professional learning communities to address needs reported by teachers.

3. For Professional Development Coordinators and School Improvement Teams

Use transparent criteria for training nominations and broaden access to development opportunities. Monitor instructional resource availability, workload distribution, mentoring participation, and teacher feedback. Give particular attention to timely feedback on student work, which had the lowest item mean within the assessment-strategies dimension, while recognizing that its overall dimension rating remained very high.

4. For Teachers

Continue reflective teaching, collaborate with colleagues, share and validate instructional resources, and use assessment information to adjust teaching. Provide constructive feedback on communication, workload, training access, and other school processes through established channels.

5. For Researchers

Verify the original ANOVA and Tukey HSD output and document the assumptions and post-hoc procedure used. Since the omnibus test for length of service was significant but all Tukey pairwise comparisons were nonsignificant, avoid attributing higher or lower performance to particular service groups. Future studies may use additional samples, direct classroom observations,

longitudinal data, or intervention designs to examine the relationship between leadership and instructional performance more fully. Qualitative studies should retain verified participant records, consent documentation, transcripts, and an auditable link between codes, themes, and supporting statements.

Practical Output

Leadership Enhancement and Instructional Improvement Framework for Senior High Schools

General objective: To provide school heads, master teachers, and Senior High School teachers with a structured guide for sustaining effective leadership practices and responding to the instructional and organizational concerns identified in the study.

Proposed implementation components

1. Strengthening Instructional Leadership Practices: conduct classroom observation and developmental feedback; provide curriculum and lesson-planning support; and organize coaching, mentoring, and collaborative lesson reviews.
2. Enhancing Collaborative Decision-Making: consult teachers before routine changes to teaching assignments, schedules, or workload; include teacher representatives in relevant planning processes; and maintain accessible channels for suggestions and concerns.
3. Improving Communication Systems: use official communication channels, provide clear written instructions, allow reasonable preparation time when feasible, and establish a process for acknowledgement and clarification.
4. Expanding Professional Development Opportunities: plan needs-based training, strengthen Learning Action Cell sessions, organize peer mentoring, share resources, and use transparent criteria to support equitable access to training.
5. Sustaining a Positive School Climate: promote respectful relationships, recognize teachers' efforts, support teamwork, provide confidential consultation where appropriate, and monitor staff well-being and workload concerns.

IMPLEMENTATION AND EVALUATION

The framework may follow an assessment–planning–implementation–monitoring–improvement cycle. During assessment, the school team should review teacher feedback and identify priority needs. During planning, it should assign activities, responsible persons, and realistic timeframes. During implementation, it should conduct coaching, consultation, communication, and professional-learning activities. Monitoring may use coaching logs, reviewed lesson plans, meeting minutes, announcement records, training participation lists, resource inventories, and staff feedback. The team should then revise activities based on the evidence collected. These indicators are proposed monitoring tools, not results already achieved by the study.

CONCLUDING REMARKS

This study found that school leadership practices and teachers' self-reported instructional performance were generally rated highly and were moderately positively associated. At the same time, teachers' reported experiences identified specific areas where communication, consultation, instructional resources, professional development, workload management, and recognition could be improved. The findings support maintaining existing strengths while responding to these concerns through practical, monitored actions. The proposed Leadership Enhancement and Instructional Improvement Framework offers a structured starting point for that work, with its effectiveness to be determined through future implementation and evaluation.

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