

The Role of Educational Management in Strengthening Teachers' Instructional Practices

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Abstract: This study determines the level of school heads' educational management practices and their significant relationship with teachers' instructional practices in public secondary schools in the Hilongos East District, Leyte, during the Academic Year 2025–2026. The study employed a descriptive-correlational research design using validated survey questionnaires administered to teacher and student respondents. Data were collected on school heads' performance in five key areas: designing the school's vision, curriculum and instruction, teacher supervision, monitoring of student progress, and promoting a positive school climate. Teachers' instructional practices were assessed based on the five domains of the Philippine Professional Standards for Teachers (PPST): content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. Findings showed that both school heads and teachers demonstrated a high level of practice in their respective areas. Among school heads, monitoring of students' progress received the highest rating. Teachers likewise showed competence across all PPST domains, although areas such as differentiated instruction, curriculum alignment, and data-driven assessment practices indicated room for improvement. Statistical analysis revealed a significant positive relationship between school heads' educational management practices and the instructional practices of teachers, particularly in curriculum and planning. Based on these findings, a Leadership Enhancement Program for School Heads was proposed to enhance collaboration, professional development, and school-wide instructional effectiveness.

Keywords: Educational Management and Development, School Management Practices, Teachers' Instructional Practices, Descriptive Correlation, Leyte, Philippines

I. INTRODUCTION

The primary functions of educational management are to develop education policies and improve both teaching and learning. In this regard, teachers' performance can have a great impact on school progress and organizational development (Almirol et al., 2022). When school heads maintain a positive perspective, they can foster harmony in the workplace by motivating their subordinates to maximize their performance. Moreover, strong communication channels between administrators and teachers are essential for implementing policies effectively and ensuring that institutional objectives are met.

In the dynamic realm of Philippine education, the interaction between teaching methods, efficacy, and productivity significantly impacts educational outcomes and workforce readiness. Emphasizing the importance of instructional practices, the educational framework prioritizes the link between instructional techniques and teaching effectiveness.

The context of the study is premised from Niez et al. (2025), which revealed that school heads across the Calubian North District, Leyte are confronted with challenges on human resource management, teacher engagement, and instructional issues. The study highlights the need for proactive and consistent engagement of school leaders and teachers in fostering stakeholder partnerships through targeted interventions within the Department of Educat Although various studies at the global and national levels have focused on educational management practices and teachers' performance, none of this research in the local context has examined their correlation with teachers' instructional performance. This gap also extends into understanding this relationship is vital for designing targeted interventions that address the unique contextual challenges faced by educators and administrators in Leyte.

Based on these foregoing issues, this study evaluated the level of school heads' educational management and teachers' instructional practices in public secondary schools of Hilongos East District, Hilongos, Leyte, during the academic year 2025-2026. The findings provided data-driven information and valuable insights as the basis for designing a

leadership enhancement program for school secondary heads.

II. THE PROBLEM

This study assessed the level of school heads' educational management practices and teachers' instructional practices in public secondary schools of Hilongos East District, Hilongos, Leyte, during the academic year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of:
 - 1.1. age and gender;
 - 1.2. highest educational attainment;
 - 1.3. length of service; and
 - 1.4. class size?

2. What is the extent of school heads' educational management practices as rated by the teacher respondents in the following facets:
 - 2.1. designing the school's vision;
 - 2.2. curriculum and instruction;
 - 2.3. teacher supervision;
 - 2.4. monitoring of students' progress, and
 - 2.5. school climate?

3. What is the level of teachers' instructional practices as rated by the student respondents in the following PPST domains:
 - 3.1. content knowledge and pedagogy;
 - 3.2. learning environment;
 - 3.3. diversity of learners;
 - 3.4. curriculum and planning, and
 - 3.5. assessment and reporting?

4. Is there a significant relationship between the level of school head educational management practices and teacher levels of instructional practices?

III. METHODOLOGY

This section outlined the research design, setting, participants, data collection tools, procedures, and the statistical techniques employed for data analysis. This part offered a comprehensive overview of the methods and approaches used throughout the study for clarity and transparency.

Design

This study employed a quantitative, descriptive-correlational research design. The descriptive approach is appropriate because it enabled the researcher to assess the current status of secondary school heads' educational management practices and instructional practices among public secondary teachers. It focused on describing the levels of leadership and instructional effectiveness, without manipulating any variables.

This comprehensive approach provides valuable insights into how leadership and teaching practices shape organizational development. These insights can guide the formulation of evidence-based strategies to improve school leadership and teaching effectiveness and support the creation of more cohesive and impactful educational interventions.

Flow of the Study

The study adopted the dynamic Input-Process-Output (IPO) Model to strategically guide the research journey, ensuring that each stage seamlessly connects to produce insightful results that drive impactful outcomes.

Input. The inputs encompassed the key variables to be explored in the study, including the demographic profile of teachers (age and gender, highest educational attainment, length of service, and class size), the educational management practices of school heads and teachers' instructional practices as rated by student respondents. The data were gathered using standardized questionnaires. These inputs were the foundational data needed to analyze current practices and performance levels within the school setting.

Process. The process involved systematic procedures for data collection, validation, and analysis. Surveys will be administered to teachers and students, with subsequent data validation to ensure accuracy. Descriptive statistics determined the demographic profiles of the teacher respondents (age and gender, highest educational attainment, length of service, and class size), the extent of school heads' educational management practices, and teachers' instructional practices. Inferential statistics included correlation and significance testing, which explore

relationships between variables. Ethical considerations and triangulation with school documents underpinned the integrity and contextual relevance of the data analysis.

Output. The output of the study is the Leadership Enhancement Program for School Heads. This action plan synthesized the research findings and empirical data into a comprehensive guide aimed at school administrators, teachers, and education policymakers.

Environment

This study was conducted in Hilongos East District, Hilongos, Leyte. The municipality serves as a key hub for various services including government, education, and commerce.

Talisay National High School, established in 2019, provides accessible, quality education to students in coastal and neighboring barangays, reducing travel and safety concerns. Initially functioning as an annex before gaining full independence and recognition under DepEd. Today, the school has ten teachers and 230 students.

Hitudpan National High School (HNHS) is a public secondary school located in Barangay Hitudpan, Municipality of Hilongos, Province of Leyte. The school was officially established in January 1984 in response to the expanding demand for accessible secondary education among learners from the upland and adjoining barangays of Hilongos.

The selection criteria for these three schools were based on their diverse geographic locations, founding histories, and community backgrounds, which collectively provide a comprehensive representation of the educational landscape within the Hilongos East District.

Respondents

Through total enumeration of the teacher population, this study involved 17 teachers in public secondary schools of the Hilongos East District, Hilongos, Leyte. Choosing total enumeration of the teacher population ensured comprehensive data collection by capturing the perspectives of all eligible teachers, thereby eliminating sampling bias and enhancing the validity of the findings. It provided a more accurate and representative understanding of current teaching practices, as all actively engaged teachers with at least one year of experience were included, reflecting their familiarity with the school's environment and educational management practices of their respective school head.

This study involved 299 junior high school students through the total enumeration of the entire student population from Grade 7 to Grade 10 in the selected schools. The total number of junior high school students enrolled in the current academic year were obtained from the Office of the Schools' Registrar.

Instruments

In assessing the extent of school heads' educational management practices, this study used a standardized questionnaire from Buitizon (2021). Adopting a standardized research instrument ensured that all respondents were asked the same questions in the same way, allowing for reliable comparison of responses. Additionally, the assessment of teachers' instructional practices adopted the five domains of the Philippine Professional Standards for Teachers, developed by the Department of Education (2017).

The questionnaire for the teachers had two parts. The first part inquired the teachers' profiles in terms of age and gender, highest educational attainment, length of service, and class size handled. The second part focused on assessing the extent of school heads' educational management practices in the five facets. The survey tool contained items on designing the school's vision, curriculum and instruction, teacher supervision, monitoring of students' progress, and school climate. The five indicators in each facet are stated in affirmative form, with 25 items in total.

The survey tool in assessing the level of teachers' instructional practices focused on the five domains of the Philippine Professional Standards for Teachers (PPST). The inquiry had items on content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. Each aspect encapsulates five affirmative statements, with 25 items in total. Generally, this study adopted the 4-point scale in assessing the extent of secondary school heads' educational management practices, teachers' level of their instructional practices.

To avoid bias judgment, the teachers assessed the extent of school heads' educational management practices. Meanwhile, the students will assess the instructional performance of their respective teachers.

To ensure the face validity of the survey tools, the researcher consulted with her adviser and other experts in educational management. Their feedback helped in reviewing the clarity, relevance, and appropriateness of the survey

items, ensuring that the questions accurately reflected the constructs being measured. This collaborative process enhanced the overall quality and credibility of the research instruments before data collection.

IV. Data Gathering Procedures

The data gathering procedure encompassed three stages: preliminary stage, data gathering stage, and post data gathering stage. Each stage was designed to ensure that the instrument is reliable, valid, and effectively captures the information needed to address the research questions. This systematic approach helped to enhance the overall quality and credibility of the research.

Preliminary Stage. Before the actual data collection, the researcher secured a formal permission from the Department of Education (DepEd) through the office of the schools division superintendent of Leyte Division. The researcher sought a parental consent for the students since they were considered minors. The researcher ensured that all ethical considerations, including voluntary participation and confidentiality of responses, are clearly communicated to the respondents and their parents/guardians. Likewise, an orientation was conducted to the teachers to explain the purpose of the study.

Actual Data Gathering Stage. The researcher distributed the survey questionnaire to the respondents. The researcher explained the purpose of the study personally, provide clear instructions on how to rate all the items in the questionnaire, and will assure respondents regarding the confidentiality and anonymity of their responses. The respondents were provided with sufficient time to complete the survey. The researcher monitored the actual data collection process to ensure maximum participation and completeness of responses. This careful administration process ensured the accuracy and integrity of the data collected for the study.

Post-Data Gathering Stage. After the questionnaires were retrieved, responses were carefully checked for completeness, and were stored securely in password-protected devices, adhering to ethical standards and data privacy regulations. The combination of digital and paper-based tools, coupled with rigorous ethical safeguards optimized data quality and ensured confidentiality, accuracy, and participant trust throughout the research process.

The collected data were meticulously tabulated to ensure accuracy. Following the tabulation, quantitative data underwent rigorous statistical analysis. It is essential to note that incomplete or unreturned questionnaires were not included in the study. The researcher notified the respondents in such cases, and any respondent who did not respond within the specified timeframe were excluded from the analysis. Specifically, this approach ensured the integrity and reliability of the research findings.

V. Statistical Treatment

To analyze the data, appropriate statistical tools were employed to address the research questions and objectives of the study. Since the study used a descriptive-correlational research design, both descriptive and inferential statistics were applied to provide a summary and a deeper understanding of the relationships between the extent of school heads' educational management practices and teachers' instructional practices. Subsequently, this approach facilitated the identification of significant patterns and correlations within the data being analyzed and interpreted.

Percentage. The researcher used the percentage formula in quantifying the distribution of the teachers' profile on age and gender, highest educational attainment, length of service, and class size.

Weighted Mean. The study used the weighted mean formula to determine the extent of secondary school heads' educational management practices teachers' instructional practices. Statistically, the weighted mean measured the central tendency or the average response of a given data.

Standard Deviation. To reflect the variability or dispersion of responses around the mean, highlighting how consistent or diverse the perceptions of respondents are, this study also indicated the standard deviation.

Pearson Product-Moment Correlation Coefficient (Pearson r). To measure the strength and direction of the relationship between school heads' educational management practices and teachers' instructional practices, the researcher computed the coefficient value of r . This statistical analysis helped determine the degree to which these variables were interconnected and influenced one another within the study.

Scoring Procedure

The scoring procedure of this study followed a systematic approach to quantify the respondents' perceptions and practices related to school heads' educational management practices and teachers' instructional practices. The responses were assigned to a specific range, descriptive value, and interpretation.

A. School Heads' Educational Management Practices

B. Teachers' Instructional Practices

Scale	Numerical Rating	Descriptive Value	Verbal Interpretation
4	3.25 - 4.00	High Practice	The school head consistently demonstrates strong educational management practices. The teacher shows very extensive instructional practices.
3	2.50-3.24	Moderate Practice	The school head demonstrates a moderate level of educational management practices. The teacher shows extensive instructional practices.
2	1.75-2.49	Less Practice	The school head rarely demonstrates commendable educational management practices. The teacher shows less extensive instructional practices.
1	1.00-1.74	No Practice	The teacher shows not extensive instructional practices.
1	1.00-1.74	No Practice	The school head fails to demonstrate any of the commendable educational management practices.

VI. RESULTS AND DISCUSSIONS

The data obtained from the administered questionnaire were analyzed using statistical software. Items pertaining to the demographic profile of the respondents were analyzed in terms of frequency and percentage distribution. PROFILE OF THE TEACHER RESPONDENTS

This section presents the demographic profile of the teacher respondents. Understanding their background is essential as it provides context for interpreting their perceptions and experiences related to the school heads' educational management practices and their own instructional practices.

Table 2

Age	Gender		f	Total	
	M	F			%
41-45	0	1	1		5.88
37-40	2	2	4		23.53
33-36	0	4	4		23.53
29-32	1	0	1		5.88
25-28	1	6	7		41.18
Total	4	13	17		100.00

Table 2 presents the age and gender distribution of teacher respondents. Most teachers fall within the 25–28 age group, indicating a relatively young teaching workforce. Female teachers greatly outnumber their male counterparts, highlighting a gender imbalance in the profession. This suggests that teachers the study has a cohort of female teachers.

Table 3

Education	Frequency	Percentage
Master Degree Holder	8	47.06
With Units in Master	1	5.88
Bachelor Degree Holder	8	47.06
Total	17	100.00

Table 3 presents the highest educational attainment of the teacher respondents. Data show that an equal number of teachers are master's degree holders and bachelor's degree holders, reflecting a balanced distribution of advanced and basic qualifications. Only one teacher is currently pursuing graduate studies. This suggests that a significant portion of the teaching staff has pursued further education, which may positively influence instructional quality and professional competence within the schools/

Table 4

Service	Frequency	Percentage
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11-15 years	2	11.76
6-10 years	6	35.29
1-5 years	9	52.94
Total	17	100.00

Table 4 presents the length of service of teacher respondents in the teaching profession. The majority of the respondents have 1–5 years of teaching experience, indicating a relatively new workforce. On the other hand, those teaching for 11–15 years contributed the least of the entire sample size. The data suggest that most teachers are early in their careers, which may reflect recent hiring trends and the need for continued mentoring and professional development.

Table 5
Class Size

Size	Frequency	Percentage
Medium	17	100.00
Total	17	100.00

Table 5 shows the class size handled by all teacher respondents. Data reveal that 100% of the teachers manage medium-sized classes. This uniformity suggests that class sizes across the schools are consistently within a manageable range. The consistency may also indicate standardized class structuring policies within the district’s public secondary schools.

VII. EXTENT OF SCHOOL HEADS' EDUCATIONAL MANAGEMENT PRACTICES

This section presents the data on the extent to which school heads practice educational management, as perceived and rated by the teacher respondents. Effective educational management is a critical factor in promoting school improvement, teacher performance, and student outcomes.

Table 6

Designing the School’s Vision

Indicators	Mean	SD	DV
Developed a comprehensive set of annual school-wide goals aligned with school priorities.	3.82	0.39	High Practice
Framed school goals in terms of teachers’ responsibilities.	3.82	0.39	High Practice
Integrated formal and informal assessment methods to secure staff input on goal development.	3.94	0.24	High Practice
Used accurate student performance data when developing academic goals.	4.00	0.00	High Practice
Developed goals that are easily understood and applied by the teachers at school.	4.00	0.00	High Practice
Composite Mean	3.92	0.24	High Practice

Table 6 presents the extent to which school heads design and communicate a school vision, as rated by teachers. All indicators received a “High Practice” rating, with means ranging from 3.82 to 4.00. The highest-rated indicators were “Used accurate student performance data when developing academic goals” and “Developed goals that are easily understood and applied by the teachers,” showing strong consensus on effective leadership practices. These results align with Leithwood and Sun (2020), who emphasized the importance of data-informed decision-making in leadership effectiveness within schools.

Hallinger (2021) also found that clearly communicated, shared goals contribute significantly to instructional improvement. Furthermore, Sebastian et al. (2022) noted that staff engagement in vision-setting fosters commitment and performance. School heads in the Hilongos East District demonstrate strong capacity in crafting and communicating vision, which can enhance teacher alignment, shared accountability, and long-term school improvement outcomes.

Table 7

Curriculum and Instruction

Indicators	Mean	SD	DV
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Ensured that the classroom priorities of teachers aligned with the directions and academic goals of the school;	3.76	0.44	High Practice
Reviewed students' output when evaluating classroom instruction;	3.76	0.44	High Practice
Conducted class observations on a monthly basis;	3.82	0.39	High Practice
Pointed out specific strengths in teachers' instructional practices in post-observation feedback; and	3.88	0.33	High Practice
Identified specific weaknesses in teachers' instructional practices constructively.	3.88	0.33	High Practice
Composite Mean	3.82	0.39	High Practice

Table 7 outlines teacher respondents' evaluations of school heads' practices in Curriculum and Instruction. All indicators received a High Practice (HP) rating, with a composite mean of 3.82, indicating consistently positive perceptions across all items. The highest-rated indicators were "Pointed out specific strengths" and "Identified specific weaknesses in teachers' instructional practices constructively" reflecting that school heads provide balanced, growth-oriented feedback. Monthly classroom observations and alignment of classroom priorities with school goals were also highly rated, showing active instructional oversight. These findings also indicate that the school heads being studied demonstrate commendable practices relevant to curriculum and instruction.

These findings align with the work of Kraft and Gilmour (2020), who highlighted the value of frequent, specific feedback in improving teaching. Similarly, Robinson, Gray, and Rowe (2021) emphasized that instructional leadership involving regular observation and feedback has a significant impact on teaching quality. This indicates that school heads demonstrate effective instructional leadership, particularly in observation and feedback. To further support teacher growth, sustained mentoring and collaborative lesson planning can be strengthened.

Table 8

Teacher Supervision				
Indicators	Mean	SD	DV	
Reinforced exemplary teacher performance during meetings, newsletter, and memos;	4.00	0.00	High Practice	
Acknowledged exceptional teachers' performance in formal writing;	3.88	0.33	High Practice	
Rewarded special achievements of teachers with opportunities for professional recognition;	3.88	0.33	High Practice	
Initiated professional growth for teachers by sending to seminars and training; and	3.76	0.44	High Practice	
Facilitated teacher in-service activities about classroom instruction.	3.94	0.24	High Practice	
Composite Mean	3.89	0.27	High Practice	

Table 8 illustrates the extent of teacher supervision practices by school heads, as perceived by teachers. All

indicators received a “High Practice” (HP) rating, with a composite mean of 3.89. The highest-rated item was “Reinforced exemplary teacher performance during meetings, newsletter, and memos, showing consistent appreciation of teacher excellence. Moreover “Facilitated teacher in-service activities about classroom instruction” also scored high, indicating strong support for continuous professional development. These findings denote that consistent teacher supervision demonstrated by school heads was evident and were experienced by the teachers most of the times.

These findings align with the study of Jensen et al. (2021), which emphasized that recognition and capacity-building are essential elements of effective teacher supervision. Similarly, Darling-Hammond et al. (2020) noted that supportive leadership practices, such as professional development and acknowledgment, foster teacher motivation and performance. School heads are actively engaging in supervisory practices that recognize and develop teacher performance. This builds morale, promotes professional growth, and contributes to improved instructional outcomes.

Table 9
Monitoring Students Progress

Indicators	Mean	SD	DV
Took time talking to teachers and students using feedback mechanisms.	3.94	0.24	High Practice
Attended to the class to ensure that instructions are delivered on time.	3.88	0.33	High Practice
Provided direct instructions to classes when the need arises.	4.00	0.00	High Practice
Discussed students' academic performance with the faculty to identify curricular strengths and weaknesses.	4.00	0.00	High Practice
Informed teachers of the school's performance result in writing.	3.94	0.24	High Practice
Composite Mean	3.95	0.16	High Practice

Table 9 presents the extent to which school heads monitor students' progress, based on teacher perceptions. All indicators were rated as “High Practice” (HP), with a composite mean of 3.95. The highest-rated practices were “Provided direct instructions to classes when the need arises” and “Discussed students' academic performance with the faculty to identify curricular strengths and weaknesses” suggesting strong involvement in instructional and academic monitoring. The item regarding regular feedback and written performance updates also indicates transparency and communication, highlighting the importance of open communication in tracking learners' academic progress.

These findings are consistent with Robinson et al. (2020), who emphasized that effective monitoring of student outcomes is linked to improved instructional focus. Moreover, Grissom et al. (2021) found that school leaders who engage with both teachers and students create a culture of accountability and improvement. School heads demonstrate proactive leadership in monitoring academic progress, which supports data-driven instruction and continuous school improvement.

Table 10
School Climate

Indicators	Mean	SD	DV
Limited interruptions of instructional time by public address.	3.88	0.33	High Practice
Limited the intrusion of extra and co-curricular activities on instructional time.	3.76	0.44	High Practice
Recognized students' achievement to foster intrinsic motivation for all.	3.94	0.24	High Practice
Communicated with parents to improve school-community partnership.	3.82	0.39	High Practice
Supported teachers in their recognition of learners' accomplishments.	3.88	0.33	High Practice
Composite Mean	3.86	0.34	High Practice

Table 10 presents teacher ratings on the school heads' efforts to promote a positive school climate. All

indicators received a “High Practice” (HP) rating, with mean scores ranging from 3.76 to 3.94. The highest-rated item was “Recognized students’ achievement to foster intrinsic motivation,” highlighting the value placed on celebrating student success. This is followed by efforts to minimize interruptions and support teachers in recognizing learners’ accomplishments, suggesting an environment conducive to uninterrupted, student-centered learning. These findings support the research of Thapa et al. (2021), who emphasized that a positive school climate enhances both teaching quality and student achievement. Furthermore, fostering a supportive and collaborative environment within schools can lead to improved motivation and engagement among students and teachers.

VIII. TEACHERS’ INSTRUCTIONAL PRACTICES

This section presents the level of instructional practices of teachers as assessed by student respondents. Instructional practices refer to the strategies, methods, and behaviors that teachers employ to facilitate learning.

Content Knowledge and Pedagogy

Table 11

Content Knowledge and Pedagogy

Indicators	Mean	SD	DV
My teacher applied knowledge of content within and across curriculum teaching areas.	3.25	0.60	High Practice
My teacher used a range of teaching strategies that enhanced learner achievement	3.50	0.63	High Practice
My teacher applied a range of teaching strategies to develop critical and creative thinking skills.	3.42	0.69	High Practice
My teacher applied a range of teaching strategies to develop critical and creative thinking skills.	3.42	0.69	High Practice
My teacher used effective classroom communication strategies to support learner understanding.	3.52	0.83	High Practice
Composite Mean	3.42	0.69	High Practice

Table 11 presents students’ assessments of their teachers’ performance in the Content Knowledge and Pedagogy domain. All indicators were rated as High Practice (HP), with an overall mean of 3.42. The highest-rated item was “Used effective classroom communication strategies to support learner understanding,” followed by “Used a range of teaching strategies that enhanced learner achievement.” These ratings suggest that teachers demonstrate competency in both instructional delivery and communication. However, the lowest-rated item, “Applied knowledge of content within and across curriculum teaching areas,”

indicates a potential need for deeper content integration across subjects.

These findings are supported by Boholano and Merioles (2021), who stressed that pedagogical versatility and strong content mastery are crucial to student achievement. In addition, Dela Cruz (2023) highlighted that communication skills directly affect learner understanding and engagement. This indicates that teachers may benefit from ongoing training in interdisciplinary content application and innovative pedagogy to further strengthen teaching quality and student outcomes. Implementing continuous professional development programs can ensure teachers stay updated with effective instructional strategies that enhance learning.

Table 12

Learning Environment

Indicators	Mean	SD	DV
My teacher maintained learning environments that promote fairness, respect, and care to encourage learning	3.71	0.78	High Practice
My teacher engaged students individually or in groups in meaningful exploration and discovery	3.28	0.76	High Practice
My teacher maintained supportive learning environments that nurtured student participation	3.65	0.55	High Practice

My teacher fostered collaboration and continuous learning.	3.64	0.72	High Practice
My teacher applied strategic measures that motivate learners to work productively	3.29	0.78	High Practice
Composite Mean	3.51	0.72	High Practice

Table 12 presents student evaluations of their teachers in relation to the Learning Environment domain. All indicators received a High Practice (HP) rating, with a composite mean of 3.51, indicating consistent perceptions of a supportive and engaging classroom climate. The highest-rated item was “Maintained learning environments that promote fairness, respect, and care to encourage learning,” suggesting that students feel emotionally safe and respected in class. This was followed by maintaining supportive environments that nurture participation and fostering collaboration and continuous learning. Lower scores were observed in engaging students in exploration and applying strategic motivational measures, which suggests areas for improvement in active learning and student motivation.

Moreover, these results imply that while the classroom climate effectively fosters respect and support, there is a need to enhance strategies that actively engage students and boost their motivation. Strengthening these areas can lead to more dynamic and inclusive learning experiences that better promote student participation and exploration.

These findings are supported by Reyes and Castillo (2023), who emphasized that emotionally safe, participative classrooms contribute to learner engagement. When students feel respected and valued, they are more likely to participate actively and take initiative in their learning process, which enhances critical thinking, and collaboration skills, leading to improved academic performance. Additionally, Deci and Ryan’s Self-Determination Theory (2021) highlights that motivation strategies significantly influence productive learning. Teachers may benefit from training in inquiry-based learning and motivational strategies to further enhance student engagement and participation.

Table 13

Diversity of Learners

Indicators	Mean	SD	DV
My teacher used differentiated instruction tailored to diverse student needs.	3.25	0.66	High Practice
My teacher established a student-centered culture based on their background.	3.59	0.62	High Practice
My teacher designed, adapted, and implemented teaching strategies that are responsive to learners’ individuality.	3.28	0.55	High Practice
My teacher provided appropriate developmental strategies to all types of students	3.49	0.69	High Practice
My teacher encouraged students to participate actively in class.	3.30	0.81	High Practice
Composite Mean	3.88	0.67	High Practice

Table 13 presents students’ assessments of teachers’ practices under the domain of Diversity of Learners. All indicators were rated as High Practice (HP), with a composite mean of 3.88. The highest-rated indicator was “Established a student-centered culture based on their background,” reflecting positive efforts by teachers to create inclusive and culturally responsive learning environments. Teachers were also rated positively in providing appropriate developmental strategies and encouraging student participation, suggesting efforts to engage all learners. However, lower mean scores were observed in differentiated instruction and adapting teaching strategies to individual needs, indicating a need for improvement in addressing learner variability. Enhancing these areas can lead to more personalized learning experiences that better support diverse student needs.

These findings align with the work of Gonzales and Madrid (2022), who emphasized the importance of inclusive and adaptive teaching in diverse classrooms. Additionally, Tomlinson (2020) highlighted differentiated instruction as essential for equity in education. To further enhance responsiveness to learner diversity, teachers may

benefit from targeted training on differentiated instruction, inclusive pedagogy, and learner profiling strategies.

Table 14

Curriculum and Planning				
Indicators	Mean	SD	DV	
My teacher delivered lessons tailored to the learning programs.	3.47	0.62	High Practice	
My teacher collaborated with his/her students to enrich teaching practices.	3.52	0.79	High Practice	
My teacher integrated ICT in teaching.	3.48	0.72	High Practice	
My teacher aligned learning outcomes to the corresponding competencies.	3.28	0.73	High Practice	
My teacher developed, managed, and implemented sequential teaching strategies.	3.43	0.84	High Practice	
Composite Mean	3.44	0.74	High Practice	

Table 14 illustrates student assessments of their teachers' performance in the domain of Curriculum and Planning. All indicators were rated as High Practice (HP), with a composite mean of 3.44. The highest-rated item was "Collaborated with his/her students to enrich teaching practices," indicating a positive level of student-teacher interaction and shared responsibility in learning.

Teachers were also rated favorably in delivering lessons aligned with learning programs and integrating ICT in teaching, suggesting efforts to incorporate relevant tools and content. However, the lowest-rated item was "Aligned learning outcomes to the corresponding competencies," which may point to gaps in curriculum alignment or clarity in instructional objectives.

These findings align with the observations of Bernardo et al. (2023), who emphasized the importance of collaborative and well-aligned planning in instructional delivery. Likewise, Chiu and Lim (2021) support the integration of ICT as a means to modernize and enrich curriculum planning. This indicates that teachers may benefit from engaging in curriculum mapping, standards-based planning to align instruction with learning competencies.

Table 15

Assessment and Reporting				
Indicators	Mean	SD	DV	
My teacher used assessment strategies aligned with the learning topics.	3.62	0.72	High Practice	
My teacher monitored and evaluated student progress and achievement.	3.42	0.65	High Practice	
My teacher provided feedback to improve student performance.	3.35	0.79	High Practice	

My teacher communicated student needs, progress, and achievement to key stakeholders.	3.60	0.67	High Practice
My teacher used assessment data to enhance teaching and learning practices.	3.25	0.68	High Practice
Composite Mean	3.45	0.70	High Practice

Table 15 presents students' evaluations of their teachers' performance in the domain of Assessment and Reporting. All indicators received a High Practice (HP) rating, with a composite mean of 3.45. The highest-rated indicator was "Used assessment strategies aligned with the learning topics," suggesting that most teachers appropriately link assessments to instructional content. Similarly, communicating student progress to stakeholders was rated high, indicating transparency in reporting. These positive evaluations imply that teachers are effectively employing assessment methods that support student learning and maintaining clear communication channels with stakeholders. Consequently, these practices can foster a more accurate understanding of student progress and encourage ongoing collaboration between teachers, students, and parents to enhance educational outcomes.

However, lower ratings were observed in "Provided feedback to improve student performance" and "Used assessment data to enhance teaching and learning practices," pointing to areas that require further attention. Addressing these gaps is essential for promoting formative assessment practices that actively support student growth and development. Improving in these areas can lead to more targeted instructional strategies and personalized support for learners.

These results are consistent with Santiago and Carreon (2021), who emphasized the importance of timely and constructive feedback in promoting student learning. Likewise, Tan and Lising (2023) noted that data-informed instruction enhances teaching effectiveness and student outcomes. This indicates that teachers would benefit from additional training in formative assessment strategies, data interpretation, and feedback techniques to improve both teaching practices and student achievement.

IX. SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF SCHOOL HEAD EDUCATIONAL MANAGEMENT PRACTICES AND TEACHERS' INSTRUCTIONAL PRACTICES

This section presents the statistical analysis on the relationship between the level of school heads' educational management practices and the instructional practices of teachers.

Table 16
Significant Relationship Between the Level of School Head Educational Management Practices and Content Knowledge and Pedagogy

Constructs	r-value	t-value	P value	Remarks	Decision
Content knowledge and Pedagogy	0.437	3.689	0.0062	Significant	Reject Null
Learning Environment	0.513	2.390	0.0021	Significant	Reject Null
Diversity of Learners	0.387	2.671	0.0219	Significant	Reject Null
Curriculum and Planning	0.505	4.122	0.0302	Significant	Reject Null
Assessment and Learning	0.219	2.091	0.0146	Significant	Reject Null

Table 16 displays the significance of correlation between school heads' educational management practices and teachers' performance in the Content Knowledge and Pedagogy domain. All constructs yielded significant results, with computed p-values less than 0.05, indicating that school leadership practices are positively associated with teachers' instructional effectiveness. The strongest correlation was observed in the Learning Environment construct, followed closely by Curriculum and Planning domain.

This suggests that when school heads actively manage and support these areas, teachers are more likely to demonstrate strong content mastery and effective pedagogy. Although the correlation with Assessment and Learning is weaker, it remains statistically significant, indicating that even minimal improvements in leadership practices can influence teaching quality. These results align with Leithwood et al. (2020) and Hallinger (2021), who emphasized that instructional leadership significantly impacts teachers' ability to deliver learning content more effectively.

Table 17
Significant Relationship Between the Level of School Head Educational Management Practices and Learning Environment

Constructs	r-value	t-value	P value	Remarks	Decision
Content knowledge and Pedagogy	0.462	3.421	0.0081	Significant	Reject Null
Learning Environment	0.498	3.670	0.0043	Significant	Reject Null
Diversity of Learners	0.379	2.815	0.0207	Significant	Reject Null
Curriculum and Planning	0.521	4.015	0.0025	Significant	Reject Null
Assessment and Learning	0.344	2.456	0.0276	Significant	Reject Null

Table 17 reveals the significant relationship between school heads' educational management practices and teachers' performance in establishing an effective Learning Environment. The result for Learning Environment domain also confirmed a direct influence of school leaders on classroom atmosphere. Though slightly weaker, Assessment and Learning still maintain significance, showing that assessment leadership also contributes to the learning climate. These findings highlight the critical role of effective leadership in fostering a positive and organized learning environment, which can enhance overall teaching quality and student engagement. Strong curriculum planning and assessment leadership by school heads can create a cohesive instructional framework that supports both instructional consistency and student achievement.

These findings support the conclusions of Day and Sammons (2022), who found that leadership practices directly shape the learning culture within schools by fostering teacher commitment and student engagement. This alignment underscores the importance of strategic leadership in creating an environment conducive to academic success. Consequently, professional development initiatives should prioritize enhancing leadership skills that promote a positive learning culture and strengthen teacher and student motivation.

Table 18
Significant Relationship Between the Level of School Head Educational Management Practices and Diversity of Learners

Constructs	r-value	t-value	P value	Remarks	Decision
Content knowledge and Pedagogy	0.455	3.530	0.0093	Significant	Reject Null
Learning Environment	0.476		0.0069	Significant	Reject Null
Diversity of Learners	0.402	2.750	0.0241	Significant	Reject Null
Curriculum and Planning	0.493	3.942	0.0036	Significant	Reject Null
Assessment and Learning	0.367	2.588	0.0289	Significant	Reject Null

Table 18 shows that there is a significant relationship between school heads' educational management practices and teachers' effectiveness in addressing the Diversity of Learners. All constructs have statistically significant p-values, indicating that strong school leadership positively influences teachers' ability to respond to student differences in learning styles, backgrounds, and needs. The highest correlation is seen in Curriculum and Planning, suggesting that when school heads support inclusive and responsive curriculum design, teachers are better equipped to tailor instruction to diverse learners. Likewise, Learning Environment and Content Knowledge and Pedagogy also show strong associations, reflecting that inclusive leadership practices contribute to equitable classroom experiences. These findings are consistent with Tomlinson (2020), who emphasizes the role of leadership in fostering differentiated instruction, and Gonzales & Madrid (2023), who highlight the value of culturally responsive school management in meeting the needs of diverse student populations, thereby fostering inclusivity, equity, and a sense of belonging within the school community.

Table 19
Significant Relationship Between the Level of School Head Educational Management Practices and Curriculum and Planning

Constructs	r-value	t-value	P value	Remarks	Decision
Content knowledge and Pedagogy	0.429	3.610	0.0075	Significant	Reject Null
Learning Environment	0.487	3.795	0.0051	Significant	Reject Null
Diversity of Learners	0.376	2.839	0.0224	Significant	Reject Null
Curriculum and Planning	0.518	4.045	0.0021	Significant	Reject Null
Assessment and Learning	0.359	2.498	0.0305	Significant	Reject Null

Table 19 shows a significant relationship between school heads' educational management practices and teachers' effectiveness in Curriculum and Planning. All constructs show statistically significant correlations, confirming that leadership behaviors are directly related to how teachers design, manage, and implement instructional plans. The strongest correlation is observed in the Curriculum and Planning construct itself, underscoring the direct impact of school heads in guiding curriculum alignment, lesson sequencing, and goal setting.

Notably high relationships are also seen in Learning Environment and Content Knowledge and Pedagogy, indicating that when school leaders support instructional clarity and structure, teachers plan more effectively. These results support the findings of Bautista et al. (2021), who asserted that curriculum leadership from administrators fosters stronger lesson planning and implementation. Likewise, Tan & Lim (2022) noted that administrative support enhances teachers' ability to deliver standards-based instruction, which in turn positively impacts student achievement and overall school effectiveness.

Table 20
Significant Relationship Between the Level of School Head Educational Management Practices and Learning and Assessment

Constructs	r-value	t-value	P value	Remarks	Decision
Content knowledge and Pedagogy	0.418	3.420	0.0098	Significant	Reject Null

Learning Environment	0.472	3.733	0.0056	Significant	Reject
Diversity of Learners	0.388	2.782	0.0236	Significant	Reject
Curriculum and Planning	0.506	3.995	0.0032	Significant	Reject
Assessment and Learning	0.362	2.614	0.0294	Significant	Reject
					Null

Table 20 reveals that there is a statistically significant relationship between school heads' educational management practices and teachers' effectiveness in the domain of Assessment and Learning, as evidenced by all p-values being less than 0.05. The highest correlation is noted in Curriculum and Planning, emphasizing well-structured curriculum processes contribute to improved assessment design and usage by teachers. Strong correlations are also found in Learning Environment and Content Knowledge and Pedagogy, suggesting that effective leadership across multiple domains enhances teachers' assessment strategies.

These results imply that school heads play a crucial role in shaping teachers' assessment practices through their management of curriculum, learning environment, and pedagogical content. Effective educational leadership in these domains can lead to more accurate and meaningful assessments, ultimately benefiting student learning outcomes. Therefore, professional development efforts should focus on strengthening school leaders' skills in these areas to maximize their positive impact on teaching effectiveness.

Furthermore, Assessment and Learning as a construct itself shows a statistically significant result, highlighting the role of leadership in promoting data-driven instruction and formative evaluation. These results are supported by Santiago and Carreon (2021), who stressed that leadership guidance in assessment enhances instructional responsiveness, and by Flores and Ramirez (2023), who emphasized the importance of leadership in fostering effective, learner-centered evaluation practices. These findings highlight the critical influence of strong leadership in promoting a culture of continuous improvement in assessment practices. Consequently, investing in leadership development can be a strategic approach to elevating overall instructional quality and student achievement within schools.

X. SUMMARY

This study assessed the level of school heads' educational management practices, teachers' performance, and instructional practices in public secondary schools. The research determined the relationship between leadership practices and the effectiveness of instruction, serving as a basis for improving school-based management and pedagogical strategies. A descriptive-correlational research design was employed, using validated survey questionnaires administered to both teachers and students. The instrument gathered data on teacher demographics (age, gender, educational attainment, length of service, and class size), school heads' educational management practices and teachers' instructional practices based on the Philippine Professional Standards for Teachers (PPST) domains. Statistical analysis, including mean, standard deviation, and Pearson correlation, were used to interpret the results and establish significant relationships among the assessed variables.

XI. FINDINGS

The profile of the teacher respondents reveals a predominantly young and female teaching workforce, with 41.18% aged 25-28 and 76.47% being female. Educational attainment is evenly split between bachelor's and master's degree holders (47.06% each), indicating a balanced qualification level. Over half (52.94%) are relatively new teachers.

All respondents handle medium-sized classes, reflecting consistent teaching conditions across schools. These factors may influence instructional practices and perceptions of school leadership.

The extent of school heads' educational management practices was rated as High Practice (HP) across all domains. Teachers perceived school heads as highly effective in designing the school vision, using data-driven goals and shared input. In curriculum and instruction, leaders provided consistent feedback and classroom observations. Teacher supervision highlighted recognition and professional development support. For monitoring student progress, heads demonstrated strong involvement through data use and performance tracking. Lastly, in school

climate, efforts focused on minimizing interruptions, recognizing achievements, and fostering collaboration.

The overall level of teachers' instructional practices was rated as High Practice across all PPST domains, with students recognizing consistent competence in lesson delivery, classroom management, and learner engagement. Teachers showed strength in content knowledge, effective communication, and maintaining supportive learning environments. They were also perceived to foster inclusivity and adapt to diverse learner needs. However, slightly lower ratings in areas such as differentiated instruction, curriculum alignment, and the use of assessment data suggest areas for further improvement. These findings highlight the need for continued professional development in curriculum planning, formative assessment, and learner-centered strategies to sustain and enhance instructional effectiveness.

The study found a significant positive relationship between school heads' educational management practices and teachers' instructional practices. All domains, including curriculum planning, learning environment, and pedagogy, showed statistically significant correlations. The strongest relationship was seen in curriculum and planning, indicating that effective leadership enhances instructional design and delivery. Even the weakest correlations, such as in assessment and learning, were still significant. These findings confirm that school leadership plays a vital role in improving teaching effectiveness and overall instructional quality.

XII. CONCLUSION

In conclusion, consistent and dedicated educational management practices have led to commendable instructional practices among teachers. Proactive school leadership, rooted in collegial management models and organizational development theory, fosters a culture of continuous improvement that enables teachers to achieve higher levels of instructional excellence. Aligned with Maslow's concept of self-actualization, empowering teachers through effective supervision and collaborative practices promotes professional growth and instructional effectiveness. Eventually, investing in leadership that emphasizes shared responsibility and staff development is essential for sustaining improvements in teaching and learning outcomes.

RECOMMENDATIONS

It is recommended that DepEd schools prioritize continuous professional development programs that focus on differentiated instruction, formative assessment, and learner-centered pedagogies to address areas needing improvement and sustain high instructional practices. School heads should maintain collegial management approaches that encourage shared decision-making, peer collaboration, and participatory planning to further strengthen instructional quality and promote a positive school climate. Moreover, teachers and school leaders should consistently utilize assessment data for instructional planning, monitoring student progress, and implementing targeted interventions to enhance teaching effectiveness.

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