

Instructional Leadership Skills of School Heads as Correlates to Schools' Achievement Test Results: Basis for Leadership Skills Enhancement Program

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ABSTRACT

This quantitative correlational study investigated the instructional leadership skills of 39 school heads and their relationship to the achievement test results of pupils in Central Philippine Union Conference (CPUC, now East Central Philippine Union Conference, ECPUC, and West Central Philippine Union Mission, WCPUM) Adventist elementary schools. The respondents were predominantly female (69.2%) and served schools ranging from 50 to over 300 students, with most school heads having 11–15 years of total experience (30.8%) and 2–5 years at their current school (41.0%). Data were collected using a validated 50-item Instructional Leadership Skills Questionnaire (ILSQ) distributed via Google Forms, while pupils' achievement data were sourced from the CPUC Education Department. Instructional leadership skills were rated as very true overall ($M = 4.61$, $SD = 0.30$), with the highest dimension being Interpersonal Relations ($M = 4.84$, $SD = 0.22$) and the lowest being Instructional Supervision ($M = 4.46$, $SD = 0.46$). CPUC achievement test results averaged 79.23 ($SD = 2.709$), classified as mastery. When grouped by profile characteristics, leadership skills remained very true across gender, school size, and years of experience. At the same time, pupil achievement was slightly higher in larger schools and schools led by school heads with 16–20 years of experience. Spearman's Rho result showed a weak correlation, revealing no significant relationships between instructional leadership skills, either overall or by dimension, and pupil achievement ($p > 0.05$). These findings suggest that while school heads possess strong leadership skills, translating these into improved student outcomes requires targeted support. Consequently, a six-week Leadership Enhancement Program was developed to strengthen instructional supervision, decision-making, interpersonal relations, and communication skills through workshops, peer coaching, and the implementation of action plans.

Keywords: Instructional Leadership, CPUC Achievement, School Heads, Teacher Supervision, School Performance

THE PROBLEM AND ITS BACKGROUND

This chapter introduces the research problem, provides background information, and outlines the research questions. Also, it explains the study's significance, provides an overview of the scope and limitations, and defines significant terms.

Background of the Study

Achievement test results consistently pose a significant challenge for educational institutions, with school principal and their teams diligently striving to elevate these outcomes (Tucker, 2015; Ping, 2024). Such assessments serve as crucial diagnostic and evaluative tools, reflecting the quality of teaching at various levels from individual classrooms to broader regional contexts (Ping, 2024); assess developed knowledge or skill, meticulously designed to measure and evaluate growth, knowledge, an abilities acquired in a specific grade level, unit, project, course, or school year, typically through structured instruction; determine the appropriate

instructional level for a student and gauge the effectiveness of educational programs (Cherry, 2022 and Kelly (2025). High scores generally signify mastery at grade level and readiness for advanced learning, while low scores often indicate a need for remediation or course repetition.

Globally, various organizations administer tests to ascertain learners' achievement levels. The Program for International Student Assessment (PISA), a worldwide study by the Organization for Economic Co-operation and Development (OECD, 2023), assessed approximately 700,000 15-year-old students across 81 countries in 2022. The 2022 PISA results revealed that the Philippines ranked 76th out of 81 countries, scoring 355 in Math, against an average of 467, placing it second from the bottom (OECD, 2023). In science, the Philippines scored 356, and in English, 347, ranking third and sixth from the bottom, respectively (OECD, 2023). Another critical assessment, the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019, highlighted that only 10 percent of Filipino Grade 5 students met the minimum reading standard, and 17 percent met the minimum mathematical standard expected at the end of primary education. Also, Filipino Grade 5 students averaged 288 in reading and 288 in writing, trailing behind Vietnam, which scored 336 and 327, respectively, in these assessments (Dela Peña, 2023).

At the national level, the Philippine Department of Education (DepEd) annually administers the National Achievement Test (NAT), a standardized examination for Grades 3, 6, 10, and 12. Recent NAT results, such as the 36.45 for Grade 12 in 2018-2019 (Behiga, 2022) and an overall 41.12 for Grade 12 in 2024, indicate "low proficiency levels" (Tolentino, 2025). Moreover, every region and division is monitoring its yearly performance in the National Achievement Test. The Southern Leyte Times (2024) recorded that Region 8, Calbayog City, got 54.61%, which is the first-ranked school, followed by Western Samar province at 52%. 61% and Dapitan City got 49%. 98%, and Southern Leyte got 48.02% in Region 8. These test outcomes offer a swift insight into the current state of education in the Philippines (Philippine Basic Education, 2013).

Locally, the Division of Negros Oriental's performance in the 2024 NAT result has an MPS of 34.47 in Math and 32.03 in Science, which are classified as "low proficiency" (Batucan, 2024, & Ojastro, et al.). In Western Visayas, for the SY 2022-2023, Grade 12 in the Problem-solving category scored 38.18, Information Literacy Skills of 41.52, and Critical Thinking Skills of 38. For Grade 10, Problem-Solving Skills of 42.14, Information Literacy Skills of 40.56, and Critical Thinking Skills of 38.13, all of which were classified as low proficient (Scribd, 2023). Barot et al., citing Valderama's paper, identified principal instructional leadership as a discrimination factor between high-and low-performing schools in NAT. He further pinpointed that leadership and resources are distinguishing variables for high-performing schools.

Despite strong evidence supporting instructional leadership, its effect on achievement test outcomes remains underexplored in faith-based elementary schools in the Central Philippine Union Conference. This study addresses four gaps: the lack of context-specific research in private Adventist schools, the need for alternative data sources due to the unavailability of NAT results for SY 2022–2023, the limited examination of specific instructional leadership dimensions, and the absence of a tailored leadership enhancement program for this setting.

As a long-term educator at select Adventist schools in Central Philippines, the researcher's personal motivation for conducting this study is deeply rooted in a commitment to enhancing the quality of education in faith-based institutions. Witnessing firsthand the dedication of school heads and teachers, alongside the persistent challenge of improving student achievement, has fueled a desire to provide actionable insights. The study hopes that by understanding the specific instructional leadership skills that truly make a difference, school heads can be empowered to become an even more effective agents of change, leading their schools toward academic exercise; it is a heartfelt endeavor to contribute meaningfully to the growth and development of the Adventist educational system, ensuring that students are equipped with the knowledge and skills necessary for both their academic and spiritual journeys.

Statement of the Problem

This study determined the level of relationship between instructional leadership skills and the schools' CPUC (ECPUC and WCPUM) achievement test results among select faith-based Adventist elementary schools in the Central Philippine Union Conference (now ECPUC and WCPUM) during the school year 2022-2023. Specifically, it seeks to answer the following questions:

1. What are the profile characteristics of respondents in terms of:
 - a. Gender of the school head (male, female);
 - b. School size (50-100, 101-200, 201-300, 301-and above);
 - c. Number of school years serving as school head (1 year, 2-5 years, 6-10 years, 11-15 years, 16-20 years, 21 and above years)
 - d. Number of school years serving as school head of the current school (1 year, 2-5 years, 6-10 years, 11-15 years, 16-20 years, 21 and above years)?
2. What are the levels of instructional leadership skills when taken as:
 - a. A whole, and when grouped according to profile characteristics in terms of
 - b. Gender,
 - c. School size,
 - d. Number of school years serving as school head, and
 - e. Number of school years serving as school heads of the current school, and when taken according to the following dimensions:
 - f. Training and development,
 - g. Decision making,
 - h. Interpersonal relations,
 - i. Instructional Supervision, and
 - j. Communication Skills?
3. What are the levels of CPUC (ECPUC and WCPUM) achievement test results of pupils from respondent schools when taken as:
 - a. A whole and
 - b. when grouped according to profile characteristics?
4. Are there significant relationships between levels of instructional leadership skills of school heads and the school's CPUC (ECPUC and WCPUM) achievement test results when taken as a whole and when taken according to the five (5) dimensions:
 - a. Training and development,
 - b. Decision making,

- c. Interpersonal relations,
 - d. Instructional Supervision, and
 - e. Communication Skills?
5. What enhancement program can be proposed?

Hypothesis

In relation to the research questions stated above, the researcher is able to formulate null hypothesis:

There are no significant relationships between the levels of instructional leadership skills of school heads and the school's CPUC achievement test results, whether taken as a whole or by the five (5) dimensions.

SCOPE AND LIMITATIONS OF THE STUDY

This study focused exclusively on examining the instructional leadership skills of the school heads and their correlation with the 2023 Central Philippine Union Conference (CPUC, now ECPUC and WCPUM) achievement test results. The research was conducted from April to December 2023 and encompassed all Adventist elementary schools within the CPUC (ECPUC and WCPUM) territory with a student population of 50 or more. It involved school heads who led their schools during the 2022-2023 academic year and had their school's 2023 CPUC Achievement Test results available. Only schools that had actively participated in the 2023 CPUC Achievement Test and had readily available 2023 CPUC Achievement Test data were included in the sample.

The study was subject to several limitations. Firstly, the findings were confined to the specific context of faith-based Adventist elementary schools within the Central Philippine Union Conference (ECPUC and WCPUM), thereby limiting the generalizability of the results to public schools or other private educational systems outside this specific conference. Secondly, it aimed to employ the National Achievement Test (NAT); however, the 2022-2023 National Achievement Test (NAT) was administered only to the higher grades and was not administered to grades 1-6 of the same year. The study therefore relied on the 2023 CPUC Achievement Test results, which served as a viable alternative to the unavailable National Achievement Test data for the same period. However, it acknowledges that the test may have inherently different constructs or focuses than national assessments, potentially affecting direct comparisons with broader national education trends. Thirdly, the validation process included only the four (4) validators of different departments and educational attainments, which may further affect the process. Fourthly, the research focused solely on the instructional leadership dimension, and it did not delve into other facets of school leadership, such as administrative, financial, environmental, or community leadership, which may also influence school achievement. Furthermore, the accuracy of self-reported data on instructional leadership skills was subject to potential response biases.

Lastly, Adventist schools with fewer than 50 students, not situated within the CPUC (ECPUC and WCPUM) territory, and school heads who led the schools in past academic years or who already retired were explicitly excluded from this study.

Significance of the Study

This study offers significant practical contributions by providing empirical evidence that can directly inform the development of a targeted Leadership Skills Enhancement Program for school heads in the CPUC (ECPUC and WCPUM). Though the common expectation is that strong instructional leadership directly improves educational outcomes, this study's results are equally valuable and meaningful. Negative or weak findings provide critical insights that challenge assumptions, identify gaps, and redirect efforts toward more effective strategies.

The group of people that may benefit from this study is as follows:

Education Department Administration of CPUC (ECPUC and WCPUM)

Since the findings show that current models of instructional leadership do not yet yield the expected impact on teaching and learning outcomes, this provides a basis for reviewing, updating, and aligning the department's training programs and institutional goals. It guides the administration in ensuring that courses and programs are not only based on standard theories, but also adapted to the real needs, challenges, and conditions of schools in Visayas. It further supports the department's mission to produce competent and context-aware educators and school leaders who understand that effective leadership goes beyond compliance and routine supervision. Further, the CPUC (ECPUC and WCPUM) education department can design training seminars, capacity-building workshops, and technical assistance programs for school heads and teachers that focus not just on how to perform instructional leadership, but on how to make leadership practices actually impactful. It also directs the department's research agenda toward investigating other factors that significantly affect teaching and learning — such as school resources, teacher welfare, workload, and school climate — leading to more holistic and effective school improvement initiatives.

School Heads and Administrators

The results serve as a mirror of their practice: the lack of a strong correlation suggests that what they currently do as instructional leaders may not be reaching or influencing classroom instruction effectively. It highlights that doing more supervision or leadership activities does not automatically lead to better results—how it is done matters more. This encourages them to reflect: Do I focus on administrative tasks rather than meaningful instructional support? Are there barriers (heavy workload, lack of time, limited training) that prevent me from practicing genuine instructional leadership? This finding motivates them to shift from quantity to quality in leadership and to collaborate with teachers to identify what actually helps them improve.

Future Researchers

This study contributes to the growing body of literature on instructional leadership in the Philippines and in Visayas, particularly by presenting empirical evidence that contradicts the common assumption of strong positive correlation (Pietsch et al., 2023). It serves as a baseline for further inquiry.

This study shows that even weak or non-significant results are significant. They do not mean “nothing matters”; instead, they clarify what matters most, what does not work yet, and where efforts must be redirected to achieve quality education in our schools.

Definition of Terms

Achievement Test- This refers to a test of a developed skill or knowledge (TOPHOT 2025). In this study, it refers to the yearly test administered by the CPUC (ECPUC and WCPUM) Education Department to measure students' proficiency in a particular level, subject, and school. It is administered to schools under the CPUC's supervision.

Communication Skill- This refers to the ability of the person to listen, read, and understand the verbal and non-verbal communication, such as body language, public speaking, presentation skills, negotiation, mediation, persuasion, active listening, conflict resolution, assertiveness, diplomacy, and giving and receiving feedback (Konczack, 2025). In this study, it refers to the instructional leader's skill in effectively conveying and receiving verbal and nonverbal cues, written and oral messages, and feedback from all his constituents.

Decision-Making Skill- It refers to the God-given capacity or power of an individual to think and act (White, 1905). In this study, it refers to the God-endowed capacity to make informed and wise decisions and take appropriate actions in pursuit of a given purpose at a given occasion and situation.

Instructional Leadership Skill- Instructional leadership skills refer to the traits possessed by effective educational leaders to inspire action and optimism (Indeed Editorial Team, 2025). In this study, it may refer to

the traits and proficiency of the school head as an instructional leader in developing, managing, and leading the school's instructional programs to promote scholastic improvement for the school and its students.

Instructional Supervision Skill- It refers to the proficiency of the school heads, characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve the learning situation and the quality of students' learning, to improve scholastic outcomes (DepEd Order, 2022; Cordinete & Despi, 2023). In this study, it may refer to the control, direction, and educational management skills of the instructional leader towards his team in achieving their instructional goals and functions.

Interpersonal Relationship Skill – It refers to instructional leaders' capacity to incorporate innate personality traits and to intelligently handle certain social situations (Herrity, 2025). In this study, it refers to an instructional leader's ability to maintain good relationships with his subordinates, parents, students, and the community despite the challenges they face.

Leadership- conceptually, it refers to the art of influencing a group of people to act toward achieving a common goal. (Ward, 2023). Operationally, it refers to the influence or motivation on people or a person to perform well in school.

Leadership Enhancement Program- refers to the ongoing process of building and investing to human and skills that drives organizational performance (De Oliveira, 2026). In this study, it refers to the program that helps school leaders grow and increase productivity, collaboration, teamwork, and achievements.

School Heads -It is defined as the person accountable for the administrative and instructional supervision of the school or cluster of schools (Governance of Basic Education Act 2001). Operationally, refers to the principal, assistant principal, head master, or Officer-in-Charge (OIC) of the school.

Training and Development Skill- Conceptually, it refers to the capacity and opportunity of the school heads to enhance their own professional knowledge, and the professional capacity of the teachers by undergoing pre-service training and development programs to ensure that the principal and the teachers are refined and reinforced to influence students' better academic outcomes (Andrews & Soder, 1987). In this study, it may refer to the professional preparation and continuing education of school heads and teachers, so that they may gain the expertise to lead as instructional leaders through training and seminars/workshops that enhance teachers' capabilities and expertise at their respective levels and fields.

Review of Related Literature and Studies

This chapter presents a review of relevant literature and studies that provide a theoretical and empirical foundation for the current research. It explores key concepts, theories, and prior findings related to instructional leadership skills, school achievement test results, and their relationship. This review aims to contextualize the study, identify existing knowledge, and highlight the gaps that this research intends to address.

Instructional Leadership Skills of School Heads

Instructional leadership is a crucial element of effective school leadership (Ruci, 2023). It is “conceptualized as leadership practice that supports effective teaching and learning and provides guidance and direction for instructional improvement. What is unique about instructional leadership is its strong alignment with the work of improving student learning and the specific, focused practices in which school leaders intentionally support the development of effective teaching and learning in schools (Le Fevre, 2021).

For decades, researchers have sought to understand what instructional leadership is, and there is a general consensus that it includes: 1. A strong focus on learning, 2. Developing teaching and learning objectives, 3. Holding high expectations of students, 4. Creating and supporting student learning goals, 5. Monitoring learner progress, 6. Protecting instructional time, 7. Coordinating curriculum, 8. Providing instructional support, and 9. Supporting teacher learning. As an instructional principal, it is necessary to make quality instruction a top priority at the school. Irrefutably, the main motivation for instructional leadership is improving instruction.

Principal instructional leadership impacts student achievement through strategies that affect what happens in the classroom (Le Fevre, 2021), and not in the principal's office (2020 Handbook for Principals of SDA Schools). Suh (2024) said that the primary player in instructional leadership is the principal or the school head. They are the most influential educational leaders whose leadership role is inseparably linked to student performance (Tshabalala & Faremi, 2024). The effect of their leadership comes from the establishment of processes, tools, and a learning culture in which the work of effective teaching can happen, such as buffering teachers from distraction, providing material resources and psychological support, and promoting professional learning are all examples of close-to-the-classroom instructional leadership practices (Le Fevre, 2021).

Dimensions of Instructional Leadership Skills

A school head is one of the most important positions in educational administration (Kansas University, 2025). This position requires them to wear many hats, as their role is complex and often extends beyond what can be neatly listed in a job description, encompassing leadership, mentorship, and community building (Kwiecien, 2024). Despite the many challenges they face, school heads and school leaders continue to strive for balance and proficiency in their roles as instructional leaders (2020 Handbook for Principals for SDA Schools), as they are accountable for achievement results regardless of the populations they serve. Their impact is profound (Kwiecien, 2024).

Over the years, researchers have given due consideration to other factors that result in poor achievement test results, at the neglect of the influence of principals' personnel characteristics on the schools they are handling. They significantly contribute to students' academic performance if attention is given to teaching methods, class management, school size, patterns of discipline, and the characteristics of the school climate. This implies that instructional leaders may have a significant impact on the effectiveness of teaching and student learning through the teachers they employ, the classrooms they place them in, their retention strategies, and the chances they provide for teachers to grow (Saldivar, Lumapenet, & Balayanan, June 2023). The students' academic performance in the school is a function of the effective managerial style used by principals in their respective schools, encompassing the actions and responsibilities that directly impact teaching and learning within their institutions (Lukman, 2023; Akomodi, 2025). To succeed, the principal /school heads must possess instructional leadership skills.

Enhancing administrative skills is necessary. Wekessa (1993) proposed that, to improve students' academic performance, school heads should enhance their administrative skills. Olowo & Oluwatoyin (2019) recommended that these are the skills an instructional leader should possess: training and development, decision-making, interpersonal, instructional supervision, and communication skills, as necessary for achieving higher results. "Higher than the highest human thought can reach is God's ideal for His children. Godliness-godlikeness- is the goal to be reached, and that it is in the highest sense that the work of education and the work of redemption are one and should lead to the harmonious development of the physical, the mental, and the spiritual powers. Also, that the Holy Scriptures are the perfect standards of truth, and as such should be given the highest place in education (White, Education, pp. 13-17,18, 30)." Thus, effective instructional leaders should direct their attention and actions toward ensuring that all components of the educational system support student learning.

Training and Development Skill. The professional development of leaders is crucial. It is an important part of the school head's preparation programs. With this, instructional leaders must undergo pre-service training and development programs, and the Department of Education must examine the continuing education programs to ensure that the principal is refined and reinforced (Andrews & Soder, 1987).

Training and development skills are the skills a school head possesses and uses to enhance teachers' professional knowledge and attitudes, so that they, in turn, can improve students' learning. Students' improved academic achievement is largely associated with the school head's academic and skill preparation. It also argues that "providing professional development opportunities related to instructional leadership skills within the school is more effective than offering outside professional development opportunities" (Suh, 2024). Further, it is the process of equipping leaders—and prospective leaders—with the skills needed to succeed in leadership

positions. It is usually focused on skills such as strategic thinking, change management, influencing, communication, and decision-making. Ellen White saw no hierarchical status or privilege of position attached to leadership. She was highly supportive of education and of developing one's talents to their full potential (Tutsch, 2010).

On the other hand, Isa, Jailani, and Suleiman (2014) specified that school heads should provide, promote, collaborate, and participate in intensive and regular in-house seminars/workshops to improve knowledge, pedagogical skills, and competence of teachers in various subjects, and the improvement of instructional materials to enhance the teaching-learning process in schools. Further, it directs instructional leaders to be updated on instructional methods and model the way they expect their teachers to learn and follow. Further, instructional leadership demands that a culture of collective learning be established and valued within the school, so that a school head can directly affect classroom practices and align them with the school's mission of improvement (Suh, 2024).

Instructional leaders who prioritize teachers' professional learning and development ensure they have the support, resources, and guidance needed to deliver effective instruction, with the goal of improving student outcomes (Ruci, 2023). Offering training and development opportunities is a great way to encourage team members to take ownership of their skills and abilities and build confidence when performing tasks (Herrity, 2025).

Moreover, Isa, Jailani and Suleiman (2014) stated that a principal who counsels and shares his personal experience on the best way to achieve classroom objectives would have a positive impact on teachers' classroom management. The school heads would encourage and support teachers in their further development and advancement in their jobs to improve their efficiency in their various classrooms. They monitor the teaching-learning process to ensure that good teaching and learning are consistently and properly applied by the teachers. The school heads consider teamwork, collaboration, and shared governance as effective ways to manage the school's operations.

Lastly, training and development are a necessity for every Christian instructional leader, especially if God's purpose is fulfilled, for that is what brings real growth. Ellen White in the book *True Education*, p.63, stated that "there can be no life without growth...at every stage of development our life may be perfect; yet if God's purpose for us is fulfilled, there will be constant advancement". Therefore, effective instructional leaders participate in their teachers' professional learning and in professional learning to support their own leadership.

Decision Making Skill. Decision-making is essential for any organization to survive. It is God's endowed capacity or power of individuality, the power to think and do (White, Education, pp. 17-19). It is a valuable leadership trait and a yardstick of their effectiveness when school leaders make sound, high-quality decisions (Herrity, 2025). It is a skill that an instructional leader should master to achieve effectiveness in establishing objectives, plans, organization, direction, and control of the educational process. With these skills, a leader can make informed decisions after collecting all relevant information and data and by considering multiple viewpoints (Herrity, 2025).

One important part of decision -making is problem-solving skills. An instructional leader should be able to consider different viewpoints to make thoughtful decisions. This means that the leader does not make decisions based on emotions but rather observes challenges and situations and suggests solutions from a neutral, non-emotional viewpoint whenever possible. Ellen White, on Testimonies, p. 238, advises leaders that "decisions should not be made until the leader's team engages in prayer, and sometimes fasting, to ensure they are at one with God's will." A living connection with God, not position, is essential to sound decision-making and the development of character. Strong problem-solving skills can help instructional leaders focus on relevant details and make decisions more quickly and effectively. School leaders can also provide clear reasons for the decisions they make. The leader considers all the advantages and disadvantages of every possible solution before selecting. All available and relevant data points to support decision-making must be provided as a guide. Aside from that, an instructional leader must have learned from certain experiences that would help or guide him/her in taking appropriate actions in a given problem or situation.

In addition, Mullins (2005) believed that staff participation in decision-making leads to higher performance, which is necessary for the school's survival in an increasingly competitive world. A school head who involves a team in every decision can help the school achieve its goals and lead teachers to perform well in the classroom, thereby affecting students' achievement levels. A school head who approaches their team, both individually and in groups, to gather their opinions on the best ways to achieve the school's goals would motivate the team to develop diverse strategies to accomplish those goals.

Interpersonal Relationship Skill. An interpersonal relations skill is a skill the school head adopts that fosters good human interaction in the school. It is often called people skills, soft skills, emotional intelligence, or employability skills (Herrity, 2025; Konczak, 2025). This is how instructional leaders tend to embody both innate personality traits and how they deal with certain social situations (Herrity, 2025).

One of the most essential attributes of strong, godly leadership consists of the cultivated ability to connect with others. Building meaningful relationships can play a fundamental role in helping a student feel more confident in their academic abilities and well-being. With that, instructional leaders are believed to be responsible for developing and cultivating relationships with the school family and the community they serve (Ledesma, 2013). They must find common ground with students, parents, and families so everyone in the school community can have better educational experiences (Edblog, 2024). Further, Tutsch (2010) proposed that leaders should showcase different leadership approaches and exhibit personal qualities, such as rapport with their staff, motivation, flexibility, patience, empathy, a sense of responsibility, active listening, and delegating some of their responsibilities to their staff. This kind of leadership is Christlike, characterized by love, by promoting justice, by correcting sin, and by combating error while maintaining care and compassion. This delegation enhances trust, cordiality, and confidence among school managers and staff, and also supports staff development.

In a school where the school head shows their care for the staff, there is a greater tendency for such staff to feel more concerned with achieving the various tasks they are called to perform in their positions, thereby creating an environment conducive to the release of human potential. According to Ogunzaju (1983), for a leadership to occur, there must be a dynamic interaction and existence of (1) persons, (2) position, and (3) situation. Relationships are built on trust, and tasks are accomplished through motivation and empowerment, wherein teachers are involved in planning, designing, and evaluating instructional programs (Jenkins, 2009). White (1985) argues that dictatorial leaders have no place in our schools and that effective leadership is relational.

Spirit-filled leaders will rather cultivate a relationship with their followers built upon shared vision, values, purpose, and characterized by positive conflict, managed transitions, and sustainable change.” Moreover, the school head needs to maintain cordial relations and allow the team to flow freely with them. The school head needs to make the team feel part of the school, not as visitors, by giving their opinions full attention and always showing them affection. They must cultivate an environment that encourages collaboration among teachers, students, and parents. This includes fostering a positive school culture, establishing clear communication channels, and addressing any conflicts that arise within the school community (James, 2024). A school head who creates opportunities for interaction with the team by allowing its teachers, staff, and even students to approach him/her at the right time might result in high group performance.

Strong instructional leadership creates a supportive learning environment for students, teachers, and leaders. Creating a safe and orderly learning environment for students includes establishing systems to foster a sense of safety, providing a caring environment, and ensuring high expectations for social behavior. Their first work is to be so kind to the youth, so thoughtful of their interests, that they will feel at home in their presence (The Review and Herald, April 28, 1903). Creating a supportive, collaborative learning environment for teachers and leaders is important, as research shows that teacher collaboration can positively affect student achievement. Encouraging teachers to collaborate can foster collective responsibility in the school, meaning teachers and leaders work together and share a sense of responsibility for students beyond their own class. Ensuring a supportive learning environment for students and staff can foster a culture of ongoing learning for everyone in the school.

Instructional Supervision Skill. The major responsibility of the instructional school head is supervising instruction (Lombardi, 2023). Instructional supervision is a professional, continuous, and cooperative process for improving instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve the learning situation and the quality of learning in the school (DM No. 027, s. 2022). It is a combination of activities focused on improving the teaching and learning environment to promote effective teacher performance and learning in the school system. It is a continuous process of personal guidance, based on frequent visits to the school, that provides concrete, constructive advice and encouragement to teachers to improve the teaching and learning environment in the school.

Supervision is a combination of two words, “super”, which means “above or over”, and “vision”, which means “to see”. Thus, supervision means overseeing and directing the work of others. Therefore, it can also be defined as the efforts to stimulate, coordinate, and guide the continuous development of teachers and other educational workers in an educational institution, both individually and collectively, for the improvement of all the institution's functions. Supervision can be understood as a form of technical support and service that assists teachers in performing their work more effectively (Das, 2020). Further, supervisory skills are what make someone qualified to be a leader (Indeed Editorial Team, 2025).

The instructional supervisory skills of school heads are crucial for fostering a culture of excellence, continuous improvement, and student success within educational institutions. Their best intentions should be focused on their team's overall professional development and on their commitment to using best practices to drive instruction (Ledesma, 2013). Effective instructional supervision supports teachers in meeting their professional goals, enhances the overall quality of teaching and learning, and contributes to achieving organizational objectives (Go & Eslabon, 2023). With supervisory skills, the instructional school head “coaches his team members and thrives on extracting the best output from them. With this in mind, it is important to understand the potential of each teacher and staff member and act accordingly to push them to perform at their best, thereby improving team performance (Lombardi, 2023). However, Ijaiya (1991) pinpointed that the head teacher (headmaster or principal) is the overall head and is recognized as the supervisor of his school. Also, they are considered the chief operating and financial officers of the school, as it is their task to oversee and manage all fiscal responsibilities. In addition, they are regarded as the school's physical plant manager. Moreover, as an instructional leader, the school head must organize the timetable, programs, appointments, and plans, and educate constituents about them to effectively carry out the goals (Lombardi, 2023).

Additionally, effective instructional supervision would entail a commitment to regular, frequent classroom observations. They ask for and review the goals and objectives for that class period before class. Areas to look for during a classroom observation include the following: 1.) Engagement of students in learning; 2.) Effectiveness of the learning environment; 3.) Organization of subject matter and presentation; 4.) Monitoring and assessing student learning; and 5.) This will be followed up with a conference (Handbook for Principals of SDA schools, 2020). It has been found that school leaders' involvement in classroom observation and feedback is associated with better student performance (OECD, 2009). A school head who always checks on teachers while teaching is in progress in various classes encourages teachers to perform better. Ellen White in Education pages 17-19 stated that, “higher than the highest human thought can reach is God's ideal for His children”. Thus, as God's instructional leader, he/she must ensure that the teacher and students aim for higher standards and use their full potential to reach the goal. We are not to settle for less; each member of the school team must aim for higher standards and accomplishments.

Further on, monitoring students' progress is central to effective leadership supervision. “Data-wise” school leadership is critical (OECD, 2023). It is necessary that data and information are collected and used to build data systems, and that teachers are supported in interpreting and using data to make decisions and implement appropriate improvement strategies that support students' learning and development. With these systems in place, data were used to track student achievement and were interpreted to inform decisions that met their students' needs.

Another factor to consider is the role of the school head in providing professional growth activities for the faculty and staff individually and collectively (Principals Handbook, 2020). The following activities and coaching

conversations should be planned and provided to help teachers: 1.) Implement necessary changes revealed by disaggregation of student-achievement data; 2.) Develop competency in curriculum development; 3.) Broaden subject area knowledge; and 4.) Improve instructional methods and techniques to meet students' varying needs and learning styles. With this, teachers are encouraged to join national professional organizations in their respective disciplines and provide opportunities to attend the national conventions and local workshops.

Additionally, teacher evaluation is also one of the tasks of a school head's supervision. Evaluation is an ongoing process consisting of a number of events and activities, generally related to the prescribed requirements for teacher evaluation, and results in an evaluative document. It covers the full range of the evaluative criteria and the teacher's experiences relative to those criteria by which forms constitute the performance standards to be met. Such evaluation instruments may generally include the following: 1.) Engaging in and supporting student learning; 2.) Creating and maintaining an effective learning environment; 3.) Organizing subject matter and designing learning experiences; 4.) Monitoring and assessing student learning; and 5.) Developing as a Christian professional educator. Furthermore, the roles of the school head and other key leaders are central to improving teaching through practices such as classroom observation, conversations, and teacher feedback. This assumes that the leader have in-depth knowledge about curricular content and pedagogy across multiple disciplines.

In addition, a school leader must recognize that conflicts may arise within the team. With that, it is necessary that he/she create an effective way to minimize and address conflicts when they occur. With supervisory skill, the instructional leader must know how to resolve and manage conflicts and ensure a harmonious working environment (Lombardi, 2023). To this work, God has also called them to walk circumspectly before Him and before their fellow men. Instead of considering it their duty to order, dictate, and command, they should realize that they are to be learners themselves (White, 1985).

Communication Skill. Communication is derived from the Latin word “communicare,” which means “to put in common” and “to share.” It then means the conveying of ideas, facts, thoughts, and feelings for easy coexistence. It is a two-way process involving the sender and the receiver (Akinnubi, Gbadeyan, Fashiku, & Kayode, 2012). It encompasses verbal and non-verbal communication, body language, public speaking, presentation skills, negotiation, mediation, persuasion, active listening, conflict resolution, assertiveness, diplomacy, and giving and receiving feedback (Konczack, 2025). It may also emerge in forms such as written, visual, and listening. It may take place in person, online (on forums, social media, and websites), by phone (through apps, calls, and video), or by mail (Coursera, 2025). Communication is, therefore, all about connectedness, such as transmitting and receiving information, which is very essential to all aspects of organizational life, whether by planning, controlling, problem-solving, decision-making, motivating, interviewing, and other management activities (Akinnubi, Gbadeyan, Fashiku & Kayode, 2012).

Communication skills are the skills school heads use to deliver information to teachers. The school heads uses communication skills to influence his/her staff to improve classroom productivity. Effective communication is the mechanism of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose. When we communicate effectively, both the sender and receiver feel contented (Coursera, 2025). Sofia and Syaidah (2023) stated that one important factor in the success of an educational institution is the school head's ability to communicate effectively. School heads are expected to communicate well, listen empathetically, and provide constructive feedback to teachers, who tend to have higher levels of trust and participation. They should be able to clearly communicate the school's vision, mission, and goals to teachers, thereby providing clear direction in efforts to improve the quality of education. Therefore, school heads need open and transparent communication, for it has a broad impact on teacher quality. When leaders encourage effective communication, teachers feel more comfortable sharing experiences, challenges, and innovative ideas. Therefore, the school head who provides opportunities for teachers to talk, express their own opinions, and obtain information at appropriate times might motivate teachers to do their work efficiently (Olowo & Oluwatoyin, 2019).

Role of School Heads as Instructional Leaders

The role of the school head as an instructional leader is increasingly recognized as one of the most vital functions in contemporary schools. Recent empirical work highlights that school heads are not just administrators but are central agents in fostering a learning culture that boosts teacher capacity and student success. For instance, Sharif et al. (2020) emphasize that school heads form and guide an instructional leadership team, including assistant principals and content experts, which collectively drives school improvement strategies.

More specifically, school heads who act as “lead learners” nurture professional communities in which continuous learning becomes the norm. By engaging in observable instructional practices, facilitating teacher collaboration, and ensuring the alignment of vision, goals, and resources, school heads shape a school environment where pedagogical improvement is systemic rather than episodic.

Moreover, as instructional leaders, school heads influence how teaching is framed and supported. They set priorities, monitor instruction, coach teachers, and allocate resources in ways that directly affect instructional quality. This role is akin to a captain steering a ship: the school head coordinates all crew members (teachers, staff) toward the collective destination of improved student outcomes, navigating both calm and turbulent waters with vision and skill.

In recent years, studies conducted between 2020 and 2025 have provided strong empirical evidence that instructional leadership positively impacts both teacher development and student achievement. First, a meta-analysis by Hallinger et al. (2025) synthesizes 68 quantitative studies examining the relationship between the school head's instructional leadership and teacher attitudes, including self-efficacy, trust, and collective efficacy. They found a moderate and significant correlation ($r \approx 0.45$) between leadership behaviors and these teacher variables. This confirms that leadership is not just managerial but relational, closely tied to how teachers perceive their capacities and their commitment to the school.

Second, Zhang et al. (2025) conducted a cross-sectional study in China ($n = 459$ teachers) and found a very strong positive association ($r = 0.75\text{--}0.84$, $p < .01$) between the school head's instructional leadership and teacher self-efficacy in two specific domains: student engagement and classroom management. Regression analyses further revealed that a supportive work environment and engagement-promotion were the strongest predictors of teacher efficacy.

Third, regarding student achievement, Li et al. (2023) used a serial multiple mediating model to show how the school head's instructional leadership indirectly affects primary school students' academic outcomes in China. Their findings suggest that while there may not be a strong direct effect of leadership on student achievement, school heads influence student learning through their impact on teaching strategies and teacher professional development. This means instructional leadership works through improving teacher practice over time, not simply by top-down orders.

Fourth, in another relevant domain, He et al. (2024) examined how instructional leadership predicts teacher professional development. Their study with Nigerian school principals and teachers showed that when principals actively engage in coaching, resource allocation, and supervision, they significantly foster teachers' professional skills.

Finally, a meta-analysis covered multiple studies on how instructional leadership affects teacher performance. The review found a consistent positive effect, reinforcing the idea that leadership practices matter more than ever (Muhajir et al., 2024).

Achievement Test

Achievement tests assess developed skills or knowledge (TOP HOT, 2025) explains that a. These are common assessment tools in schools, often used to evaluate how well students have understood the content taught in a specific subject area. These tests are significant, as they provide valuable insights into students' understanding and mastery of the concepts learned during a course of instruction. It plays a pivotal role in assessing knowledge

and skills in subjects like Mathematics, Science, Language, and Social Science. The primary aim is to assess mastery of the content and determine whether the course's educational goals have been achieved (Teachers Institute on Achievements, 2025).

Achievement test scores are often used in an educational system to determine the instructional level at which a student is prepared. They are typically structured around the curriculum that students have followed, meaning the test content is closely aligned with what has been taught in class. For example, if a student has been learning fractions in Mathematics, their achievement test would include questions that assess their understanding of fractions, their ability to solve problems involving fractions, and their ability to apply their knowledge in real-life scenarios (Teachers Institute on Achievements, 2025). High achievement scores usually indicate a mastery of grade-level material and readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade (Attakumah, 2020).

Achievement tests come in different forms depending on the subject and the depth of information needed, and Teachers Institute (2025) groups them into several common types: standardized tests that follow a uniform format for large-scale assessments like national or state exams and allow comparison across schools or regions; teacher-made tests created by instructors to match their own lessons and teaching styles, ranging from quick quizzes to full exams; formative tests used during instruction such as short quizzes, assignments, or discussions to check progress and guide teaching adjustments; summative tests given at the end of a unit, term, or school year to measure overall mastery through formats like multiple choice, short answers, or essays; and diagnostic tests used before or at the start of a lesson or unit to spot gaps in prior knowledge so teachers can address weaknesses early.

In Attakumah's paper (2020), he recalled that, way back in the 1950's, written tests were used to compare and rank individual schools, districts, states, regions, or countries. The concept of school achievement has been taken to mean student cognitive performance, rather than other contributions of a school system to individual or social benefit. School academic achievement, as determined by an achievement test, has been a central topic of interest to comparative educators. The first concerted effort to study achievement levels according to international measures was the International Association for the Evaluation of Educational Achievement (IEA) study. It began in the 1950's, when researchers from dozens of countries convened under UNESCO auspices to consider the feasibility of conducting such research. The report on the pilot study addressed many of the administrative and methodological challenges of international collaboration on this scale, while the mathematics study presented the results of the first completed survey of student achievement across 12 countries. Subsequent phases of the project brought together six additional school subjects: Science, Literature, Reading Comprehension, English and French as foreign languages, and Civic Education. Twenty-one countries participated, though not all were involved in each subject. In addition to achievement data for students at several school grade levels, information on students' home and school backgrounds was gathered through questionnaires administered to school heads, teachers, and students in each country.

The OECD Program for International Student Assessment (PISA) examines what students know in reading, mathematics, and science, and what they can do with that knowledge. It provides the most comprehensive and rigorous international assessment of student learning outcomes to date. Results from PISA indicate the quality and equity of learning outcomes worldwide and allow educators and policymakers to learn from the policies and practices applied in their countries (OECD, 2023). Moreover, the Trends in International Mathematics and Science Study (TIMSS), launched in 1995 and 1997, was used to determine international comparisons of students' performance in grade 4 and grade 8 across the globe every four years. Researchers, based on the variances of the results, were able to conclude that "the playing field in education is not level, as evidenced by the global problem of disparity in student achievement (Melton, Mallory, & Chance, 2013, & TIMSS).

Achievement Test Results

The achievement test offers several purposes. First, achievement test results serve as a crucial indicator of student learning and instructional effectiveness. They reveal the extent to which students have mastered the

curriculum, reflecting their knowledge, understanding, and skill acquisition. These assessments provide objective benchmarks for educators to evaluate both student progress and the quality of teaching practices.

Second, such results generate actionable data that supports the evaluation of teacher performance and curriculum efficacy. In a study of formative assessments in medical education, Sirianansopa (2024) demonstrated how post-test scores significantly improved after implementing formative strategies, indicating that assessments can guide ongoing pedagogical refinement.

Third, achievement test data can pinpoint students' strengths and weaknesses. By analyzing which topics or subdomains students underperform in, teachers can design targeted interventions, remediation, enrichment, and differentiated instruction to address specific learning gaps. This (re)allocation of instructional resources helps maximize educational impact and ensures no student falls behind.

Fourth, test results are instrumental in institutional decision-making. Administrators and educational authorities use them to make high-stakes decisions such as student promotion, resource distribution, curriculum adjustments, and placement in specialized programs. They also inform professional development priorities, guiding training where it is most needed.

Finally, achievement tests function as a macro-level measure of educational quality. Trends over time in aggregated test scores serve as a barometer for school or system-wide effectiveness. As large-scale assessment research in Southeast Asia shows, both student- and school-level variables significantly influence performance. These data thus help stakeholders to benchmark progress, evaluate policy interventions, and monitor long-term educational outcomes (Darmawan & Dharmapatni, 2024).

The Central Philippine Union Conference (CPUC) Achievement Test

The Central Philippine Union Conference (now ECPUC and WCPUM) of the Seventh-Day Adventist Church oversees certain educational institutions in the Visayas region of the Philippines. It administers the annual internal test to students in schools under the CPUC's (ECPUC and WCPUM) jurisdiction, covering various subject areas, including English, Math, Filipino, Araling Panlipunan, Science, and Bible. The purpose of this test is to assess the student learning in core subjects. Results are usually broken down by subject area, total points, and often converted to grades or percentages. It functions similarly to other achievement tests in education, which measure what students have learned relative to the curriculum.

The CPUC (ECPUC and WCPUM) achievement test results were used to monitor student learning and growth. The test results give feedback on how well students are mastering the curriculum. Teachers can see which topics or subjects students struggle with and tailor instruction accordingly. Second, it is used for accountability and evaluation. School administrators and the CPUC (ECPUC and WCPUM) Education Department can use the results to evaluate school performance, teaching effectiveness, and curriculum implementation. It further helps identify which schools or grades may need extra resources or professional development. Third, it is used for benchmarking and standard setting. The CPUC (ECPUC and WCPUM) can set performance standards or benchmarks and compare schools' achievement against them. The trends in the results can indicate improvement or decline. Fourth, it is used for motivation and recognition. Good performance can be celebrated, which motivates teachers and students. Recognition (awards, honors) may be given to high-scoring students or schools. And fifth, it is used to align with broader standards. While the CPUC (ECPUC and WCPUM) test is internal, it can be compared with or aligned with national standards or external exams (such as the NAT, the Philippines' National Achievement Test).

Relationship between Instructional Leadership and School Achievement Test

A research query states, "Are there significant relationships between the levels of instructional leadership skills of school heads and the school's CPUC (ECPUC and WCPUM) achievement test results? International research, through meta-analysis, consistently demonstrates a positive correlation between instructional leadership and student achievement (Lavert, 2024). This leadership approach emphasizes guiding teaching and learning, deep engagement in curriculum development, teacher support, classroom practices, and the cultivation of an

environment that prioritizes academic excellence (Lavert, 2024). Instructional leadership is believed to be effective in establishing processes, tools, and a learning culture that facilitates effective teaching (Le Fevre, 2021). It is regarded as the most effective type of leadership practice for creating a shared vision of high-quality teaching and learning, ultimately leading to improved student outcomes (Ruci, 2023). Indeed, students' academic performance is often seen as a function of the effective managerial style employed by school heads in their respective schools (Lukman, 2023). This highlights instructional leadership as a determining factor in a school's success or failure in achieving academic goals, thereby creating a significant gap in the current understanding of this dynamic within the specific research context.

One of the primary pathways through which instructional leadership affects student achievement is through teacher professional development and coaching. Papadakis, Kanadlı, Kardas, Tülübaş, and Polat (2024) found that leadership for learning primarily improves student outcomes through teacher performance. Specifically, school heads who prioritize ongoing professional development, facilitate collaborative learning structures such as professional learning communities, and provide instructional coaching significantly enhance teacher skills. Consequently, these improvements in teaching quality translate into better student achievement across subjects and grade levels.

In addition, instructional leaders who actively monitor classroom instruction and leverage student assessment data to guide teacher conversations further strengthen the impact of leadership on achievement. Zhou et al. (2023) demonstrated that school heads' regular classroom observations and data-driven feedback improve instructional alignment, which positively influences teacher performance. This emphasizes how instructional leadership can transform raw assessment data into actionable teaching strategies.

Moreover, fostering a collaborative, trust-based school culture is another critical mechanism. Karakose, Kardas, Kanadlı, Tülübaş, and Yildirim (2024) found that collective teacher efficacy mediates the relationship between school heads' instructional leadership and teacher self-efficacy. School leaders who foster professional collaboration, shared norms, and trust among teachers contribute to stronger collective efficacy, a robust predictor of student achievement. Thus, leadership indirectly influences outcomes by shaping the school's social and professional environment.

Furthermore, school heads influence achievement through the strategic management of resources, including personnel, materials, and instructional time. Cheng Yong Tan (2024) found that schools where school heads could allocate resources effectively, such as scheduling extra tutoring, organizing remedial programs, or optimizing teaching materials, showed higher student achievement gains. This highlights the importance of leadership in creating organizational conditions that enable effective instruction.

Additionally, the impact of leadership is amplified when it is shared across the school. Papadakis et al. (2024) showed that distributed leadership, in which teacher leaders and instructional teams are empowered to coach peers and plan lessons collaboratively, extends the reach of instructional improvements. Both transformational and distributed leadership exert direct and indirect effects on student outcomes, emphasizing the synergistic potential of shared leadership models.

It is also important to note that instructional leadership effectiveness is shaped by contextual factors, including socioeconomic status, school resources, cultural norms, and policy environments. Cheng Yong Tan (2024) reported that school heads' leadership practices had differential effects depending on a school's resource base, indicating that leadership interventions must be tailored to local conditions. Schools with limited resources rely more heavily on school heads' ability to manage materials, staff, and instructional time, whereas schools with abundant resources benefit more from cultural and pedagogical leadership mechanisms.

Synthesis of the Review

The literature review highlights that instructional leadership plays a pivotal role in shaping student achievement. Studies consistently show that school heads' leadership behaviors—such as instructional supervision, decision-making, communication, and fostering professional development—directly and indirectly influence student performance on achievement tests (Robinson, Lloyd, & Rowe, 2008; Papadakis et al., 2024; Suh, 2024).

Teacher-focused mechanisms, including coaching, classroom observation, and data-driven feedback, emerge as primary pathways through which leadership impacts learning outcomes (Go & Eslabon, 2023; Zhou et al., 2023). Additionally, the development of a collaborative school culture and collective teacher efficacy strengthens the indirect effects of leadership on student achievement (Karakose, Kardas, Kanadlı, Tülübaş & Yildirim, 2024; Hallinger, 2025).

Socioeconomic and structural factors, while outside direct leadership control, continue to influence student outcomes. The literature confirms that family SES, school resources, and class size affect standardized achievement results, with leadership moderating some of these effects through resource allocation and school organization (Behiga, 2022; Cotton, 1996; OECD, 2023). Moreover, recent studies emphasize that instructional leadership is most effective when contextualized within specific school environments, taking into account local resources, teacher capacity, and student demographics (Tshabalala & Faremi, 2024; Cheng Yong Tan, 2024).

Finally, empirical evidence indicates that while instructional leadership exerts modest direct effects on student test scores, its indirect influence through teacher practices, professional development, school culture, and resource management is significant. Leadership interventions that are systematic, evidence-based, and context-specific tend to produce measurable improvements in student outcomes (Papadakis et al., 2024; Robinson et al., 2008; Suh, 2024). The literature demonstrates the multifaceted nature of leadership, where multiple dimensions—Training and Development, Decision Making, Interpersonal Relations, Instructional Supervision, and Communication Skills- interact to affect achievement.

THEORETICAL FRAMEWORK

This study is particularly grounded on the following core theories underpinning instructional leadership: Transformational Leadership Theory popularized by Bernard Bass (1985), Instructional Leadership Theory based on Phillip Hallinger and Joseph Murphy (1985), Education Production Theory of Hanushek (1986), and the Organizational Learning Theory (OLT) of Argyris et al. The following theories that shaped this study are further explained below.

Transformational Leadership Theory

Transformational leadership is a leadership theory conceived by James MacGregor Burns and was later expanded and refined by Bernard Bass (1985), who believed it is a more effective form of leadership that can be employed by school heads in their roles, with an emphasis on improving classroom instruction and student achievement. In this approach, leaders influence followers' values, beliefs, and expectations to perform and achieve better institutional goals and vision (Ogochukwu, 2025; Korejan & Shahbazi, 2016).

Transformational leadership theory proposes four (4) essential components: First, idealized influence, which involves creating a purpose-driven mindset and positioning leaders as role models for their followers. What they talk about, they really walk. Leaders are risk-takers and enthusiastic. They envision, plan, and implement change in an organization. With that, followers were impressed and hopeful about a better future; thus, the organization moved toward change. With this trait, leaders were empowered to navigate even in tough times and were able to develop organizational resilience for its survival (Kariuki, 2021).

Second, there is inspirational motivation, which involves optimism about the future, and this motivates members to achieve goals. This may mean that school heads inspire teachers' collaboration in achieving the school's mission and vision. This trait positively impacts organizations, as evidenced by Gyansah, Ogola, & Guantai (2020), who found a positive correlation between inspirational motivation and student academic achievement in public schools. It further shows employee satisfaction that influences better performance (Kariuki, 2021). Third, intellectual stimulation, which involves careful analysis of offers to ensure their suitability to organizational needs. In this, school heads examine problems from different standpoints and plan new strategies to benefit the organization.

And lastly, personal consideration, a transformational leadership indicator that shows good treatment toward each team member, recognizing their unique talents, needs, abilities, and behaviors. It makes sure that members

develop their capabilities and potential through guidance and training. With this, school heads may treat teachers as having different talents, needs, behaviors, and abilities, and motivate them to use their full potential, thereby encouraging students to do the same.

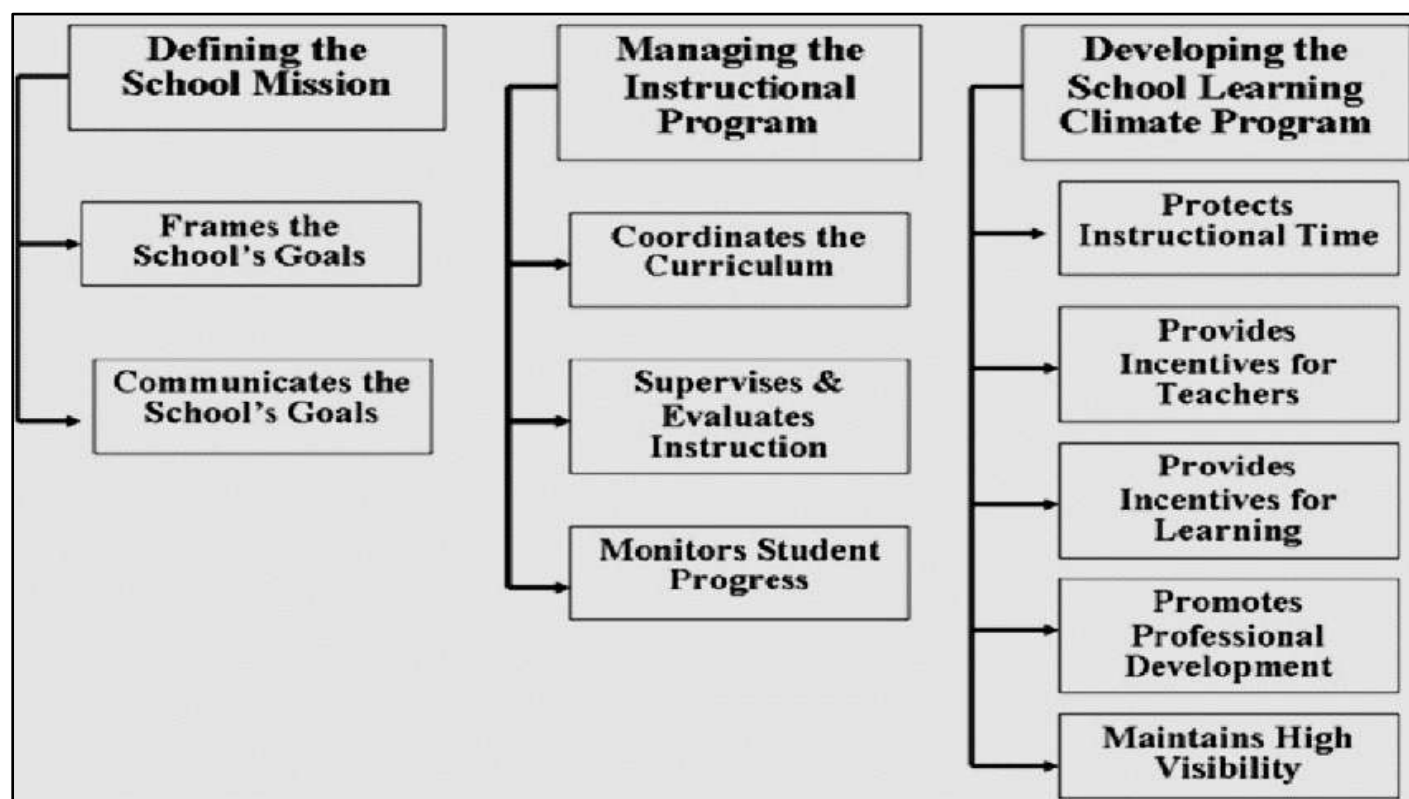
This framework supports the study with the idea that, instructional leaders that inspire and motivate students and teachers influence them for a better academic performance.

Instructional Leadership Theory (Hallinger and Murphy's Framework)

Another leadership theory that support this framework is based on Phillip Hallinger and Joseph Murphy's (1985). This theory is considered the most widely tested and adopted in research on instructional leadership models (Southworth, 2002), proposing that the school's academic achievement is a central leadership responsibility of the instructional principal (Hallinger & Murphy, 1985). This theory shows three dimensions of how it works: 1. defining the school's mission, 2. managing the instructional program, and 3. promoting a positive school learning climate. Defining the school's mission involves articulating its goals clearly. With this, school heads are considered instructional leaders who are expected to establish academic goals and clearly communicate them to all constituents.

Under the instructional program are: coordinating the curriculum, supervising and evaluating instruction, and monitoring students' progress. With this, instructional principals are expected to inspect and systematize the curriculum, evaluate and manage teachers' instructional programs and their performance, and monitor students' progress through data. The last dimension is developing the school learning climate program, which includes protecting instructional time, providing incentives for teachers, promoting professional development, and maintaining high visibility. At this level, the school head is expected to coordinate with staff to ensure that everything works to support the quality of academic progress and student achievement. School heads are required to be engaged in the school's instructional development by ensuring quality instructional time for students. Teachers were undergoing training and development, and incentives were provided to motivate the delivery of quality instruction. Classroom visits were conducted to ensure instructions were given properly. However, the school heads need the coordination of all constituents to implement and secure a high-quality instructional program.

Figure 1 A framework of instructional leadership. (Hallinger & Murphy, 1985, 1986)



Educational Production Function Theory

Another theory which supports this study is the Educational Production Function (EPF) theory developed by Hanushek (1986). This theory conceptualizes education as a type of production process wherein student performance does not emerge in isolation but is shaped by the resources and conditions found within the learning environment. It also reinforces the idea that student achievement reflects a broader system of influences operating simultaneously within and around the school. These influences may include the family, teachers, leadership, peers, and other factors which may affect the student performance.

The EPF framework expresses this relationship through the function $A_i = f(X_i, S_i, T_i, F_i, \epsilon)$. In this formulation, A_i denotes student achievement, which includes examination scores, skill development, and overall attainment. X_i refers to student-specific characteristics such as prior ability, motivation, and health status. S_i includes institutional inputs like facilities, technology, class size, curriculum, and the availability of instructional materials. T_i encompasses teacher-related variables, including professional experience, subject-matter competence, and pedagogical expertise. F_i captures family and community backgrounds such as household income, parental education, and peer effects, while ϵ accounts for unobserved or random factors that also influence learning.

Moreover, this theory highlights that educational outcomes are the cumulative result of how these diverse inputs interact. Learning is not solely dependent on a single variable but emerges from a multisided combination of school resources, student attributes, family environments, teacher quality and instructional leadership. These inputs collectively shape the conditions that may correlate to the academic success of the students.

Organizational Learning Theory (OLT)

Organizational Learning Theory (OLT), is framework that supports this study. It explains how institutions generate, retain, and transfer knowledge to improve performance and respond effectively to their environment. The theory emphasizes collective processes, highlighting how teams, departments, and entire organizations coordinate their actions to achieve shared goals. Its core principles assert that learning is continuous, occurs across multiple levels, may be explicit or tacit, and that feedback loops are essential for refining strategies over time.

In addition, OLT identifies several influential models that illustrate how learning unfolds within organizations. Argyris and Schön's model (1978) distinguishes between single-loop learning, which corrects errors without challenging existing assumptions, and double-loop learning, which revisits and revises underlying values, strategies, and norms. This distinction clarifies how organizations move from surface-level adjustments to deeper forms of transformation.

Furthermore, Senge's concept of the "learning organization" (1990) expands on these ideas by describing institutions that continuously enhance their capacity to learn and adapt. His five disciplines—systems thinking, personal mastery, mental models, shared vision, and team learning—outline the conditions that support sustained organizational growth and innovation. These disciplines also reinforce the importance of coherence between individual development and collective goals.

Moreover, Crossan, Lane, and White's 4I Framework (1999) presents organizational learning as a dynamic flow across four interrelated processes: intuiting, interpreting, integrating, and institutionalizing. These stages trace how insights begin at the individual level, gain shared meaning within groups, translate into coordinated action, and eventually become embedded in routines, systems, and organizational memory. The framework highlights the movement of learning from personal insight to organizational practice.

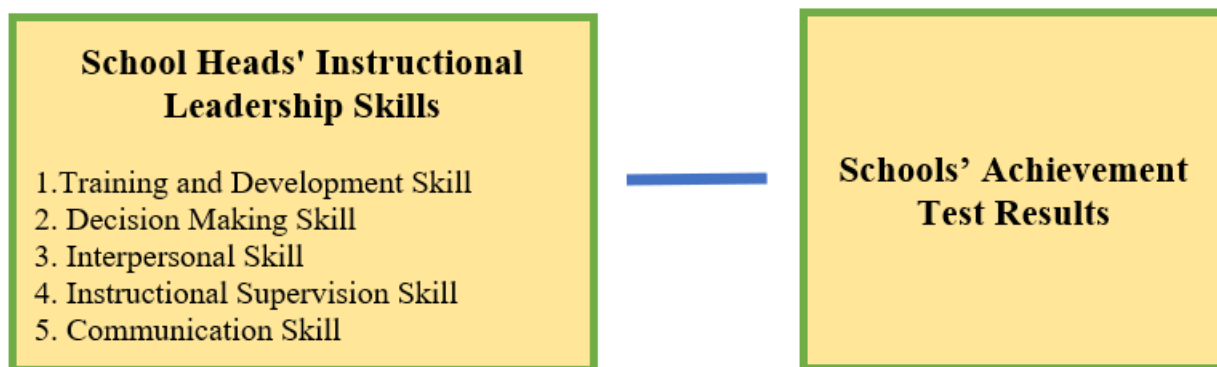
Similarly, these models illustrate both the advantages and challenges associated with organizational learning. Benefits include stronger adaptability in changing environments, increased innovation, more informed decision-making, and improved knowledge retention. However, organizations may also encounter resistance to change, loss of expertise when employees depart, inertia rooted in outdated routines, and tensions between individual and institutional priorities.

In a nutshell, this theoretical perspective emphasizes the critical role of leadership in fostering continuous learning in schools. Effective leaders shape the environment, encourage reflective practice, and sustain structures that promote knowledge sharing. As a result, organizational learning becomes a driving force behind enhanced instructional practices and improved student outcomes.

Collectively, these theories justify the framework by illustrating that instructional leadership operates at multiple levels: it indirectly enhances instructional quality and student outcomes (transformational leadership), it justifies the central premise that leadership actions directly influences classroom practices and, ultimately, student performance (instructional leadership), it provides the structural and analytical basis for examining how various inputs-such as leadership, teacher quality, resources, and school environment are transformed into outputs like student achievement (educational production function), and it complements the framework by which instructional leadership facilitates professional learning communities and encourages data-driven decision-making, thereby sustaining school improvement and enhancing instructional practices over time (organizational learning). Together, these perspectives provide a comprehensive lens for understanding how school leadership influences teaching practices and students' achievement and performance.

Research Paradigm

Figure 2 Schematic Diagram



This paradigm visualizes the study on how school heads' instructional leadership skills correlate to schools' achievement test results. The first frame is represented by the school heads' instructional leadership skills, which include five dimensions: training and development, decision-making, interpersonal skills, instructional supervision, and communication skills, while the second frame is the schools' achievement test results.

Overall, the framework presents an interconnected process in which instructional leadership skills shape student achievement. Improvements in leadership skills are expected to create a positive cycle that uplifts instructional quality and contributes to better school achievement test results.

METHODOLOGY

This chapter details the methodology for investigating the instructional leadership skills of principals as correlates to schools' achievement test results. The methodology includes the research design and research setting. It also describes the study population, the research instrument and its development, the verbal interpretation of scores, and the establishment of its validity and reliability. Data-gathering procedures and the appropriate statistical analysis are also included.

Research Design

This study used a descriptive quantitative correlational design. This research design measures and analyzes the relationships among two or more variables (Sreekumar, 2024) without manipulating them (Barooah, 2026). This non-experimental approach allows researchers to examine how changes in one variable relate to changes in

another, and to describe whether the relationship is positive, negative, or nonexistent. The main purpose of this type of research is to determine the degree to which variables vary together, without trying to establish a cause-and-effect relationship. First, it describes variables as they naturally occur (the descriptive part) and then measures how strongly those variables are related (the correlational part).

This research design is appropriate for this study, as it examined the relationship between principals' instructional leadership skills and the school's achievement test results. It analyzed the relationships among these variables, reflecting the strength of the correlations. It describes how these skills may be reflected in areas such as instructional supervision, curriculum management, communication, decision-making, and teacher support. Also, it presents the level of schools' achievement test results, which serves as the academic performance indicator.

The descriptive findings can serve as the foundation for the correlational part of the study. By describing both instructional leadership skills and achievement test results, the researcher can better understand the context in which the relationship exists. The results may then guide the development of a leadership enhancement program that addresses identified strengths and areas for improvement, as it examined the relationship between principals' instructional

Research Setting

This research was conducted in a faith-based elementary school within the Central Philippine Union Conference (now ECPUC and WCPUM) territory. CPUC is part of the Southern Asia-Pacific Division of the Seventh-day Adventists. Its headquarters was formerly located at Cebu City, which was later bifurcated into two (2) unions, the East Central Philippine Union Conference (ECPUC) and the West Central Philippine Union Mission (WCPUM). ECPUC covers the Central and Eastern Visayas, which includes the following: Cebu, Bohol, Leyte, Samar, Masbate Province, and the Negros Oriental-Siquijor Mission. WCPUM, on the other hand, includes the Western Visayas region, Romblon Province, and the Negros Occidental Conference.

Population of the Study

The population of this study was school heads who were handling fifty (50) students or more. The threshold of fifty (50) students reflected the typical student population of a faith-based Adventist elementary school, making it representative of this context. William (1990) and Burke (1987), in Cotton's (1996) paper, noted, "there is no clear agreement on the dividing line between small and large schools." They also stated that "the size-achievement relationship is not clear, though some research indicates smaller schools facilitate higher achievement."

The schools included in the study vary in size, student population, and available resources, providing a diverse setting for examining instructional leadership practices.

To select the sample, the inclusion criteria for school heads as respondents in this study are as follows:

1. School heads were officially designated or appointed as school heads, principals, or Officers-in-Charge of the school during the study period (Mikayilova et al., 2025).
2. The school head had served the current school year for at least one academic or school year in a recognized faith-based elementary or integrated school (Shatzer, et al., 2013) under the CPUC (ECPUC and WCPUM) territory;
3. The school head is actively serving in full-term employment during the current school year and was performing the core instructional functions such as curriculum implementation, classroom supervision, teacher coaching, assessment management, academic planning, and learning environment development (Mikayilova et al., 2025).

On the other hand, the schools that were included in the study have the following eligibility:

1. The school was recognized or accredited and was compliant with the curriculum established or mandated by the CPUC (ECPUC and WCPUM);
2. The school was participating at the national and CPUC achievement test assessment program;
3. The school was located within the CPUC (ECPUC and WCPUM) territory;
4. The school should have a population of fifty (50) or more students; and
5. The school had been led by a principal, school head, Officer-in-Charge appointed by the CPUC (ECPUC and WCPUM) education department.

Those faith-based elementary schools that were outside the CPUC (ECPUC and WCPUM) territory, those faith-based elementary schools that were not recognized by the CPUC Education Department, and those faith-based elementary led by retired school heads or does have less than fifty (50) student population, were excluded in the study.

Research Instrument

The researcher formulated and implemented the Instructional Leadership Skill Questionnaire (ILSQ) through a structured research process to ensure that it accurately measures school heads' leadership skills and practices. The questionnaire was guided by the established theories included in this study, such as the instructional leadership theory, transformational leadership theory, educational production function theory, and organizational learning theory. The questions were written based on the identified domains and were written in statement form. The questionnaire was rated using a Likert scale from 1 (not true) to 5 (very true), which were summed up according to domains to determine the strength and which part of instructional leadership of the school heads needs improvement and enhancement program.

Validity and Reliability Measures

In this study, the researcher developed the Instructional Leadership Skill Questionnaire (ILSQ) and sought validity and reliability from field experts. For content and construct validity, three experts, each with a doctorate and representing college, senior high, and junior high levels, reviewed whether the questionnaire items were appropriate and accurately measured instructional leadership. The validation produced ratings of 4.63 for the Excellent face/Content Validity tool and 4.48 for the High Construct Validity, which were interpreted as excellent and high, respectively. For reliability statistics, Cronbach's Alpha was used to determine the consistency of the responses which resulted on the following: Training and Development, nine (9 items) is .799, Decision-making Skill, ten (10 items) is .830, Interpersonal Relations Skill, nine (9) items is .806, Instructional Supervision, twelve (12) items is .911, and Communication Skill, ten (10) items is .784, from a .600 reliability passing range.

The results have shown that the instrument used in this study is valid and reliable.

Verbal Interpretations of Scores

The following tables present the mean ranges and their corresponding verbal interpretations used in this study.

Table 1 Verbal interpretation for Instructional Leadership skills

Mean Range	Scaled Response	Verbal Interpretation
4.50 – 5.00	Very True	Mastery
3.50 – 4.49	Somewhat True	More Skillful
2.50 – 3.49	Occasionally True	Skillful
1.50 – 2.49	Seldom True	Less Skillful
1.00 – 1.49	Is Not True	Least Skillful

Note: This verbal interpretation was based on Sevilla, M. C. (2023) and Valencia, J. R. (2024).

Table 2 Verbal interpretation for Achievement Test Results

Mean range	Verbal Interpretation
92 – 100	Full Mastery
83 – 91	Near Full Mastery
75 – 82	Mastery
51 – 74	Near Mastery
25 – 50	Low Mastery

Note: Mastery Scale Reference based on the Department of Education (2015) proficiency levels.

Data Collection Procedure

To obtain the required data, the following procedures were followed. First, ethics review board approval was secured. Then, the letter of permission to conduct the study was sent to the education department of CPUC. The CPUC Education Director relayed the communication to the prospective school heads. After that, the validated instruments were sent via Google Forms to the education departments of CPUC (ECPUC and WCPUM) and disseminated to conferences and missions. Along with the questionnaires is the consent form for prospective school heads who are willing to participate. These school heads were informed of their rights and benefits in participating in this study. After some time, responses were collected via Google Forms and scored, with each item receiving a numerical value of 1-5. Scores were then summed up per domain, which is interpreted as higher scores meaning stronger instructional leadership practices. On the other hand, Achievement test results were collected through the CPUC (ECPUC and WCPUM) Education Department.

Data Analysis

The collected data were tallied and analyzed using statistical methods. For SOP 1, the percentages were determined based on the respondents' profile characteristics. To determine the SOP 2, the level of instructional leadership skills according to profile and dimensions, the mean and the standard deviation were used. To determine the levels of SOP 3, the achievement test was administered as a group and as a whole, and the mean and standard deviation were also used. To test SOP 4, if there is a significant relationship between the levels of instructional leadership skills of school heads and schools' achievement results, Spearman's Rho correlation coefficient was used, both overall and by dimension. Spearman's Rho was used because the data were from a Likert scale questionnaire and were not normally distributed. Spearman's Rho is excellent for showing the strength and direction of correlation, or the strength of relationships between variables.

Ethical Considerations

This study adhered to ethical guidelines, including validity, autonomy, confidentiality, beneficence, and veracity.

For validity, the instrument used was a validated questionnaire, and data collection procedures were done correctly and appropriately. For autonomy, the researcher respected the respondents' right to decide freely whether to join the study or not. Participation is purely voluntary in this study. Confidentiality, in a sense that respondents' identity and personal information were protected. Beneficence since the study is intended to help and improve the faith-based institution and its school heads. And finally, veracity, where the researcher is transparent about the purpose of the study, does not falsify or manipulate data, and reported the findings honestly. Also, permission to conduct the study was obtained from the panel, the school dean, and the institutional ethics committee.

Biblical Perspective

A biblical worldview sees leadership as service, obedience, stewardship, and faithfulness to God. Achievement is measured by alignment with God's purposes and impact on others. It is not just about visible results. One powerful example of a Bible leader with great achievement is Nehemiah. Nehemiah led the rebuilding of

Jerusalem's walls in just 52 days (Nehemiah 6:15). At the time, Jerusalem was broken down, vulnerable, and discouraged after the exile. Rebuilding the wall restored: 1.) Security to the city; 2.) National identity, and 3.) spiritual morale among the people of Israel.

Nehemiah's leadership is indeed remarkable because of the following reasons: a.) He was a visionary leader. Nehemiah saw a problem and took responsibility even though he was not a king. He was just a cupbearer in Persia, but he felt the need to act on the situation of the people. b.) He was prayerfully dependent on God. Before making decisions, Nehemiah consistently prayed (Nehemiah 1: 4; 2: 4), asking God's guidance and wisdom. His achievement was rooted in deep spiritual dependence on God. c.) He has strategic planning. Before acting, he first planned. He inspected the walls before announcing his plan (Nehemiah 2:11-16).

This shows careful assessment before taking action, ensuring he knows what to do. d.) He has courage that withstood opposition. His enemies, such as Saballat and Tobiah, tried to hinder his plan by discouraging him and threatening him. Yet he stayed focused and still motivated the people, and lastly, e.) He was empowering others. To do the work, he organized families and groups to rebuild different sections of the wall, promoting shared responsibility.

Nehemiah's story shows great achievement in biblical leadership. With this, Nehemiah's achievement can also be that of every instructional leader today.

Presentation, Analysis, and Interpretation of Data

This chapter presents the analysis and interpretation of the collected data in line with the study's specific objectives. It follows a structured sequence that examines the respondents' profile, their instructional leadership skills, the pupils' CPUC (ECPUC and WCPUM) achievement test results, and the relationships among these variables.

Profile Characteristics of the Respondents

This section presents the profile characteristics of school heads, including gender, the school size they oversee, the number of years they have served as school heads, and the number of years they have served at their current school.

Figure 3 Profile characteristics of school heads in gender

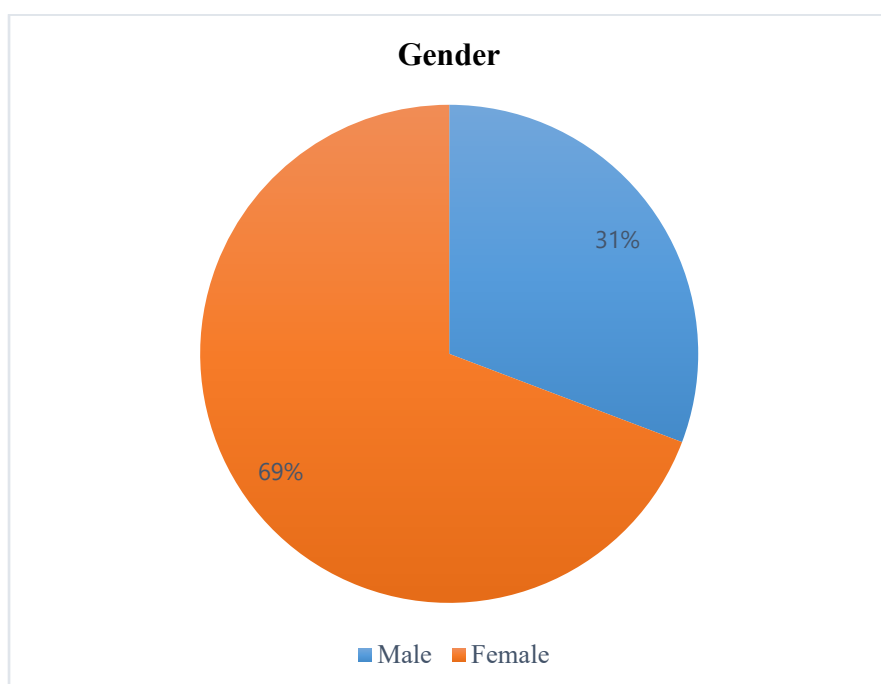


Figure 3 presents the gender profile of respondents. The data shows that most school heads are female, while a smaller proportion are male. It indicates that school leadership in the study is largely female, reflecting the common composition of educational leadership in many school settings. The findings goes with the study of Buss, Andler and Tiberius (2025) that women comprise 50% of the working age population and 40 % of the global workforce which suggests that females now take leadership roles than males. In this context, both male and female principals contribute to instructional leadership in ways that support teacher coordination and school management.

Moreover, the distribution also suggests that leadership effectiveness in the study is not determined by gender but by how school heads perform their roles in guiding instruction and managing school concerns. Both groups operate under similar school demands, including supervision, decision-making, and teacher support. Herrity (2025) emphasizes that leadership competence is shaped more by skills and experience rather than demographic characteristics. This supports the idea that instructional leadership practices are shared across both male and female principals in maintaining school performance and learning conditions.

Figure 4 Profile characteristics of school heard based on school size

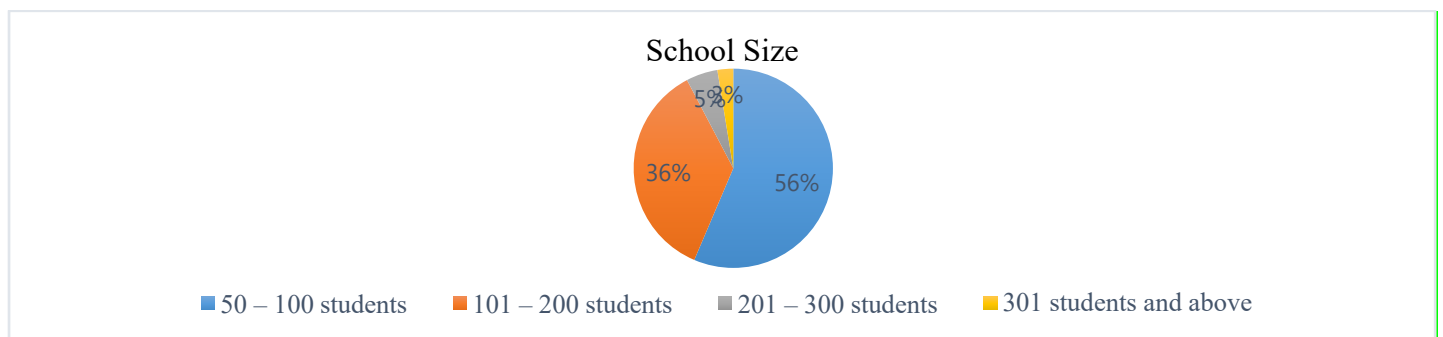


Figure 4 presents the profile of respondents according to school size. The results show that most principals are managing schools with 50–100 students, followed by those handling 101–200 students, while only a small number are assigned to larger schools. This indicates that the majority of respondents are leading small-scale school environments where supervision tends to be more direct and personal. Kwiecien (2024) describes this setting as a “many hats” role, in which principals are required to handle multiple responsibilities due to limited staffing and resources, often increasing their involvement in daily instructional concerns. Furthermore, it suggests that school size may influence how principals experience and perform instructional leadership tasks. In smaller schools, principals often have closer interaction with teachers and learners, which can support more immediate instructional support and monitoring. Ijaiya (1991) explains that frequent and direct supervision can improve teaching quality and classroom practices. This implies that the school environment itself shapes how leadership is exercised, particularly in terms of visibility and hands-on instructional support.

Figure 5 Profile characteristics of school heads based on the number of years in service

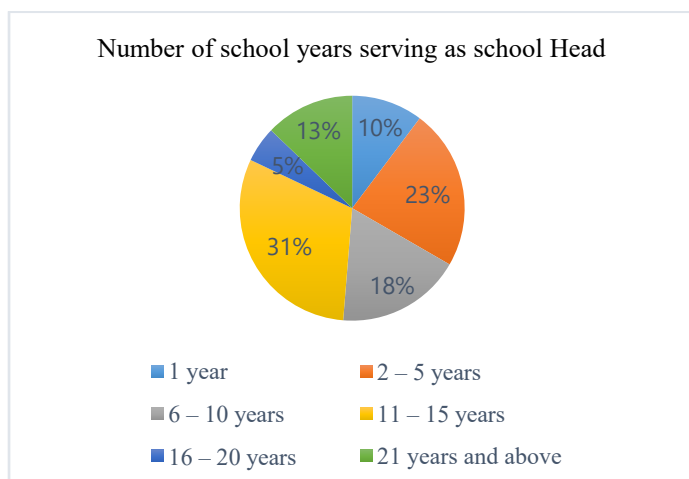


Figure 5 presents the profile of respondents by the number of years served as principals. The data show that a large proportion of principals have more than 10 years of experience, while others are in the early to mid-career stages of school leadership. This suggests that the respondents are generally experienced individuals who have already developed familiarity with administrative and instructional responsibilities in schools. Ledesma (2013) notes that longer tenure in leadership contributes to greater stability, a deeper understanding of school operations, and stronger long-term planning capacity.

In addition, the variation in years of service also reflects different levels of leadership maturity among the respondents. Principals with longer experience are likely to have developed more refined approaches to managing teachers and addressing school challenges, while those with fewer years are still adjusting to leadership demands. Ledesma (2013) further explains that sustained experience in leadership roles allows principals to strengthen decision-making and instructional direction over time, which may influence how they guide teaching and learning processes within their schools

Figure 6 Profile characteristics of school heads in terms of years of service in their current school

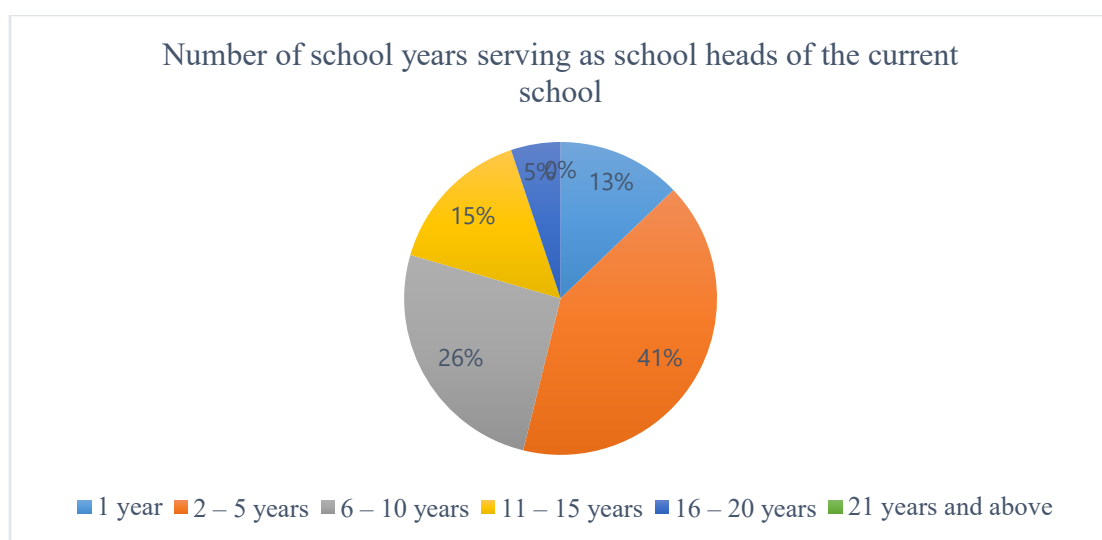


Figure 6 presents the respondent profile by years served as school heads in their current school. Most have held their current post for 2 to 5 years, followed by those with 6 to 10 years; few have very short or extensive tenures. This distribution indicates that many school heads are still acclimating to their school setting, particularly in analyzing teacher effectiveness and student learning needs. Le Fevre (2021) notes that school heads' instructional leadership improves as they deepen their understanding of the school's context.

Additionally, the distribution suggests that time in a specific school enhances leadership adaptation and instructional coherence. Principals with longer tenure better grasp school culture, teacher capabilities, and areas for improvement. Le Fevre (2021) underscores that ongoing exposure sharpens leaders' strategies for instructional support and student assessment. This highlights the value of tenure in cultivating leadership consistency and instructional effectiveness.

Instructional Leadership Skills

This section presents that level of instructional leadership skills when grouped according to profile characteristics in terms of gender, school size, number of school years serving as school heads, and number of school years serving as school heads of the current school.

Table 3 Level of instructional leadership skills in terms of gender, school size, number of school years serving as school heads, and number of school years serving as school heads of the current school

Profile	Category	Mean	Standard Deviation	Scaled Response	Interpretation
Gender	Male	4.63	0.32	Very true	Mastery

	Female	4.60	0.30	Very true	Mastery
School size	50 – 100 students	4.64	0.27	Very true	Mastery
	101 – 200 students	4.51	0.35	Very true	Mastery
	201 – 300 students	4.72	0.34	Very true	Mastery
	301 students and above	4.90	0.00	Very true	Mastery
Number of school years serving as school head	1 year	4.41	0.36	Somewhat true	More Skillful
	2 – 5 years	4.56	0.33	Very true	Mastery
	6 – 10 years	4.56	0.39	Very true	Mastery
	11 – 15 years	4.67	0.25	Very true	Mastery
	16 – 20 years	4.53	0.07	Very true	Mastery
	21 years and above	4.78	0.25	Very true	Mastery
Number of school years serving as school head of the current school	1 year	4.46	0.33	Somewhat true	More Skillful
	2 – 5 years	4.61	0.31	Very true	Mastery
	6 – 10 years	4.65	0.37	Very true	Mastery
	11 – 15 years	4.66	0.22	Very true	Mastery
	16 – 20 years	4.53	0.07	Very true	Mastery

Legend: Scale Definition and Interpretation based on Sevilla, M. C. (2023) and Valencia, J. R. (2024).

4.50 – 5.00 - Mastery

3.50 – 4.49 - More Skillful

2.50 – 3.49 - Skillful

1.50 – 2.49 - Less Skillful

1.00 – 1.49 - Least Skillful

Table 3 shows that both male (M=4.63) and female (M=4.60) school heads rated their leadership skills at the same level of “very true” which can be interpreted as mastery. The almost identical means show that, regardless of gender, principals perceive themselves as capable leaders. This supports the broader understanding that leadership is grounded in competence and practice, not in sex.

School heads in larger schools rated themselves slightly higher. Those managing more than 300 students gave the highest rating (M=4.90) which can be interpreted as mastery. Larger schools often demand stronger coordination, accountability, and communication skills. School heads in these environments may feel they have sharpened these competencies. Kwiecien (2024) describes this as wearing “many hats.” It helps leaders become more confident as they navigate complex tasks. Meanwhile, school heads in smaller schools still received very strong ratings. Ijaiya’s (1991) view is consistent: smaller school settings enhance direct supervision and closer teacher interaction. The slight differences across school sizes reflect varying scopes of responsibility, but the overall pattern shows strong leadership across all contexts.

A clear trend emerges in this table. School heads with only 1 year of experience rated themselves lower (“somewhat true”) as expected. New leaders are still adjusting to their roles. Kansas University (2025) emphasizes that the early principalship involves a steep learning curve. Confidence grows gradually as leaders navigate real school challenges. Ratings increase steadily with increasing experience, peaking among those with 21 years or more (M=4.78) falls on mastery. This supports Ledesma (2013). Long-serving school heads develop stability, deeper insight into school operations, and stronger relationships. These factors reinforce their

leadership capacity. The pattern clearly shows that leadership confidence and mastery develop over years of sustained practice.

The results follow a similar trend. School heads new to their school (1 year) scored the lowest, likely because they are still learning the school's culture, teacher dynamics, and instructional needs. Le Fevre (2021) stresses that instructional leadership is most effective once school heads gain contextual familiarity. This familiarity allows them to make informed decisions and guide teachers. Ratings increase for school heads with 2 to 15 years in their current school. This indicates that familiarity improves leadership effectiveness. Stability in leadership also contributes to clearer direction, smoother communication, and better supervision. Even those in the role for up to twenty years maintain high ratings. This shows sustained confidence and continued relevance of their leadership strategies.

Table 4 Level of instructional leadership skills according to: Training and Development, Decision Making, Interpersonal Relations, Instructional Supervision, and Communication Skills

ILS Dimensions	Mean	Standard Deviation	Scaled Response	Interpretation
Training And Development	4.51	0.40	Very True	Mastery
Decision Making	4.64	0.32	Very True	Mastery
Interpersonal Relations	4.84	0.22	Very True	Mastery
Instructional Supervision	4.46	0.46	Somewhat True	More Skillful
Communication Skills	4.62	0.38	Very True	Mastery

Legend: Scale Definition and Interpretation based on Sevilla, M. C. (2023) and Valencia, J. R. (2024).

4.50 – 5.00 - Mastery

3.50 – 4.49 - More Skillful

2.50 – 3.49 - Skillful

1.50 – 2.49 - Less Skillful

1.00 – 1.49 - Least Skillful

The table above presents how school heads rated their instructional leadership skills across the five dimensions, and the pattern shows consistently high self-assessments. Interpersonal relations had the highest mean score (4.84) in mastery, suggesting that school heads feel most confident in building relationships, fostering trust, and working collaboratively with teachers. This aligns with Houggaard's (2018) view that strong relational skills are at the heart of effective leadership, as they help leaders inspire engagement and reduce resistance within the school community.

Decision-making (4.64) and communication skills (4.62) also received very strong ratings. Both of these skills fall at the mastery level. These skills are expected strengths, as school leadership often involves making daily instructional decisions and communicating expectations clearly. Herrity (2025) emphasizes that leaders who communicate well and make sound decisions are better able to align staff efforts, respond to instructional needs, and maintain a stable learning environment.

Training and development were closely followed (4.51) mastery, indicating that school heads recognize their role in supporting teacher growth. Similarly, Hawthorne (2021) notes that when leaders invest in professional development, teacher motivation increases, which ultimately benefits student learning.

Instructional supervision posted the lowest mean (4.46) in the set interpreted as more skillful, although it still falls within the strong "somewhat true" to "very true" range. This suggests that while school heads are confident overall, supervision may be more demanding in practice. Jenkins (2009) points out that effective supervision

requires time, follow-through, and technical expertise. Those demands can be difficult to meet consistently, especially when school heads manage multiple administrative responsibilities. The slightly lower score highlights a realistic area where leadership enhancement programs can offer targeted support, particularly in strengthening supervision strategies that directly influence teaching quality.

Overall, the findings show that school heads generally rated their instructional leadership skills at a very high level, indicating strong confidence across sex, school size, experience, and length of service. The results suggest that leadership mastery is shaped more by practice, context, and accumulated experience than by personal characteristics alone.

Achievement Tests

This section presents the level of CPUC achievement test results of pupils from respondent schools when taken as a whole. The CPUC (ECPUC and WCPUM) achievement test results of pupils at respondent schools achieved a mean score of 79.23 (Mastery) with a standard deviation of 2.71. Most pupils showed solid mastery on the CPUC test, and the small deviation indicates similar performance levels, suggesting steady instruction and comparable school environments.

Achievement tests show how well students absorb taught competencies, helping identify strengths and gaps (Kelly, 2025). Despite differences in context or leadership, schools achieve nearly the same learning outcomes, as seen in the close clustering of scores. This consistency may result from common curriculum standards, aligned routines, or shared teacher development.

From a policy standpoint, these findings highlight the need for ongoing professional development and stronger leadership. Hawthorne (2021) notes that teachers supported by competent leaders are more likely to apply effective classroom strategies, directly advancing student achievement. Enhancing school heads' instructional leadership helps sustain consistent results and drives schools toward higher performance.

Table 5 Level of CPUC (ECPUC and WCPUM) achievement test results of pupils from respondent schools, grouped by the profile characteristics of the principals

Profile	Category	Mean	Standard Deviation	Interpretation
Gender	Male	79.33	3.28	Mastery
	Female	79.19	2.48	Mastery
School size	50 – 100 students	78.82	2.68	Mastery
	101 – 200 students	79.64	2.95	Mastery
	201 – 300 students	79.50	0.71	Mastery
	301 students and above	82.00	0.00	Mastery
Number of school years serving as school head	1 year	79.75	1.89	Mastery
	2 – 5 years	78.89	2.76	Mastery
	6 – 10 years	78.86	1.35	Mastery
	11 – 15 years	79.17	3.07	Mastery
	16 – 20 years	83.50	4.95	Near Full Mastery
	21 years and above	78.40	2.51	Mastery
Number of school years serving as school head of the current school	1 year	80.00	1.73	Mastery
	2 – 5 years	78.50	2.48	Mastery
	6 – 10 years	79.00	2.36	Mastery
	11 – 15 years	79.50	3.21	Mastery
	16 – 20 years	83.50	4.95	Near Full Mastery

Legend: Mastery Scale Reference based on the Department of Education (2015) proficiency levels.

Mean range	Interpretation
92 – 100	Full Mastery
83 – 91	Near Full Mastery
75 – 82	Mastery
51 – 74	Near Mastery
25 – 50	Low Mastery

The table above presents CPUC (ECPUC and WCPUM) achievement test results for pupils grouped by the profile characteristics of their school heads. Overall, the results show that pupils generally performed at the Mastery level across most categories, with slight variations depending on school size, school heads' experience, and tenure in the current school. Pupils under male school heads obtained a mean of 79.33, while those under female school heads scored 79.19, both interpreted as Mastery.

School size showed more noticeable differences. Pupils in the largest school category (301 students and above) posted the highest mean (82.00), which still falls under Mastery, while those in the smallest schools (50–100 students) had a slightly lower mean of 78.82, also under Mastery.

The number of school years school heads have served also showed a clear trend. Those with 16–20 years of service recorded the highest mean (83.50), interpreted as Near Full Mastery. A similar pattern appears in the number of years serving in the current school, where school heads with 16–20 years again reached Near Full Mastery levels. This aligns with Le Fevre (2021), who notes that familiarity with a school's context allows leaders to guide instruction more effectively.

Relationships between the Instructional Leadership Skills and Achievement Test Results

This section presents the relationship between the instructional leadership skills and achievement test results.

Table 6 Relationship between levels of instructional leadership skills of school heads and school's CPUC achievement test results when taken as a whole and when taken according to the five (5) dimensions

CPUC schools' achievement test results	CORRELATION COEFFICIENT	P-VALUE	INTERPRETATION
Training and Development	0.065	0.695	No significant relationship
Decision Making	0.187	0.253	No significant relationship
Interpersonal Relations	-0.113	0.492	No significant relationship
Instructional Supervision	-0.067	0.683	No significant relationship
Communication Skills	0.077	0.641	No significant relationship
Instructional leadership skills of school heads (as whole)	0.019	0.909	No significant relationship

Note. * $p < .05$. The null hypothesis is rejected when $p < .05$.

The table 6 shows a weak, non-statistically significant correlation between school heads' instructional leadership skills and CPUC (ECPUC and WCPUM) achievement test results across all five dimensions and overall, as all p-values exceed 0.05.

Correlation coefficients range from -0.113 to 0.187, indicating weak to very weak, nonsignificant relationships between all leadership skill dimensions and CPUC (ECPUC and WCPUM) achievement. Thus, higher levels of instructional leadership do not directly correspond to better standardized test results.

The findings suggest school heads' instructional leadership skills have no direct, measurable relationship with CPUC (ECPUC and WCPUM) achievement test outcomes. While school heads rate themselves highly across leadership dimensions, these self-perceptions do not translate into better student test performance. The Editorial Team (2025) notes that instructional leadership may indirectly influence learning through teachers' quality, institutional inputs, classroom practices, and school culture and climate rather than directly affecting achievement scores.

One possible explanation is that instructional leadership operates through complex and indirect pathways that are not fully captured by self-assessment or single-test measures. Hougaard (2018) and Le Fevre (2021) explain that student achievement is influenced by multiple factors, including teacher quality, instructional resources, and school context. These factors may be shaped by instructional leadership over time, suggesting that school heads' actions may indirectly influence student outcomes by improving conditions for teaching and learning, rather than having a direct, immediate effect on test scores.

The absence of a significant relationship between leadership and student achievement warrants a more critical interpretation. This null finding may be attributed to several methodological and contextual factors, including the design of the CPUC achievement test, restricted variability in leadership scores, and the small sample size of the study. These limitations may have constrained the ability to detect a statistically significant effect. Therefore, the result should be viewed as inconclusive rather than definitive evidence that leadership has no impact on student outcomes.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations drawn from the study on the instructional leadership skills of school heads as correlates to schools' achievement test results. It includes the interpretation of the major findings based on the statement of the problem, the conclusions derived from the results, and the recommendations for school heads, teachers, and future researchers.

Summary of Findings

Based on the study's SOPs, the following findings emerged:

1. Most respondents were female (69.2%) and led small to medium-sized schools (50–200 students). School heads' experience ranged: 30.8% had served 11–15 years overall, and 41% had served 2–5 years at their current school. These data reflect diverse leadership tenure and school types. This diversity provides a strong foundation for examining how instructional leadership affects pupil outcomes.
2. School heads rated their overall instructional leadership skills as "very true" ($M=4.61$), interpreted as Mastery. The strongest dimension was Interpersonal Relations ($M=4.84$). Instructional Supervision was rated lowest ($M=4.46$). Ratings were consistently high across gender, school size, and experience. New school heads and those with fewer years at their current school scored slightly lower.
3. Pupils achieved a mean score of 79.23 overall, classified as Mastery. Scores were slightly higher in larger schools and in schools led by heads with 16–20 years of experience. Differences by school heads' gender were minimal.
4. Spearman's Rho correlation analysis revealed no significant relationship between school heads' instructional leadership skills and pupils' achievement test results. P-values were greater than 0.05, and correlation coefficients were near zero. While school heads see themselves as strong leaders, these skills do not directly translate to higher pupil test scores.

Conclusions

Based on the findings, the study concluded that school heads demonstrate a high level of self-perceived instructional leadership skills, particularly in interpersonal relations, decision-making, and communication, and these skills tend to strengthen with experience and familiarity in their current school assignment. Pupils across respondent schools generally achieve mastery-level performance in CPUC (ECPUC and WCPUM) tests, with slightly higher results observed in schools led by more experienced school heads and those managing larger

school populations. Despite high leadership ratings, instructional leadership skills showed no significant relationship on pupils' achievement.

Recommendations

In line with the findings that instructional leadership skills show a weak and non-significant relationship with pupil achievement, the following recommendations are offered:

Education Department Administration of CPUC. Education Department should adopt broader evaluation systems that go beyond standardized test results when assessing leadership effectiveness. These may include teacher-rated assessments of school heads, leadership assessments by the CPUC (ECPUC and WCPUM) education director, teacher performance evaluations, classroom observation results, and student feedback, to provide a more accurate picture of how leadership affects teaching and learning. Also, this study recommends to use the proposed instructional leadership enhancement skills program.

School heads and administrators should create leadership programs that translate high-level skills into clear classroom practices, with a focus on instructional supervision. Training should cover classroom observation, structured feedback, and coaching to help school heads align leadership actions with teaching improvements.

Finally, future research should examine additional factors that may mediate the relationship between instructional leadership and student achievement, such as teachers' performance and motivation, school climate, parental involvement, and resource availability. Future testing should also include substantially larger populations to improve statistical power of generalizability. Finally, in-depth studies are also recommended to better understand how leadership practices influence academic outcomes over time.

Leadership Skills Enhancement Program

This chapter presents the proposed Leadership Skills Enhancement Program, developed based on the study's findings. It includes the rationale for the program, its objectives, program design, the specific activities and strategies to be implemented, implementation and facilitation, and monitoring and feedback mechanisms.

Rationale

The findings of this study show that school heads demonstrate high self-perceived instructional leadership skills, particularly in interpersonal relations, decision-making, and communication. However, instructional supervision ranked lowest among the leadership dimensions, indicating an area that requires strengthening. In addition, the results revealed no significant relationship between instructional leadership skills and pupil CPUC (ECPUC and WCPUM) achievement test results. This suggests that leadership strengths alone do not automatically translate into improved student performance and that other processes, especially how decisions are made and implemented at the school level, may play a more critical role.

Research emphasizes that effective school leadership is not only about possessing leadership skills but also about applying them in daily instructional decisions and school management practices. Decision-making in particular is consistently highlighted as a central function of instructional leadership because it influences teacher assignments, classroom practices, resource allocation, and intervention strategies (Leithwood, 2019; Robinson, 2011). When decision-making is structured, evidence-based, and context-sensitive, it strengthens the alignment between leadership actions and student learning needs.

The study suggests that school heads with fewer years in their current schools have lower leadership confidence, underscoring the need for targeted training for new school heads. Early leadership development is important because it shapes how they address school needs, priorities, and decisions that affect teaching and learning.

Given these findings, this Leadership Skills Enhancement Program is designed to strengthen decision-making competencies and provide structured training for newly appointed school heads. It also aims to bridge the gap

between leadership skills and actual school performance outcomes by focusing on practical, context-based application of instructional leadership.

Program Objectives

The Leadership Skills Enhancement Program aims to:

1. Strengthen school heads' decision-making skills in instructional planning, problem-solving, and school management.
2. Provide targeted training and onboarding support for newly appointed school heads to improve leadership transition and effectiveness.
3. Enhance instructional supervision practices to ensure alignment between teaching strategies and learner needs.
4. Develop evidence-based leadership practices that support data-driven decision-making in schools.
5. Improve school heads' capacity to translate leadership actions into improved teaching processes and learning outcomes.
6. Establish a continuous mentoring and feedback system for both new and experienced school heads.

Program Design

The program is designed as a structured leadership development and mentoring program combining face-to-face workshops, simulation-based learning, and guided school-based application. It includes six weeks, with each module focusing on a core leadership competency identified in the study and placing strong emphasis on decision-making and onboarding support for new school heads.

Each module includes:

- Workshops. Interactive sessions using case analysis, situational judgment tasks, and school-based problem scenarios focused on decision-making and instructional leadership competencies in curriculum supervision, instructional support, and resource management.
- Decision-Making Simulations. Realistic school scenarios where school heads practice resolving instructional, administrative, resource-related challenges, and student achievement performances.
- New School Heads Induction Track. Dedicated sessions for newly appointed school heads focusing on school systems, leadership roles, and priority-setting.
- Peer Mentoring. Pairing of new school head with experienced school heads for guided support and reflective discussions on improving student outcomes.
- Action Planning. Participants develop school-based decision-making and sustained quality instructions.
- Reflection and Feedback. Weekly reflective journals and facilitator feedback to evaluate effectiveness of the leadership skill development implementation.

Moreover, it is grounded in instructional leadership theory, which holds that school leaders influence student outcomes through sound decisions, teacher support, and aligned instruction. It also addresses the finding that leadership skills are high but only weakly related to pupil outcomes, highlighting the need to strengthen how these skills are applied in schools.

Activities, Objectives, and KRAs

Week	Activity	Objective	Key Result Area (KRA)	Assigned Personnel	Timeline	Budget (PHP)
1	Orientation & Leadership Diagnostic Assessment	Introduce program structure and assess decision-making strengths and leadership instructional supervisory readiness for new school heads	Leadership profile report; identification of decision-making gaps; readiness assessment for new instructional school heads	Program Facilitator, Division Supervisors, Education Director	2 days	5,000
2	Decision-Making in School Leadership Workshop	Strengthen evidence-based and context-based decision-making in instructional, administrative tasks, and students' scholastic performances	Decision-making logs; case-based solutions; school priority action plans; data-based students' achievement performance tracking	Program Facilitator, Senior School Heads, Education Director	1 week	5,000
3	New School Heads Induction Program	Provide structured onboarding support for newly appointed school heads on school systems and leadership roles	Completion of the induction checklist, school systems orientation outputs; transition plan for new instructional school heads	Program Facilitator, Mentors, Experienced School Heads, Education Director	1 week	10,000
4	Instructional Supervision & Classroom Decision-Making	Improve decisions and instructional supervisory monitoring and teacher feedback	Classroom observation reports; feedback documentation; instructional improvement plan and implementation	Program Facilitator, Master Teachers, Education Director	1 week	5,000
5	Problem-Solving & Crisis Decision Simulation	Enhance quick and effective decision-making in school-based crisis and challenges	Scenario-based solutions; documented decision strategies; reflection report	Program Facilitator, Experienced School Heads, Education Director	1 week	10,000
6	Leadership Integration &	Apply decision-making and	School-based decision framework;	Program Facilitator,	1 week	10,000

Week	Activity	Objective	Key Result Area (KRA)	Assigned Personnel	Timeline	Budget (PHP)
	School Action Planning	instructional supervisory strategies into school-wide leadership plans	leadership action plan; implementation report	ICT/Planning Officer		

Total Budget: 45,000 PHP

Notes:

- Budget includes facilitator fees, training materials, venue, documentation, and mentoring support.
- KRAs focus strongly on decision-making processes, leadership transition for new school heads, and instructional supervision.
- The program ensures immediate implementation of learning through school-based action planning and mentoring.
- New school heads are given structured induction support throughout the program.

Program Implementation and Facilitation

Experienced school leaders, instructional supervisors, education directors, and leadership development facilitators implement the program. Practicality drives the approach, immersing school heads in real school scenarios where they must make key instructional and administrative decisions.

New school heads are paired with mentors to provide guidance throughout the program and ensure consistent coaching during the leadership transition. Experienced school heads and the education directors on conferences, missions, or regions may serve as resource persons in simulation activities and case discussions.

Building on this mentorship, facilitators monitor participants' progress through decision logs, reflection journals, and school-based action plans. This ensures that leadership learning is applied in authentic school environments, rather than only through theory.

Monitoring and Feedback Mechanism

This system is designed to ensure the program's effectiveness and the direct application of decision-making skills in real school settings.

1. **Decision-Making Reflection Logs.** Each week, participants will document decisions made in real school situations and note their outcomes.
2. **Mentor Feedback Sessions.** New school heads and assigned mentors will hold regular coaching sessions.
3. **Facilitator Review.** Facilitators enthusiastically assess each participant's action plans, simulation outcomes, and level of engagement, celebrating achievements along the way.
4. **School-Based Implementation Check.** Facilitators observe with enthusiasm as leadership decisions take shape in instructional supervision, daily school operations, and students' achievement performances.
5. **Post-Program Evaluation.** The assessment will focus on perceived improvement in decision-making confidence, leadership transition (for new heads), and instructional management effectiveness.

6. Follow-Up Monitoring. Participants can opt for future check-ins to review school performance and teaching quality and celebrate the program's enduring benefits.

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APPENDICES

APPENDIX A

Questionnaire Information Guide

Instructional Leadership Skills of School Heads as Correlates

To Schools' Achievement Test Results

Instrument -I:

1.Name of the Instrument: Instructional Leadership Skill Questionnaire (ILSQ)

2.Code Name: ILSQ-50

3.Author: Nombre, 2025

4.Dimension

The ILSQ questionnaire was conceptualized by the researcher to suit its study regarding the instructional leadership skills of the school heads in enhancing the students' achievement test results. The questionnaire was based on the concept of Hallinger and Murphy (1985) Instructional Leadership Model and Olowo Busuyi Francis & Fashiku Christopher Oluwatoyin (2019) instructional leadership skills variables. Other related sources were Andrews and Soder (1987). Robinson, V.M.J., Lloyd, C.A.& Rowe, K.J. (2008) ; OECD, 2009; Isa, Jailani & Suleiman, 2014; Koontz and his colleagues (1980); Mullins (2005; Ogunsaju (1983; Ijaiya (1991); and Akinnubi, Gbadeyan, Fashiku & Kayode, (2012).

Training and Development Skill (Items 1- 9)

Decision Making Skill (Items 11-19)

Interpersonal Skill (Items 20-28)

Supervision Skill (Items 29-39)

Communication Skill (Items 40-50)

5.Total Items: 50 Items Questionnaire

6.Scoring Range: 1-50 Range

7.Scoring Procedure: Sum up all subscale scores and the sum score of the questionnaire.

General Comments: Higher responses mean a skillful instructional leader and lower scores mean less skillful instructional leader. Further, the skillful instructional leaders may correlate to higher achievement test results.

Answering legend:

Point	Description (Verbal)	Scaled Interpretation	Response
5 81.00-100	Very true	Mastery	
4 61.00-80.00	Somewhat true	More Skillful	



- | | | |
|---------------|-------------------|----------------|
| 3 41.00-60.00 | Occasionally true | Skillful |
| 2 21.00-40.00 | Seldom true | Less Skillful |
| 1 1.00-20.00 | Is not true | Least Skillful |

Instruction : For each item, mark the number in the column that best represents your answer.

8. Profile Inclusion Respondent's Profile

Name: Optional

Gender: Male and Female (Optional)

Designation Principal, Assistant Principal, or Officer- In-Charge

School Name: To be filled out by the respondents

School Size: Provided with options

Number of School Years Serving as Principal: Provided with options.

Number of Years Serving as Principal at the current school: Provided with options.

APPENDIX B

Actual Questionnaire

The researcher is currently conducting a study entitled "Instructional Leadership Skills of School Heads as Correlates to Schools' Achievement Test: Bases of Leadership Enhancement Program." The baseline data of this study are expected to serve as a basis for formulating an action plan to equip school heads with skills that will influence the schools' achievement test results.

The questionnaire takes only about 5-10 minutes to complete. Please fill in the questionnaire as quickly and honestly as possible. We assure you of strict confidentiality, and we will greatly appreciate your immediate heartfelt response.

RESPONDENT'S PROFILE: Kindly check the option that fits you as a respondent.

Name (Optional): _____

Gender: _____ Male _____ Female

Designation: _____ Principal _____ Assistant Principal _____ OIC

School Name: _____

School Size: _____ 50-100 students _____ 101-200 students
_____ 201-300 students _____ 301-above students

Number of School Years Serving as Principal:

_____ 1 year _____ 2-5 years _____ 6-10 years
_____ 11-15 years _____ 16-20 years _____ 21 years and above



Number of Years Serving as Principal of the current school:

_____ 1year _____ 2-5 years _____ 6-10 years
_____ 11-15 years _____ 16-20 years _____ 21 years and above

Instructional Leadership Skills Questionnaire (Ilsq)

[Nombre, M. \(2023\)](#)

Instruction:

Please indicate your answers to the statements provided below by putting a check mark in the boxes that correspond to your choices.

Answering legend:	Point	Description
	5	Very true
	4	Somewhat true
	3	Occasionally true
	2	Seldom true
	1	Is not true

Statements	Very True	Somewhat true	Occasionally true	Seldom true	Is not true
A. Training and Development					
1. I participate in professional development to support my own leadership.	5	4	3	2	1
2. I collaborate with relevant stakeholders to promote capacity development of my teachers, staff and students.	5	4	3	2	1
3. I facilitate an intensive and regular in-house seminar workshop to improve knowledge, pedagogical skills and competence of my faculty and staff.	5	4	3	2	1
4. I counsel and share my personal teaching experiences to encourage my team to achieve classroom objectives.	5	4	3	2	1
5. I intentionally design to create and address learning needs of teachers in relation to their specific students and context.	5	4	3	2	1
6. I encourage and support teachers for further development and advancement in their job.	5	4	3	2	1

7. I challenge teachers for the improvisation of instructional materials to enhance the teaching-learning experience of the students.	5	4	3	2	1
8. I plan and implement professional learning for teachers and leaders based on their specialty to support student-teaching.	5	4	3	2	1
9. I explore and introduce the latest instructional materials and technology that would empower my stakeholders.	5	4	3	2	1
Total:					
B. Decision Making Skills					
10. I involve the teachers and staff in making decisions for the improvement of the students' learning.	5	4	3	2	1
11. I involve my faculty and staff in identifying needs of school facilities that may affect students' learning.	5	4	3	2	1
9. I draw upon the previous results of the testing when making curricular designs.	5	4	3	2	1
10. I make prompt decisions that could positively impact the students, the stakeholders, parents, and teachers.	5	4	3	2	1
11. I initiate decision making of the team regarding school objectives, plans, goals, books, activities, and other educational related needs.	5	4	3	2	1
15. I collect relevant information, data, or viewpoints when making decisions.	5	4	3	2	1
16. I do not operate decision making based on emotions.	5	4	3	2	1
17. I observe challenges and situations, advantages and disadvantages before coming up with decisions or solutions.	5	4	3	2	1
18. I used the examination results data in formulating or improving the next academic achievement.	5	4	3	2	1
19. I encourage suggestions, ideas, and decisions of my school team and implement them.	5	4	3	2	1
Total:					
C. Interpersonal Relations Skill					
20. I establish and maintain good rapport with my faculty, staff, and students.	5	4	3	2	1
21. I create a supportive learning environment for students, teachers, and leaders.	5	4	3	2	1
22. I enhance trust, cordiality, and confidence between the school managers and staff.	5	4	3	2	1
23. I make the school team feel as part of the school by giving them full attention to their opinions.	5	4	3	2	1
24. I mingle freely with my faculty, staff, students, parents, and stakeholders.	5	4	3	2	1
25. I show that I care about my school team.	5	4	3	2	1
26. I create an environment conducive to the release of human potential.	5	4	3	2	1
27. I maintain a cordial and free flow of information through the team.	5	4	3	2	1
28. I allow teachers, staff, parents, and students to approach at necessary time and situations.	5	4	3	2	1
Total:					

D. Instructional Supervision Skill					
29. I improve my teaching force through classroom observation and feedback mechanisms.	5	4	3	2	1
30. I develop an annual school-wide achievement goal.	5	4	3	2	1
31. I use formal and informal assessments to secure my school team's input on goal development.	5	4	3	2	1
32. I encourage teachers to improve teaching and learning situations in school.	5	4	3	2	1
33. I monitor students' progress through a data system and use them for the learning and development of the students.	5	4	3	2	1
34. I delegate responsibilities to my school team.	5	4	3	2	1
35. I create a safe and orderly learning environment for students through management systems and expectations of social behavior.	5	4	3	2	1
36. I encourage teachers to collaborate and develop a shared sense of responsibility for students beyond their own class.	5	4	3	2	1
37. I prioritize instructional aspects that are aligned to school goals, mission, and vision.	5	4	3	2	1
38. I educate my school team regarding the school's time table and implement them accordingly.	5	4	3	2	1
39. I support teachers to make informed decisions about how to meet the needs of their students	5	4	3	2	1
40. I hold individual and group meetings with teachers to discuss students' progress.	5	4	3	2	1
Total:					
E. Communication Skill					
41. I effectively communicate the school's mission and goal to my faculty, staff, stakeholders, and students.	5	4	3	2	1
42. I discuss the school's academic goals during the faculty meeting.	5	4	3	2	1
43. I channel the school priorities, direction and mission to my school team.	5	4	3	2	1
44. I allow my school team to talk, express their opinions, and get information at appropriate time and manner.	5	4	3	2	1
45. I express my ideas, vision, and goals for the improvement of the school.	5	4	3	2	1
46. It enables the school as a group to think together, to reach agreement and to act together.	5	4	3	2	1
47. I make known the decision of the school management towards the staff, teachers, parents, and students.	5	4	3	2	1
48. I maintain a cordial and free flow of information through the team.	5	4	3	2	1
49. I inform overall academic performance in the school's formal assembly	5	4	3	2	1
50. I write communication letters or talk to inform and channel important matters to my school teams.	5	4	3	2	1
Total:					



ILSQ SCORING SHEET:

Instructions: Take the sub total of each subscale, multiply according to the number legend, and then add each column to get the sum. This will give you comparable scores for each of the five skills

No.	Training and Development Skill	Decision Making Skill	Interpersonal Skill	Supervision Skill	Communication Skill
5					
4					
3					
2					
1					
Total Score					
Percentage					

MEDEN B. NOMBRE, LPT, MAEd-EM

*A passionate teacher by heart.

*She has been a teacher at preschool, elementary and college levels.

*She has been an instructor to an Adventist, non-Adventist, and layman schools.

*She loves both children, youth, and adults alike.

*She has been an enthusiastic leader since her youth.

*A ministry partner of her husband.

*She believes she can do everything only with God.

To God be all the glory!