

Instructional leadership skills of secondary school administrators and their impact on teachers' performance

Ignacio, Jenny T. ✉

Manduang Integrated School, Minglanilla, Cebu, Philippines (jenny.ignacio@deped.gov.ph)

Sim, Mary Jane C.

Cebu Technological University, Philippines (maryjanesim0828@gmail.com)



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Abstract

Teachers, as primary agents in educational delivery, provide critical perspectives on the effectiveness of school administrators' leadership, particularly regarding support for instructional practices. This study assessed the instructional leadership skills of administrators in selected public schools in District II of Minglanilla, Cebu, employing a descriptive-correlational research design and an adapted questionnaire as the primary data collection instrument. The sample comprised 137 teacher respondents. Data analysis utilized percentage calculations for teacher performance ratings, while weighted mean scores assessed administrators' instructional leadership skills in the domains of resource providers, instructional resources, communication, and visible leadership. Pearson product-moment correlation was applied to determine the relationship between administrators' instructional leadership skills and teacher performance ratings. Results indicated that school administrators exhibit exemplary instructional leadership skills, with notable strengths in communication, which are significantly and positively associated with teachers' outstanding performance. It is recommended that the proposed Instructional Leadership Plan framework be implemented to further enhance the leadership practices of the school administrators.

Keywords: administration and supervision, instructional leadership skills, descriptive correlational, action plan, Minglanilla, Cebu

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1. Introduction

Teachers play a key role in education and have important insights into how well school administrators support instructional practices. Studying the link between administrators' instructional leadership skills and public secondary school teachers' performance ratings helps us understand how leadership affects teaching and academic results. This kind of analysis can guide policy and leadership development efforts to improve both school leadership and teacher performance. It also helps us see how administrators' skills influence teachers' readiness and ability to handle challenges. Over the past few decades, school administrators' roles have changed from mainly managing schools to focusing more on instructional leadership. Daing and Mustapha (2023) found that administrators who provide ongoing professional development and instructional resources help teachers perform better and feel more effective. As schools become more complex, especially with new technology and teaching methods, administrators play an even bigger role in creating strong learning environments.

In the Philippines, as in other countries, school administrators manage both the daily operations of schools and the quality of teaching and learning (Valenzuela & Buenvenida, 2021). Their role as instructional leaders is becoming more important for creating environments that support academic success and teacher growth, which leads to better student outcomes. Soroño and Quirap (2023) found that when school leaders give regular feedback and support, teachers tend to perform better. As the country faces ongoing challenges with educational access and quality, strong instructional leadership remains crucial. Although the advantages of school administrators' instructional leadership skills are increasingly recognized, there is limited local data. While the benefits of administrators' instructional leadership are well known, there is little local data on how teachers and students in the Minglanilla District, Cebu, experience these skills.

Studies on remote learning show that teachers faced problems like low student participation, not enough materials, and feeling isolated (Naval & Mito-on, 2025). Administrators with strong instructional leadership helped by checking in regularly, offering professional development, and providing extra resources. Good instructional leadership is key to helping teachers overcome challenges, especially during remote learning, such as getting students to participate and making sure materials are available (Flores, 2025). It includes school safety, contract administration, supervision, data management, and marketing. Thus, this study determined the relationship between the school administrators' instructional leadership skills and the performance rating of the public secondary school teachers in Minglanilla District, Cebu. The results of this study may help school administrators improve their instructional leadership skills.

2. Methods

This study used a quantitative descriptive-correlational method and included 137 secondary teachers from selected schools in Minglanilla District II, Minglanilla, Cebu. The teachers were chosen based on their distance from the district office, the type of school, and their mode of transportation. The main tool for data collection was an adapted questionnaire from Daing and Mustapa (2023). The questionnaire had three parts: general information about the respondents, school administrators' instructional leadership skills, and the teachers' most recent performance ratings. Before distributing the questionnaire, the researchers asked for permission from the public-school district supervisor and the school principals in Minglanilla District II and received a recommendation from the research adviser. Once permission was granted, the researchers gave the questionnaires to the teachers and helped them fill them out. Descriptive statistics, such as percentage and weighted mean, were used to analyze the background data and assess leadership skills. The Pearson product-moment correlation r was used to find the relationship between administrators' instructional leadership and teacher performance ratings.

3. Results and Discussion

This section presents the gathered data, analysis, and interpretation of the school administrators' instructional leadership skills in terms of resource provider, instructional resource, communicator, and visible leader; the performance rating of the public secondary school teachers; and the significant relationship between the school administrators' instructional leadership skills and the performance rating of the public secondary school teachers.

Table 1

Respondents' school administrators' instructional leadership skills

Instructional Leadership Skills	WM	Verbal Description
Resource Providers	4.48	Strongly Agree
Instructional Resource	4.41	Strongly Agree
Communicator	4.53	Strongly Agree
Visible Leader	4.47	Strongly Agree
Grand Mean	4.47	Strongly Agree

Legend: 4.21-5=strongly agree; 3.41-4.2=agree; 2.61-3.4= neutral; 1.81-2.6=disagree; 1-1.8=strongly disagree

Table 1 shows how respondents rated their school administrators' instructional leadership skills in four main areas. The results indicate that school leadership is held in very high regard, with a Grand Mean of 4.47. This score falls within the 4.21-5.00 range, which means Strongly Agree. Administrators received their highest rating as Communicators, with a weighted mean of 4.53. This suggests they are very good at sharing goals, encouraging open communication, and setting clear expectations. Their roles as Resource Providers and Visible Leaders followed closely, with weighted means of 4.48 and 4.47. These scores show that administrators are present in the school and reliable in providing what is needed for operations. Although still rated as Strongly Agree, the lowest score was for acting as an Instructional Resource, with a mean of 4.41. This small difference suggests that while administrators are strong in management and communication, there is some room for improvement in their direct involvement with teaching and curriculum development. This result agrees with what Flores (2025) found, as he noted that school leaders are most effective when they balance strong communication and resource provision with direct involvement in classroom instructional practices.

These results suggest that the school has a supportive and communicative leadership team. Administrators are trusted and respected, which helps them lead school-wide projects and keep morale high. Effective school heads demonstrate competence not only in management and communication but also in supporting teachers in line with the Philippine professional standards for teachers (Estrada & Gumban, 2024). Still, the slightly lower score for being an Instructional Resource shows there is room for growth. Administrators should move beyond just managing operations and become more active as instructional coaches. To help with this, school districts can offer training in supervision, new teaching methods, and working with data. By communicating their strengths in communication and resource management and getting more involved in classroom teaching, administrators can better support their teachers and help students succeed.

Table 2

Respondents' performance rating in S.Y. 2024-2025

Indicators	<i>f</i>	%
Outstanding	27	19.70
Very Satisfactory	110	80.29
Satisfactory	0	0.00
Unsatisfactory	0	0.00
Unacceptable	0	0.00
Total	137	100.00

Table 2 presents the performance ratings for 137 respondents. Most received a Very Satisfactory rating at 80.29%, while 19.70% achieved Outstanding. No one was rated as Satisfactory, Unsatisfactory, or Unacceptable. This suggests that all teacher respondents consistently meet the professional standards for teachers. These results suggest the faculty is capable and dedicated, supporting the school's strong performance. However, the absence of lower ratings raises questions about how effective and sensitive the evaluation system is. The lack of variation could mean the appraisal tool is too lenient or has a ceiling effect, making it difficult to distinguish differences in

teacher performance. Other studies have found similar problems, leading to calls for better evaluation methods (Flores, 2025). Estrada and Gumban (2024) found a strong positive link between school heads' competence and teachers' performance ratings, highlighting how leadership quality directly affects teacher effectiveness under the Philippine Professional Standards for Teachers. He et al. (2024) also found that principals' instructional leadership is a strong predictor of teachers' professional development, showing that effective leadership helps teachers improve and perform better.

Table 3

Significant relationship between the school administrators' instructional leadership skills and respondents' performance rating

Paired Variables	r-value	p-value	Decision on Ho $\alpha = 0.05$	Interpretation
School Administrators' Instructional Leadership Skills and the Respondents' Performance Rating	0.349	0.001	Reject Ho	Significant

Table 3 shows the results of the statistical analysis on the relationship between administrators' instructional leadership skills and teachers' performance ratings. The r-value of 0.349 suggests a moderate positive relationship between these factors. This means that when school administrators show stronger leadership skills, especially as visible leaders and resource providers, teacher performance ratings tend to rise as well. The p-value of 0.001 is much lower than the alpha level of 0.05; thus, the null hypothesis is rejected. This confirms that there is a statistically significant relationship between administrative leadership and teacher performance.

These findings highlight the important role school administrators have in raising school quality and professional standards. The positive relationship found that administrators' leadership skills, especially in providing support and resources, directly improve teacher performance (Daing & Mustapha, 2023). Similarly, Soroño and Quirap (2023) also found that strong instructional leadership from school heads is closely tied to higher teacher performance ratings. These studies show that effective instructional leadership is more than just an administrative duty; it helps teachers do better. When leaders offer resources and keep communication clear and open, as the literature suggests, they help teachers move from "Very Satisfactory" to "Outstanding" performance.

4. Conclusion and Recommendations

Based on the synthesized data, it is concluded that school administrators possess exemplary instructional leadership skills, demonstrating strength as effective communicators, which significantly and positively correlates with the outstanding performance of their teachers. The results prove a statistically significant, moderate positive relationship, indicating that robust administrative leadership is not just a formality but an active driver of employee productivity. Based on the findings, the following recommendations were hereby offered: Educational institutions and leadership preparation programs should intensify efforts to cultivate the instructional leadership skills of future school administrators. Also, providing future school leaders with hands-on experiences, coaching, and reflective practice opportunities will better prepare them to lead instructional improvement, support teacher development, and foster a high-performing academic environment. Public secondary schools implement strategic interventions to improve the performance ratings of their teachers.

These findings suggest that schools need to rethink how they develop leaders and evaluate performance. Because strong administrative leadership directly affects teacher performance, school districts should make ongoing leadership training a priority. Administrators should be encouraged to move beyond basic management and become more involved in teaching and learning. For school administrators, this implies that while performance is high, the criteria for evaluation may need to be updated and made more challenging. Adding more specific indicators or raising standards can help identify top performers, prevent stagnation, and give high-achieving staff new goals to work toward. For schools and policymakers, these results show the importance of continuing to invest in leadership development programs. Strengthening the instructional and management skills of school administrators can directly boost the productivity and performance of the entire academic community.

Practical Educational Implications and Significance of the Findings - The findings of this study offer several important implications for educational practice, particularly for school administrators, teachers, and the broader school community. The demonstrated positive relationship between instructional leadership skills and teacher performance highlights the critical role of leadership in shaping instructional quality and overall school effectiveness. For **school administrators**, the results emphasize the need to strengthen instructional leadership practices beyond managerial responsibilities. Administrators should actively engage in classroom-focused leadership by providing instructional coaching, facilitating professional development, and using data to guide teaching improvements. The high ratings in communication suggest that maintaining open, transparent, and consistent dialogue with teachers is essential; however, greater involvement as instructional resources can further enhance teaching quality. Leadership development programs should therefore prioritize capacity-building in curriculum supervision, mentoring, and evidence-based instructional strategies.

For **teachers**, the study underscores the value of supportive and communicative leadership in enhancing professional performance. When administrators provide clear expectations, adequate resources, and constructive feedback, teachers are better positioned to refine their instructional practices and achieve higher performance ratings. This supportive environment also fosters teacher motivation, collaboration, and continuous professional growth, which are essential for improving student learning outcomes. While for **students**, although indirectly measured, the implications are equally significant. Improved teacher performance—driven by effective instructional leadership—translates into better classroom instruction, more engaging learning experiences, and ultimately higher academic achievement. Strong leadership thus contributes to creating a learning environment where students can thrive academically and socially.

At the **school level**, the findings highlight the importance of cultivating a culture of instructional excellence. Schools should institutionalize leadership practices that promote collaboration, ongoing professional learning, and accountability. Additionally, the limited variability in teacher performance ratings suggests a need to revisit evaluation systems to ensure they are sufficiently rigorous and capable of distinguishing different levels of teacher effectiveness. Enhancing appraisal systems can help identify areas for improvement while recognizing high-performing educators. Overall, this study reinforces that instructional leadership is a key driver of educational quality. Investing in leadership development and aligning leadership practices with instructional goals can lead to sustained improvements in teacher performance and student outcomes.

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