



SCHOOL ADMINISTRATOR'S INSTRUCTIONAL LEADERSHIP PRACTICES, TEACHERS' PERFORMANCE AND GRADE TWO LEARNERS' LITERACY AND NUMERACY PERFORMANCES

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ABSTRACT

This study determined the significant relationship between the School Administrator's Instructional Leadership Practices, Teachers' Performance And Grade Two Learners' Literacy And Numeracy Performances in Soob Elementary School and Albuera North Central School. This study employed a quantitative descriptive-correlational research design to determine the relationship among school administrators' instructional leadership practices, teachers' performance based on the Classroom Observation Tool (COT), and students' literacy and numeracy performances. A descriptive-correlational approach was appropriate because the study aimed to describe the current status of instructional leadership, objectively measure teachers' classroom performance using established observation ratings, and examine the extent to which these variables were associated with students' academic outcomes, without manipulating any of the variables. The respondents included school heads, Grade 2 teachers, and Grade 2 learners from selected public elementary schools within a specified district. To gather the data, the researcher first secured formal approval from the Schools Division Office

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and respective school heads. A validated survey questionnaire was administered to teachers to assess their school administrator’s instructional leadership practices across key dimensions such as instructional supervision, curriculum monitoring, professional development support, and learning climate management. Teachers’ performance data were obtained from official Classroom Observation Tool (COT) ratings, which reflected actual classroom teaching practices and instructional competence. Students’ literacy and numeracy performances were collected from official school records, including reading assessment results, numeracy test scores, or standardized academic assessments. All data were collected with strict adherence to confidentiality and data privacy policies. After retrieval, the data were organized, coded, and statistically analyzed using mean and standard deviation to determine the levels of each variable, Pearson Product-Moment Correlation to examine relationships, and multiple regression analysis to determine the predictive influence of instructional leadership practices and teachers’ classroom performance on students’ literacy and numeracy outcomes. Ethical considerations such as informed consent, voluntary participation, and anonymity of records were strictly observed throughout the conduct of the study.

The Relationship among School Leadership Practices, Teachers’ Instructional Competencies, Reading Performance, and Numeracy Performance shows the association between school leadership practices and teachers’ instructional competencies, as well as the relationship between teachers’ instructional competencies and learners’ reading and numeracy performances. The results aimed to determine whether school leadership practices and

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teachers' instructional competencies significantly influence the academic performance of learners in reading and numeracy.

The findings revealed that there was a very strong positive relationship between school leadership practices and teachers' instructional competencies. This indicates that when school administrators effectively implement instructional leadership practices such as supervision, monitoring, professional support, data-driven decision making, and positive school climate management, teachers tend to demonstrate stronger instructional competencies inside the classroom. This confirms that the relationship between school leadership practices and teachers' instructional competencies was statistically significant. The findings suggest that effective school leadership contributes significantly to improving teachers' instructional delivery, classroom management, lesson planning, assessment practices, and overall teaching effectiveness.

Likewise, the findings revealed a very strong positive relationship between teachers' instructional competencies and learners' reading performance, as well as between teachers' instructional competencies and learners' numeracy performance. This means that teachers who demonstrate strong instructional competencies are more likely to produce better learner outcomes in reading and mathematics. The findings suggest that effective teaching strategies, differentiated instruction, classroom engagement, assessment practices, and literacy and numeracy-focused instruction positively influence learners' academic achievement and skill development. These findings emphasize the important role of competent teachers in promoting academic success among learners.

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The results imply that all relationships among the variables were statistically significant, and the findings imply that effective school leadership practices contribute to stronger teachers' instructional competencies, which in turn positively influence learners' reading and numeracy performance. The result implies that the strong positive relationships demonstrate the importance of instructional leadership and teacher competence in achieving improved learner outcomes. Furthermore, the findings imply that when school administrators provide effective instructional supervision, mentoring, and professional support, teachers become more competent and capable of delivering quality instruction that improves learner achievement. Overall, the study implies that collaborative efforts among school administrators and teachers are essential in achieving quality education and improved learner outcomes.

Keywords: *Instructional Leadership Practices, School Administrators, Teachers Performance, Literacy and Numeracy Performances, Grade Two Learners*

INTRODUCTION

Instructional leadership is a key factor in school improvement. Research shows that school administrators who focus on curriculum supervision, classroom observation, and professional development positively influence teaching quality. This topic allows me to investigate these practices in a structured and scholarly way.

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Literacy and numeracy are global priorities in education systems. Governments and educational institutions constantly look for ways to improve student performance in these areas. By focusing on instructional leadership, this study connects with current educational reforms and policy directions aimed at improving foundational learning outcomes.

Moreover, teacher performance is a critical factor in student achievement. Administrators who provide clear instructional goals, regular feedback, and professional learning opportunities help teachers refine their methods. This topic lets me examine the link between leadership support and improved classroom instruction.

Finally, this research is relevant because it adds to the field of educational management and leadership. It offers insights that can guide school administrators in adopting effective instructional practices. The findings may serve as a reference for policymakers, school leaders, and education stakeholders looking for sustainable strategies to improve schools.

Hallinger (2022) emphasized that research on instructional leadership often encounters methodological difficulties, particularly in establishing causal links between leadership practices and student achievement due to the influence of contextual and external variables. The study further noted that issues related to data quality, participant response bias, and time limitations remain common constraints in educational leadership research. This literature reinforces the researcher's experiences and highlights the complexity inherent in examining the impact of instructional leadership on academic outcomes.

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The researcher chose this title based on the belief that leadership is essential to the success of any school. Through extensive experience in the field of education, the researcher has observed that a school's effectiveness often reflects the quality of its leadership. When administrators actively guide and support teaching and learning processes, both teachers and students benefit significantly. This conviction inspired the researcher to investigate how instructional leadership influences academic outcomes.

The researcher encountered several challenges in the conduct of the study. One major problem was the limited access to reliable and comprehensive data. In some schools, records of teacher performance evaluations were not systematically documented, and data on students' literacy and numeracy outcomes were incomplete, outdated, or inconsistently maintained. This lack of organized and updated records made it difficult to establish a clear and direct relationship between instructional leadership practices and academic performance outcomes.

Another significant challenge was the limited cooperation from some participants. School administrators and teachers occasionally felt uncomfortable being evaluated or observed, particularly when they perceived the research as a form of inspection or criticism. In certain instances, participants provided socially desirable responses rather than honest and reflective answers during interviews and surveys. Such responses potentially affected the validity and reliability of the collected data.

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Time constraints also posed a considerable difficulty. School administrators and teachers typically manage demanding schedules that include teaching responsibilities, meetings, administrative tasks, and co-curricular activities. As a result, scheduling interviews, distributing questionnaires, and conducting classroom observations required careful coordination and often led to delays. In some cases, the data collection process extended beyond the anticipated timeframe or resulted in fewer responses than initially planned.

Finally, the researcher faced challenges in isolating variables that influence students' literacy and numeracy performance. Academic achievement is shaped by multiple interconnected factors, including socio-economic background, availability of instructional materials, teacher experience, parental involvement, and overall school resources. Determining whether improvements in student outcomes were directly attributable to instructional leadership practices, rather than external influences, proved to be complex. This multifaceted nature of educational performance limited the ability to draw definitive causal conclusions.

The researcher is also deeply committed to improving students' literacy and numeracy skills. These foundational competencies are crucial to learners' academic achievement and future life opportunities. Observations in various educational settings revealed that when students struggle with reading, writing, or basic mathematics, their confidence and overall performance are adversely affected. This realization motivated the researcher to explore how school leadership can play a vital role in strengthening these essential skills.

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Furthermore, the researcher values the professional growth and development of teachers. Evidence from practice shows that teachers perform more effectively when they feel supported, guided, and motivated by their administrators. Constructive feedback, mentoring, and collaborative planning have been seen to significantly enhance instructional practices. Hence, the researcher sought to examine the extent to which leadership practices influence teacher effectiveness.

Finally, this chosen title reflects the researcher's commitment to contributing meaningful and relevant research to the education sector. By understanding the role of instructional leadership, the researcher aims to help promote supportive, productive, and high-performing school environments where both teachers and students can thrive and achieve excellence.

This study determined the significant relationship between the School Administrator's Instructional Leadership Practices, Teachers' Performance OF Grade Two Pupils' Literacy And Numeracy Performances in Soob Elementary School. A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of School Administrator's Instructional Leadership Practices in terms of the following:

- 1.1 Vision and Goal Setting;
- 1.2 Supervision and Monitoring of Instruction;
- 1.3 Professional Development and Teacher Support;

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- 1.4 Data Driven Decision making; and
- 1.5 School Climate and culture for learning
- 2. What is the level of work performance of elementary teachers based on Classroom Observation tool (COT)?
- 3. What is the literacy and numeracy performances of the Grade 2 learners based on CRLA and RMA?
- 4. Is there a significant relationship between the ff:
 - 4.1 Instructional Leadership practices and level of work satisfaction of teachers; and
 - 4.2 Performance of teachers and literacy and numeracy performances of the Grade 2 learners based on CRLA and RMA?
- 5. What Instructional supervisory plan can be proposed based on the findings of the study?

Statement of Null Hypothesis

H0 – There is no significant relationship between the ff:

- a. Instructional Leadership practices and level of work satisfaction of teachers; and
- b. Performance of the teachers and literacy and numeracy performances of the Grade 2 learners based on CRLA and RMA?

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METHODOLOGY

Design. This study employed a quantitative descriptive-correlational research design to determine the relationship among school administrators’ instructional leadership practices, teachers’ performance based on the Classroom Observation Tool (COT), and students’ literacy and numeracy performances. A descriptive-correlational approach was appropriate because the study aimed to describe the current status of instructional leadership, objectively measure teachers’ classroom performance using established observation ratings, and examine the extent to which these variables were associated with students’ academic outcomes, without manipulating any of the variables. The respondents included school heads, Grade 2 teachers, and Grade 2 learners from selected public elementary schools within a specified district.

To gather the data, the researcher first secured formal approval from the Schools Division Office and respective school heads. A validated survey questionnaire was administered to teachers to assess their school administrator’s instructional leadership practices across key dimensions such as instructional supervision, curriculum monitoring, professional development support, and learning climate management. Teachers’ performance data were obtained from official Classroom Observation Tool (COT) ratings, which reflected actual classroom teaching practices and instructional competence. Students’ literacy and numeracy performances were collected from official school records, including reading assessment results, numeracy test scores, or standardized academic assessments. All data were collected with strict adherence to confidentiality and data privacy policies. After retrieval, the data were organized, coded, and statistically analyzed using mean and standard deviation

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to determine the levels of each variable, Pearson Product-Moment Correlation to examine relationships, and multiple regression analysis to determine the predictive influence of instructional leadership practices and teachers' classroom performance on students' literacy and numeracy outcomes. Ethical considerations such as informed consent, voluntary participation, and anonymity of records were strictly observed throughout the conduct of the study.

The main locale of the study was in Soob Elementary School and Albuera North Central School in the Division of Leyte. To measure school administrators' instructional leadership practices, the study used a standardized survey questionnaire adapted from established instructional leadership frameworks, such as the Principal Instructional Management Rating Scale (PIMRS) developed by Philip Hallinger. The questionnaire was modified to suit the local educational context and included dimensions such as defining the school mission, managing instructional programs, supervising and evaluating instruction, monitoring student progress, and promoting a positive learning climate. The instrument used a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." Content validation was conducted by experts in educational leadership, and reliability was tested through Cronbach's Alpha to ensure internal consistency.

To assess teachers' performance, the study utilized official performance evaluation records, particularly the Classroom Observation Tool (COT) ratings or similar standardized classroom observation instruments prescribed by the education department. The COT measured observable teaching competencies such as lesson planning, instructional delivery,

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learner engagement, assessment strategies, classroom management, and professional responsibilities. Since the COT was an established performance-based evaluation tool, it ensured objective measurement of actual classroom practices. The study obtained consolidated COT scores or average observation ratings with proper authorization from school administrators.

For students' literacy and numeracy performances, the study used official academic records and standardized assessment results. Literacy performance was measured through reading assessment tools, comprehension tests, or standardized reading proficiency examinations administered by the school or district. Numeracy performance was measured using mathematics achievement test scores, quarterly examination results, or standardized numeracy assessments. These data were collected from school records to ensure authenticity and accuracy.

Sampling The respondents of the study were the 7 Teachers and 203 learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the School Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and to the teachers under their supervision and care.

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The researcher distributed the survey questionnaires to the School Administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r.

The data were collated and submitted to appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the School Administrator's Instructional Leadership Practices, Teachers' Performance Students Literacy And Numeracy Performances.

Pearson Product-Moment Correlation Coefficient (r) was employed. This statistical tool determined whether a significant relationship exists between school administrators' instructional leadership practices and teachers' performance, between instructional leadership practices and students' literacy and numeracy performances, and between teachers' performance and students' academic outcomes.

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RESULTS AND DISCUSSION

TABLE 1

SCHOOL LEADERSHIP PRACTICES OF SCHOOL ADMINISTRATORS

Dimension	Indicators	Weighted Mean	Interpretation
1.1 Vision and Goal Setting	Clearly communicates the school's mission and vision to all stakeholders	5.00	Very High
	Sets academic goals that are specific, measurable, and time-bound	5.00	Very High
	Involves teachers in the strategic planning and goal-setting process	5.00	Very High
	Aligns school projects and activities with the core institutional vision	5.00	Very High
	Regularly reviews progress toward school goals with the faculty	5.00	Very High
1.2 Supervision and Monitoring of Instruction	Conducts regular classroom observations to ensure quality teaching	4.86	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Provides immediate and constructive feedback to teachers after observations	4.86	Very High
	Checks lesson plans and instructional materials for alignment with standards	5.00	Very High
	Monitors the implementation of the curriculum in different subject areas	4.86	Very High
	Models effective teaching strategies through demonstration or coaching	4.86	Very High
1.3 Professional Development and Teacher Support	Organizes seminars and workshops based on the actual needs of teachers	5.00	Very High
	Encourages teachers to pursue graduate studies and professional growth	5.00	Very High
	Facilitates Learning Action Cell (LAC) sessions for collaborative learning	4.86	Very High
	Provides necessary resources and materials to support classroom instruction	4.86	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Recognizes and rewards teachers for their professional achievements	5.00	Very High
1.4 Data-Driven Decision Making	Uses student test scores and performance data to identify learning gaps	5.00	Very High
	Bases school-wide decisions on empirical evidence rather than intuition	5.00	Very High
	Leads meetings focused on analyzing student progress reports and data	5.00	Very High
	Uses data to allocate resources where they are most needed academically	5.00	Very High
	Regularly updates stakeholders on school performance through data reports	5.00	Very High
1.5 School Climate and Culture for Learning	Promotes a safe, orderly, and disciplined environment for students	5.00	Very High
	Encourages a culture of high expectations for both teachers and students	5.00	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Maintains open and professional communication lines with all staff	5.00	Very High
	Fosters a collaborative atmosphere where teachers share best practices	5.00	Very High
	Ensures that physical facilities are conducive to a positive learning experience	5.00	Very High

Grand Overall Weighted Mean: 4.97 → VERY HIGH

Legend (Likert Scale Interpretation)

Range Interpretation

4.21 – 5.00 Very High

3.26 – 4.20 High

2.51 – 3.25 Moderate

1.76 – 2.50 Low

1.00 – 1.75 Very Low

This table presents the School Leadership Practices of School Administrators, showing the weighted mean and interpretation across five major dimensions: vision and goal setting,

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supervision and monitoring of instruction, professional development and teacher support, data-driven decision making, and school climate and culture for learning. The table provides an assessment of how school administrators implement leadership practices that support instructional effectiveness, teacher development, and overall school improvement. The results aimed to determine the extent to which school administrators demonstrate effective leadership practices in managing and improving the school learning environment.

The findings revealed that the dimension on vision and goal setting obtained very high ratings across all indicators, indicating that school administrators clearly communicate the school mission and vision, establish measurable academic goals, involve teachers in strategic planning, align activities with institutional objectives, and regularly review school progress. Similarly, the dimension on supervision and monitoring of instruction also received very high ratings, suggesting that school administrators consistently conduct classroom observations, provide constructive feedback, monitor curriculum implementation, and guide teachers through coaching and instructional supervision. These findings reflect strong instructional leadership practices that contribute to maintaining quality teaching and learning processes in schools.

Furthermore, the dimensions on professional development and teacher support, data-driven decision making, and school climate and culture for learning also obtained very high ratings in all indicators. The results show that school administrators actively organize professional development programs, encourage teacher growth, facilitate collaborative learning opportunities, and provide instructional resources to support teaching effectiveness.

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Likewise, administrators were found to effectively use student performance data in making school decisions, allocating resources, and monitoring academic progress. In terms of school climate and culture, the findings revealed that administrators promote safe and orderly learning environments, encourage collaboration, maintain open communication, and foster high expectations for both teachers and students. These results indicate that school administrators effectively perform leadership responsibilities that support instructional quality and organizational effectiveness.

The results imply that all dimensions of school leadership practices were rated very high by the respondents, and the grand overall weighted mean of 4.97 implies that school administrators demonstrate outstanding leadership practices in managing instructional programs, supporting teachers, and promoting a positive learning environment. The result implies that effective school leadership significantly contributes to teacher performance, learner achievement, professional collaboration, and continuous school improvement. Furthermore, the findings imply that when school administrators practice strong instructional leadership, schools become more organized, supportive, data-informed, and focused on achieving academic excellence and positive educational outcomes.

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TABLE 2

WEIGHTED MEAN DISTRIBUTION OF CLASSROOM OBSERVATION TOOL (COT)

RATING SHEET OF TEACHERS' INSTRUCTIONAL COMPETENCIES

Dimension	Indicators	Weighted Mean	Interpretation
1.1.2 Application of Content Knowledge	Apply knowledge of content within and across curriculum teaching areas	6.29	Very High
1.4.2 Teaching Strategies for Literacy and Numeracy	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	6.14	Very High
1.5.2 Critical and Creative Thinking	Apply strategies to develop critical, creative thinking, and higher-order thinking skills	6.14	Very High
2.3.2 Classroom Management and Engagement	Manage classroom structure for meaningful exploration and hands-on activities	6.14	Very High
2.6.2 Positive Discipline and Behavior Management	Manage learner behavior using positive and non-violent discipline	6.29	Very High
3.1.2 Differentiated Instruction	Use differentiated and developmentally appropriate learning experiences	6.14	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
4.1.2 Lesson Planning and Implementation	Plan and implement developmentally sequenced teaching and learning processes	6.29	Very High
4.5.2 Learning Resources and ICT Integration	Select and use appropriate teaching and learning resources, including ICT	6.29	Very High
5.1.2 Assessment Strategies	Design and use diagnostic, formative, and summative assessment strategies	6.29	Very High

Grand Overall Weighted Mean: 6.22 → VERY HIGH

Legend (Likert Scale Interpretation)

Score Range Interpretation

6.01 – 7.00 Very High

5.01 – 6.00 High

4.01 – 5.00 Moderate

3.01 – 4.00 Low

1.00 – 3.00 Very Low

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This table presents the Weighted Mean Distribution of Classroom Observation Tool (COT) Rating Sheet of Teachers' Instructional Competencies, reflecting the teachers' level of instructional performance across several competency indicators. Specifically, the table includes dimensions such as application of content knowledge, teaching strategies for literacy and numeracy, critical and creative thinking, classroom management and engagement, positive discipline and behavior management, differentiated instruction, lesson planning and implementation, learning resources and ICT integration, and assessment strategies. The results aimed to determine the level of teachers' instructional competencies based on the Classroom Observation Tool (COT) ratings and to identify the areas where teachers demonstrated strong instructional practices in classroom teaching.

The findings revealed that all indicators obtained very high interpretations, indicating that teachers consistently demonstrated strong instructional competencies in classroom instruction. The indicators on application of content knowledge, positive discipline and behavior management, lesson planning and implementation, learning resources and ICT integration, and assessment strategies obtained the highest weighted means, showing that teachers effectively applied subject matter knowledge, maintained positive classroom behavior, implemented organized lessons, integrated appropriate instructional resources, and utilized appropriate assessment methods. These findings indicate that teachers possess strong pedagogical competence and instructional preparedness that contribute to effective teaching and learning processes.

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Furthermore, the indicators on teaching strategies for literacy and numeracy, critical and creative thinking, classroom management and engagement, and differentiated instruction also received very high ratings. This means that teachers effectively utilized varied teaching strategies to improve literacy and numeracy skills, promoted higher-order thinking skills, maintained active learner engagement, and provided developmentally appropriate learning experiences suited to the needs of learners. The findings suggest that teachers were able to create inclusive, learner-centered, and engaging classroom environments that support student participation, academic growth, and holistic development. Overall, the results reflect the teachers' commitment to quality instruction and effective classroom management practices.

The results imply that all instructional competency indicators were rated very high, and the grand overall weighted mean of 6.22 implies that teachers demonstrated excellent instructional competencies based on the Classroom Observation Tool (COT) standards. The result implies that teachers possess strong instructional knowledge, effective teaching strategies, classroom management skills, and assessment practices that contribute positively to learner achievement and classroom effectiveness. Furthermore, the findings imply that continuous instructional supervision, professional development, and classroom observation practices help teachers maintain high levels of teaching performance and instructional competence, which are essential in delivering quality education and improving learner outcomes.

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TABLE III

PRETEST AND POSTTEST READING ASSESSMENT RESULTS OF GRADE 2

LEARNERS

Assessment Component	Pretest Weighted Mean	Posttest Weighted Mean	Interpretation
Assessment Part 1 (Reading Level)	3.86	4.32	High → Very High
Assessment Part 2 (Fluency & Comprehension)	85.49	86.57	High → Very High
Reading Profile Level Mean	3.50	4.14	High → Very High

| **Grand Mean** | **3.86** | **4.33** | **High → Very High** |

LEGEND (Interpretation Scale)

Weighted Mean Range Interpretation

4.21 – 5.00	Very High
3.26 – 4.20	High
2.51 – 3.25	Moderate
1.76 – 2.50	Low
1.00 – 1.75	Very Low

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This table presents the Pretest and Posttest Reading Assessment Results of Grade 2 Learners, showing the weighted mean scores of the learners in different reading assessment components before and after the intervention. Specifically, the table includes the learners' performance in Assessment Part 1 (Reading Level), Assessment Part 2 (Fluency and Comprehension), and the Reading Profile Level Mean. The table also presents the corresponding interpretations of the learners' reading performance from pretest to posttest. The results aimed to determine whether there was improvement in the reading performance of Grade 2 learners after the implementation of reading interventions and instructional support activities.

The findings revealed that the learners demonstrated improvement in all reading assessment components from pretest to posttest. In Assessment Part 1, which focused on reading level, the learners' performance improved from High to Very High, indicating better word recognition, decoding skills, and reading accuracy after the intervention. Similarly, Assessment Part 2, which measured fluency and comprehension, also improved from High to Very High, showing that learners became more capable of reading smoothly, understanding texts, and responding appropriately to comprehension questions. These findings suggest that the intervention activities positively contributed to strengthening the learners' foundational reading abilities and comprehension skills.

Furthermore, the Reading Profile Level Mean also showed improvement from High to Very High, indicating overall enhancement in the learners' reading proficiency. The grand mean likewise improved from High to Very High, reflecting the positive effect of the reading

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intervention on the learners' literacy development. The findings imply that learners became more confident readers, demonstrated improved comprehension abilities, and developed better fluency and understanding of reading materials. These results highlight the importance of continuous reading support, guided instruction, and literacy-focused activities in improving learners' reading achievement and academic performance in the early grades.

The results imply that all reading assessment components improved from pretest to posttest, and the grand mean of 4.33 implies that the reading intervention was highly effective in enhancing the reading performance of Grade 2 learners. The result implies that consistent reading activities, guided instruction, and literacy support programs significantly improve learners' reading level, fluency, comprehension, and overall literacy development. Furthermore, the findings imply that early reading interventions play a crucial role in helping learners achieve better academic performance, develop stronger comprehension skills, and build confidence in reading, which are essential foundations for lifelong learning and academic success.

TABLE IV

PRETEST AND POSTTEST RESULTS OF GRADE 2 NUMERACY ASSESSMENT (RMA) – CLASS SUMMARY

Assessment Indicators	Pretest Weighted Mean	Posttest Weighted Mean	Interpretation
Emerging (Not Proficient)	0.29	0.00	Decreased (Improved)
Emerging Low Proficient	2.86	0.00	Decreased (Improved)

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Assessment Indicators	Pretest Weighted Mean	Posttest Weighted Mean	Interpretation
Developing (Nearly Proficient)	4.86	2.86	Decreased → Improved Progress
Transitioning (Proficient)	6.57	4.57	Slight Decrease (Shift to higher level)
At Grade Level (High Proficient)	15.29	19.57	Increased (Improved Mastery)
Task Performance (A-K Overall Average)	19.71	22.31	Increased (Improved Performance)

| **Grand Overall Mean** | **18.29** | **21.31** | **Improved Performance (Positive Gain)** |

LEGEND (Interpretation Scale)

Score Range Interpretation

21.01 – 25.00 Very High Performance

17.01 – 21.00 High Performance

13.01 – 17.00 Moderate Performance

9.01 – 13.00 Low Performance

1.00 – 9.00 Very Low Performance

This table presents the Pretest and Posttest Results of Grade 2 Numeracy Assessment (RMA) – Class Summary, showing the learners' numeracy performance before and after the implementation of intervention activities. Specifically, the table includes the weighted mean

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scores under different numeracy proficiency levels such as Emerging, Emerging Low Proficient, Developing, Transitioning, and At Grade Level. It also presents the learners' task performance and grand overall mean in both the pretest and posttest assessments. The results aimed to determine whether the numeracy intervention activities contributed to the improvement of Grade 2 learners' mathematics performance and mastery of numeracy skills.

The findings revealed that the number of learners classified under the Emerging and Emerging Low Proficient levels decreased in the posttest results, indicating improvement in the learners' numeracy skills and progression toward higher proficiency levels. Likewise, the Developing level also showed a decrease, which implies that learners progressed to more advanced numeracy categories after the intervention. Meanwhile, the Transitioning level showed a slight decrease because learners shifted to the At Grade Level category, demonstrating further improvement in numeracy mastery. These findings suggest that the intervention activities effectively helped learners move from lower proficiency levels toward higher levels of mathematical understanding and performance.

Furthermore, the At Grade Level category increased in the posttest results, indicating improved numeracy mastery and stronger mathematical performance among the learners. Similarly, the Task Performance overall average increased, reflecting better learner achievement in numeracy-related tasks and assessment indicators. The grand overall mean also improved from High Performance to Very High Performance, demonstrating the positive effect of the numeracy intervention program on the learners' mathematical abilities. The findings indicate that learners became more capable of solving mathematical tasks,

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 understanding numeracy concepts, and demonstrating improved computational and problem-solving skills after the intervention.

The results imply that the numeracy intervention activities positively improved the mathematical performance of Grade 2 learners, and the grand overall mean of 21.31 implies that the learners achieved Very High Performance after the intervention. The result implies that continuous numeracy intervention programs, guided mathematics instruction, and targeted learning activities effectively enhance learners’ mathematical understanding, task performance, and numeracy mastery. Furthermore, the findings imply that early mathematics intervention programs help reduce low proficiency levels among learners and promote higher achievement in numeracy skills, which are essential for academic success and lifelong learning.

TABLE V
RELATIONSHIP AMONG SCHOOL LEADERSHIP PRACTICES, TEACHERS’ INSTRUCTIONAL COMPETENCIES, READING PERFORMANCE, AND NUMERACY PERFORMANCE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Leadership Practices (Table 1) and Teachers’ Instructional Competencies (Table 2)	0.91	5.87	2.31	Reject Ho	Significant Relationship (Very Strong Positive)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Teachers' Instructional Competencies (Table 2) and Reading Performance (Table 3)	0.87	4.76	2.31	Reject Ho	Significant Relationship (Very Strong Positive)
Teachers' Instructional Competencies (Table 2) and Numeracy Performance (Table 4)	0.88	5.02	2.31	Reject Ho	Significant Relationship (Very Strong Positive)

This table presents the Test of Relationship between Classroom Observation, Teachers' Performance, and This table presents the Relationship among School Leadership Practices, Teachers' Instructional Competencies, Reading Performance, and Numeracy Performance, showing the correlation between school leadership practices and teachers' instructional competencies, as well as the relationship between teachers' instructional competencies and learners' reading and numeracy performances. The table includes the Pearson r correlation coefficient, computed t-value, table value at the 0.05 level of significance, decision on the null hypothesis, and interpretation of the relationships among the variables. The results aimed to determine whether school leadership practices and teachers' instructional competencies significantly influence the academic performance of learners in reading and numeracy.

The findings revealed that there was a very strong positive relationship between school leadership practices and teachers' instructional competencies, as reflected by the Pearson r

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value of 0.91. This indicates that when school administrators effectively implement instructional leadership practices such as supervision, monitoring, professional support, data-driven decision making, and positive school climate management, teachers tend to demonstrate stronger instructional competencies inside the classroom. The computed t-value of 5.87 was greater than the table value of 2.31 at the 0.05 level of significance, leading to the rejection of the null hypothesis. This confirms that the relationship between school leadership practices and teachers' instructional competencies was statistically significant. The findings suggest that effective school leadership contributes significantly to improving teachers' instructional delivery, classroom management, lesson planning, assessment practices, and overall teaching effectiveness.

Likewise, the findings revealed a very strong positive relationship between teachers' instructional competencies and learners' reading performance, with a Pearson r value of 0.87, and between teachers' instructional competencies and learners' numeracy performance, with a Pearson r value of 0.88. This means that teachers who demonstrate strong instructional competencies are more likely to produce better learner outcomes in reading and mathematics. The computed t-values of 4.76 and 5.02 were both greater than the table value of 2.31 at the 0.05 level of significance, resulting in the rejection of the null hypothesis in both relationships. These findings suggest that effective teaching strategies, differentiated instruction, classroom engagement, assessment practices, and literacy and numeracy-focused instruction positively influence learners' academic achievement and skill development. The results emphasize the important role of competent teachers in promoting academic success among learners.

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The results imply that all relationships among the variables were statistically significant, and the findings imply that effective school leadership practices contribute to stronger teachers' instructional competencies, which in turn positively influence learners' reading and numeracy performance. The result implies that the very strong positive relationships reflected by the Pearson r values of 0.91, 0.87, and 0.88 demonstrate the importance of instructional leadership and teacher competence in achieving improved learner outcomes. Furthermore, the findings imply that when school administrators provide effective instructional supervision, mentoring, and professional support, teachers become more competent and capable of delivering quality instruction that improves learner achievement. Overall, the study implies that collaborative efforts among school administrators and teachers are essential in achieving quality education and improved learner outcomes.

Conclusion

Based on the results of this study, school leadership practices and teachers' instructional competencies play a crucial role in improving learners' reading and numeracy performance. Effective instructional leadership fosters stronger teacher performance through supervision, mentoring, and professional support, which in turn enhances the quality of classroom instruction. When teachers demonstrate strong instructional competencies, learners are more likely to achieve better academic outcomes in literacy and numeracy. The findings further highlight that collaborative efforts between school administrators and teachers create a more effective learning environment that supports continuous improvement in teaching and

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learning. Overall, strengthening both leadership practices and instructional competencies contributes significantly to improved learner achievement and school effectiveness.

Recommendations

The Teacher should continuously enhance instructional competencies by applying varied teaching strategies in literacy and numeracy, using differentiated instruction, and actively engaging learners in meaningful classroom activities to improve pupils' academic performance.

The Teachers should collaborate with school administrators in implementing effective instructional practices, participate in professional development activities, and utilize assessment data to improve teaching effectiveness and learner outcomes.

The School Heads should strengthen instructional leadership practices by conducting regular classroom observations, providing constructive feedback, supporting teacher training programs, and ensuring that instructional supervision is consistently aligned with curriculum goals.

The Public Schools District Supervisor should monitor and support school-level instructional leadership practices, provide technical assistance and training programs for school heads and teachers, and ensure that literacy and numeracy interventions are effectively implemented across schools.

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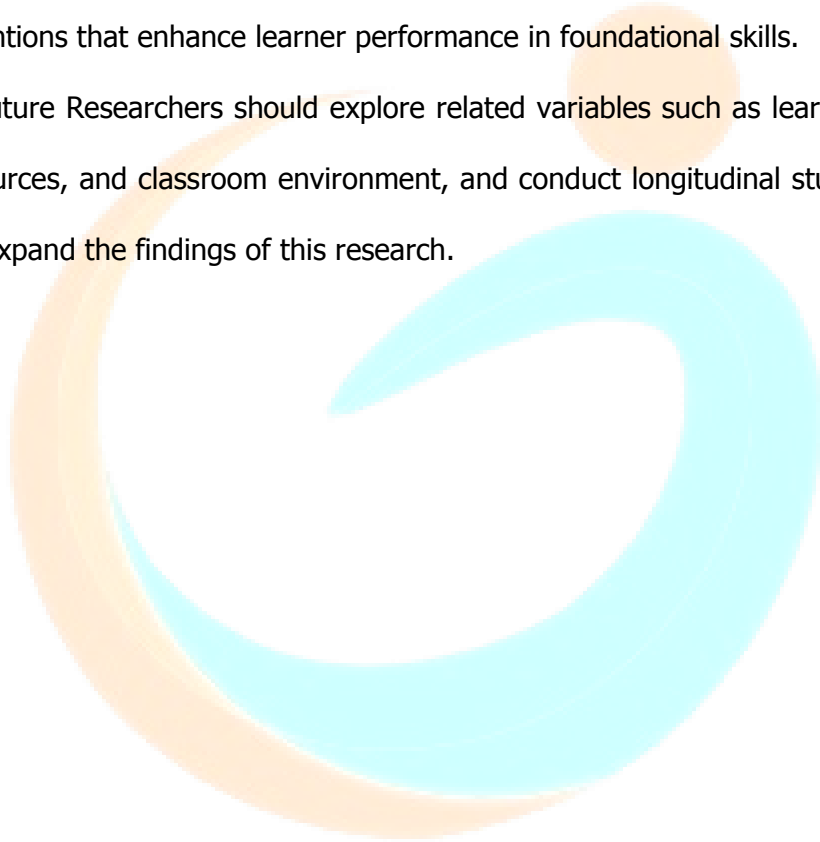
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The Parents should actively support their children’s literacy and numeracy development by providing home learning support, encouraging reading habits, and maintaining communication with teachers regarding pupils’ academic progress.

The Researcher should continue conducting studies that focus on improving instructional leadership practices and teacher competencies, and should develop evidence-based interventions that enhance learner performance in foundational skills.

The Future Researchers should explore related variables such as learner motivation, teaching resources, and classroom environment, and conduct longitudinal studies to further validate and expand the findings of this research.



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AUTHOR'S PROFILE



MAE YGAÑA TANJAY

The author was born on May 6, 1996, in Ormoc City, Leyte, Philippines. She completed her elementary education at Tabgas Elementary School, where she discovered a love of dancing and sports. Her secondary education was at Dr. Geronimo B. Zaldivar Memorial School of Fisheries, where she actively participated in dancing activities and joined the volleyball team during her high school years, helping shape her leadership and confidence at an early age. The passion for education led her to continue to pursue her dream of becoming a teacher. During her college days, she gained an academic scholarship through dedication and perseverance. She earned her Bachelor's degree in Elementary Education from Visayas State University in 2017. She passed the Licensure Examination for Teachers (LET) in the same year.

The following year, she worked at Visayas State University as a clerk in the Bids and Awards Committee (BAC) Secretariat from 2018 to 2019, where she developed interpersonal skills and computer skills. Later, she worked as a substitute teacher in various schools in the

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Albuera North District from 2019 to 2021, where she developed communication skills and foundational skills in teaching.

In the same year, she joined the Department of Education, where she continued her passion for teaching. Her experience and knowledge help her grow holistically into an effective educator in society.

As someone who wants to be competitive and develop her skills more in leadership and administration, the desire for learning continues, as she pursues a Master's Degree in Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City. She is currently a Teacher III at Soob Elementary School, under the Albuera North District, Leyte Division, Department of Education. She has been in the teaching profession for almost 5 years, dedicating herself to the continuous improvement of educational quality and learner outcomes. She handles different coordinators in her school organizations, namely, Brigada Eskwela, Property Custodian, and the National School Building Inventory. She believes that effective instructional leadership practiced by school administrators plays a crucial role in enhancing teachers' performance and ultimately improving the literacy and numeracy competencies of young learners.

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