



SCHOOL HEADS' LEADERSHIP AND PROFESSIONAL DEVELOPMENT INITIATIVES AND ITS RELATIONSHIP ON TEACHERS' PERFORMANCES

HERSHEY L. LLENES

Teacher III

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

hershey.llenes@deped.gov.ph

ABSTRACT

This study determined the significant relationship between School Heads' Leadership and Professional Development Initiatives on Teachers' performances. A proposed Instructional Supervisory plan will be formulated based on the result of the study. The study utilized a descriptive-correlational research design to examine the effect of school heads' professional development initiatives and leadership on teachers' teaching performances. This design was appropriate as it allowed the researcher to describe the current practices of school heads and measure the relationships between their leadership behaviors, professional development activities, and teachers' instructional effectiveness. Quantitative data were collected through structured questionnaires using Likert-scale items, enabling the assessment of both the extent of professional development initiatives and leadership competence, as well as their impact on teacher performance. The descriptive aspect provided a clear picture of prevailing leadership practices, while the correlational analysis determined the strength and direction of the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



relationships between school heads' initiatives and teachers' teaching outcomes, thereby supporting evidence-based conclusions.

The Test of Relationship between School Heads' Professional Development Initiatives and Leadership versus Teachers' Competence, examining the extent to which the leadership behaviors and professional development activities of school heads were associated with the overall competence of teachers. The analysis used Pearson's r to measure the strength and direction of the relationship, with the computed t -value compared to the critical value at the 0.05 level of significance to determine whether the null hypothesis should be rejected. This evaluation highlighted the potential impact of school leadership and professional development on teachers' subject knowledge, pedagogical skills, assessment practices, communication, and professionalism.

The results indicated a strong positive relationship between school heads' professional development initiatives and leadership and teachers' competence. This suggested that principals who actively organized seminars and workshops, provided mentoring and coaching, gave constructive feedback, and modeled effective leadership behaviors were likely to have teachers who demonstrated high proficiency in subject matter knowledge, employed diverse teaching strategies, managed classrooms effectively, and implemented assessment practices competently. Teachers under such leadership also exhibited strong communication skills, maintained positive relationships with students and colleagues, and engaged in continuous professional development, indicating that leadership practices and professional learning initiatives played a significant role in enhancing teacher effectiveness.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Further discussion of the table showed that the positive correlation underscored the interconnectedness of school leadership and teacher performance. It implied that when school heads provided structured professional development aligned with instructional goals and created an environment that supported learning and growth, teachers' confidence, instructional delivery, motivation, and engagement improved substantially. The table confirmed that these variables were statistically significant, supporting the rejection of the null hypothesis and establishing that school leadership and development practices were closely linked to higher teacher competence.

The overall result implied that the professional development initiatives and leadership exhibited by school heads significantly enhanced teachers' competence across multiple dimensions, including subject knowledge, pedagogical skills, assessment, communication, and professionalism, fostering a positive learning environment and contributing to better instructional outcomes. The result emphasized the critical role of school leaders in promoting teacher growth and ensuring quality education, demonstrating that strong leadership and targeted development interventions led to measurable improvements in teaching effectiveness.

Keywords: *Leadership & Professional Dev't Initiatives, School Heads, Teachers' Performances*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

School leadership plays a crucial role in shaping the teaching and learning environment within educational institutions. The professional development initiatives and leadership practices of school heads significantly influence teachers' motivation, instructional competence, and overall teaching performance. Effective school heads not only guide and supervise teachers but also act as catalysts for continuous improvement, professional growth, and innovation. Through well-designed training, mentoring, and collaborative opportunities, teachers are empowered to enhance their instructional practices and adapt to the evolving demands of curriculum implementation. Leadership that is grounded in empathy, vision, and accountability fosters a supportive atmosphere that encourages teachers to deliver quality education and sustain high morale. Consequently, the professional growth and leadership behavior of school heads have a direct and measurable impact on teaching performance, student learning outcomes, and the overall effectiveness of schools.

Professional development initiatives enable school heads to become more responsive and adaptive leaders capable of managing the complexities of today's educational systems. When school leaders engage in continuous learning, they are better equipped to design teacher training programs, implement instructional supervision effectively, and model reflective teaching practices. In schools where professional development is prioritized, teachers tend to exhibit higher levels of engagement, confidence, and creativity in the classroom. Leadership practices such as providing instructional support, giving constructive feedback, and recognizing teacher achievements contribute to a positive school culture where

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



teachers feel valued and motivated. Therefore, understanding how school heads' professional development and leadership competencies influence teaching performance provides valuable insights into improving both teacher quality and student achievement.

According to Harris and Jones (2018), effective instructional leadership and continuous professional development of school heads have a significant impact on teacher performance and school improvement. Their study emphasized that leadership focused on building teacher capacity, rather than merely enforcing compliance, leads to higher levels of teacher commitment and improved classroom instruction. The researchers found that when principals actively engage in professional learning and model lifelong learning behaviors, teachers are more likely to adopt innovative teaching practices and maintain a growth-oriented mindset. Moreover, leadership that prioritizes teacher collaboration, feedback, and recognition creates an environment conducive to professional excellence.

This study recognizes that school leadership and teacher performance are deeply interconnected elements of the educational ecosystem. The researcher believes that the competence and growth of school heads are foundational to sustaining teacher motivation, professional accountability, and excellence in teaching. Leadership should not be confined to administrative functions but should encompass mentorship, capacity building, and emotional intelligence. A school head who models professionalism, supports teacher development, and promotes shared decision-making can inspire teachers to perform at their best. This research aims to examine how leadership competence and professional development efforts shape teachers' teaching behaviors, classroom management, and commitment to student success.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



By doing so, it contributes to a deeper understanding of how schools can build a strong teaching workforce under visionary and development-oriented leaders.

In preparing this study, several challenges have been identified. One key issue lies in the broadness of the study variables—professional development initiatives and leadership effectiveness—which encompass multiple dimensions such as training quality, leadership style, communication, and teacher motivation. Defining and operationalizing these concepts clearly is essential to ensure accurate measurement and avoid conceptual overlap. Another challenge involves isolating the impact of leadership and professional development on teacher performance, given that teaching quality can also be influenced by external factors such as class size, workload, and socio-economic conditions. Additionally, gathering honest responses from teachers about their perceptions of their school head’s leadership may pose difficulties due to professional sensitivity and potential apprehension about anonymity. Ensuring confidentiality and creating a safe environment for data collection will be crucial. Furthermore, obtaining records and documentation on school heads’ professional development programs may be constrained by limited administrative transparency or inconsistent documentation across schools.

This study is pursued to address the growing need for evidence-based insights into how the professional development initiatives and leadership competence of school heads influence teachers’ teaching performance. By investigating this relationship, the research hopes to contribute to improving educational leadership practices and fostering teacher empowerment. Understanding this dynamic can provide valuable recommendations for policy

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



formulation, school improvement programs, and leadership development frameworks within the Department of Education.

This study determined the significant relationship between School Heads' Leadership and Professional Development Initiatives on Teachers' performances. A proposed Instructional Supervisory plan will be formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the perception of the respondents on the School Heads' Leadership and Professional Development initiatives of in terms of:

- 1.1. Professional Development Initiatives;
- 1.2. Leadership practices;
- 1.3. Support and Supervision; and
- 1.4. Impact on teachers' teaching performance;

2. What is the teacher's competence as perceived by school heads in terms of?

- 2.1. Knowledge on subject matter;
- 2.2. Pedagogical skills;
- 2.3. Assessment competence;
- 2.4. Communication and interpersonal skills; and
- 2.5. Professionalism & continuous development

3. Is there a significant difference between the Leadership and Professional Development initiatives of School Heads and teachers' competence?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant difference between the significant difference between the Leadership and Professional Development initiatives of School Heads and teachers’ competence.

METHODOLOGY

Design. The study utilized a descriptive-correlational research design to examine the effect of school heads’ professional development initiatives and leadership on teachers’ teaching performances. This design was appropriate as it allowed the researcher to describe the current practices of school heads and measure the relationships between their leadership behaviors, professional development activities, and teachers’ instructional effectiveness. Quantitative data were collected through structured questionnaires using Likert-scale items, enabling the assessment of both the extent of professional development initiatives and leadership competence, as well as their impact on teacher performance. The descriptive aspect provided a clear picture of prevailing leadership practices, while the correlational analysis determined the strength and direction of the relationships between school heads’ initiatives and teachers’ teaching outcomes, thereby supporting evidence-based conclusions

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The main local of the study is Tugas, Vicente V. Sereño & Leoncio Erejer Memorial ES in the Schools Division of Leyte. The respondents of the study were the Teachers and School Heads.

The research instrument was designed to systematically measure the impact of school heads' professional development initiatives and leadership on teachers' teaching performance. It was divided into four main indicators: Professional Development Initiatives, Leadership Practices, Support and Supervision, and Impact on Teachers' Teaching Performance, each consisting of five targeted items. The Professional Development Initiatives section focused on the frequency, relevance, and effectiveness of training programs organized or encouraged by the school head. Leadership Practices examined how the school head provided vision, motivation, fairness, and role modeling to enhance teacher performance. Support and Supervision assessed the degree of classroom monitoring, constructive feedback, mentoring, and provision of resources that helped teachers improve their instructional methods. Lastly, the Impact on Teachers' Teaching Performance evaluated observable changes in teacher confidence, application of learned strategies, classroom management, motivation, and overall instructional effectiveness. Responses were measured using a Likert scale, allowing quantifiable analysis of how leadership and professional development initiatives influenced teaching performance. This structured approach ensured both reliability and validity in capturing the relationship between school leadership practices and teacher outcomes.

Sampling. The respondents of the study were the Head Teachers and Elementary Teachers in Tugas Vicente V. Sereño & Leoncio Erejer Memorial ES's with 24 teachers and 3 School

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Heads that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

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 provided to the Public-School District Supervisor, School Principal, and the teachers under whose care the respondents were. The researcher distributed the survey questionnaires to the School Administrators, who then had them answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. Data were collated and submitted to the appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

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 Effect of School Heads' Professional Development Initiatives and Leadership on Teachers' Teaching Performances.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Pearson r Moment Correlation Coefficient was used to determine the significant relationship between The Effect of School Heads' Professional Development Initiatives and Leadership on Teachers' Teaching Performances.

RESULTS AND DISCUSSION

TABLE I

SCHOOL HEADS' PROFESSIONAL DEVELOPMENT INITIATIVES AND LEADERSHIP

Dimension	Indicator	Weighted Mean	Interpretation
Instructional Leadership	Regularly organizes seminars and workshops that enhance teachers' professional skills	4.25	Very High
	Encourages teachers to attend relevant external trainings	4.08	High
	Ensures PD programs address teachers' instructional needs	4.17	Very High
	Uses feedback from PD sessions to improve future trainings	4.21	Very High
	Evaluates the effectiveness of PD initiatives	4.25	Very High
Leadership Practices	Provides clear vision and direction for school performance	4.04	High
	Demonstrates fairness and consistency in decision-making	4.17	Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Dimension	Indicator	Weighted Mean	Interpretation
	Motivates teachers to improve teaching performance	4.13	Very High
	Sets high expectations for teachers and students	4.21	Very High
	Models leadership behavior that inspires teachers	4.08	High
Support and Supervision	Conducts regular classroom observations	4.13	Very High
	Provides constructive feedback to improve instruction	4.21	Very High
	Provides mentoring or coaching to struggling teachers	4.04	High
	Ensures access to necessary instructional resources	4.33	Very High
	Teachers feel supported in addressing classroom challenges	4.29	Very High
Impact on Teachers' Teaching Performance	Improves teachers' classroom management skills	4.33	Very High
	Teachers apply learned strategies in lessons	4.21	Very High
	Improves teachers' confidence in lesson delivery	4.46	Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
 Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
 Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Dimension	Indicator	Weighted Mean	Interpretation
	Leadership increases teacher motivation and engagement	4.33	Very High
	Overall teaching performance improved due to leadership and PD	4.33	Very High
	Grand Mean	4.22	Very High

Legend

- 4.21 – 5.00 = Very High
- 3.41 – 4.20 = High
- 2.61 – 3.40 = Moderate
- 1.81 – 2.60 = Low
- 1.00 – 1.80 = Very Low

This table presents School Heads’ Professional Development Initiatives and Leadership, highlighting how school leaders implement professional development (PD) programs and leadership practices to enhance teachers’ instructional performance. The table categorizes the data into four key dimensions: Instructional Leadership, Leadership Practices, Support and Supervision, and Impact on Teachers’ Teaching Performance. Each indicator was rated using a Likert scale to assess the extent to which school heads provide PD opportunities, guide teachers through effective leadership, offer supervisory support, and influence classroom teaching outcomes. The analysis provides a comprehensive understanding of how leadership

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



and professional development initiatives are integrated to improve teacher effectiveness.

The results show that under Instructional Leadership, school heads regularly organized seminars and workshops to enhance teachers' professional skills, ensured that PD programs addressed instructional needs, utilized feedback for program improvement, and evaluated the effectiveness of initiatives. Indicators such as encouraging teachers to attend external trainings were rated slightly lower but still demonstrated a high level of engagement. In the Leadership Practices dimension, school heads provided clear vision, motivated teachers, set high expectations, and modeled exemplary leadership behaviors, with most indicators interpreted as Very High, indicating strong leadership influence on teaching performance.

In the Support and Supervision dimension, school heads were actively engaged in classroom observation, providing constructive feedback, mentoring teachers, and ensuring access to instructional resources. Teachers reported feeling supported in addressing classroom challenges, showing that administrative and instructional support were highly present. The Impact on Teachers' Teaching Performance dimension showed that PD initiatives and leadership practices improved classroom management, teachers' confidence, lesson delivery, motivation, and overall teaching performance, all interpreted as Very High. The overall grand mean of 4.22 reflects that the combined effect of professional development and leadership was Very High, indicating a robust positive influence on teacher performance. The result implies that school heads' strategic leadership and professional development initiatives directly enhance instructional skills, teacher confidence, and classroom effectiveness, thereby fostering an environment conducive to continuous improvement in teaching and learning.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 2

TEACHERS' COMPETENCE AS PERCEIVED BY SCHOOL HEADS

Dimension	Indicator	Weighted Mean	Interpretation
Subject Matter Knowledge	Demonstrates deep understanding of subject content	4.54	Very High
	Integrates curriculum standards effectively in lesson planning	4.58	Very High
	Updates subject knowledge through professional learning	4.63	Very High
	Explains concepts clearly and accurately	4.54	Very High
	Answers students' questions with confidence and correctness	4.58	Very High
	Pedagogical Skills	Uses diverse teaching strategies to engage learners	4.33
Adapts lessons to varying learning needs		4.67	Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

Available online at <https://www.instabrightgazette.com>



Dimension	Indicator	Weighted Mean	Interpretation
	Demonstrates effective classroom management	4.54	Very High
	Plans and delivers clear and structured lessons	4.50	Very High
	Promotes active learning and critical thinking	4.46	Very High
Assessment Competence	Prepares appropriate formative and summative assessments	4.54	Very High
	Uses assessment results to improve learning	4.46	Very High
	Provides timely and constructive feedback	4.50	Very High
	Tracks student progress and adjusts instruction	4.54	Very High
	Maintains accurate records of student performance	4.63	Very High
Communication & Interpersonal Skills	Communicates effectively with students and colleagues	4.54	Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

Available online at <https://www.instabrightgazette.com>



Dimension	Indicator	Weighted Mean	Interpretation
	Demonstrates respect and professionalism	4.83	Very High
	Encourages open dialogue and participation	4.50	Very High
	Collaborates well with other staff	4.38	Very High
	Maintains positive relationships with students	4.54	Very High
Professionalism & Continuous Development	Actively participates in professional development	4.58	Very High
	Reflects on teaching practices for improvement	4.50	Very High
	Demonstrates commitment to learning outcomes	4.54	Very High
	Complies with policies, ethics, and standards	4.79	Very High
	Applies innovations learned through training	4.42	Very High

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Dimension	Indicator	Weighted Mean	Interpretation
	Grand Mean	4.55	Very High

Legend (5-Point Likert Scale)

- 4.21 – 5.00 = Very High
- 3.41 – 4.20 = High
- 2.61 – 3.40 = Moderate
- 1.81 – 2.60 = Low
- 1.00 – 1.80 = Very Low

This table presents Teachers' Competence as Perceived by School Heads, highlighting the evaluation of teachers' knowledge, skills, and professional behaviors from the perspective of school leaders. The table is organized into five key dimensions: Subject Matter Knowledge, Pedagogical Skills, Assessment Competence, Communication & Interpersonal Skills, and Professionalism & Continuous Development. Each indicator was rated using a Likert scale to determine the extent to which teachers demonstrate mastery in content, effective instructional strategies, assessment practices, communication abilities, and commitment to ongoing professional growth. This analysis provides insights into the overall competence of teachers as observed and valued by school heads, emphasizing the role of teacher quality in achieving high educational standards.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The results indicate that in Subject Matter Knowledge, teachers consistently demonstrated deep understanding of their content, integrated curriculum standards effectively, updated their knowledge through professional learning, explained concepts clearly, and responded confidently to student inquiries, all interpreted as Very High. For Pedagogical Skills, teachers employed diverse instructional strategies, adapted lessons to meet various learning needs, maintained effective classroom management, delivered well-structured lessons, and promoted active learning and critical thinking, reflecting a strong command of teaching practices.

Regarding Assessment Competence, teachers prepared appropriate formative and summative assessments, used results to improve instruction, provided timely feedback, monitored student progress, and maintained accurate performance records, all rated Very High. In the dimension of Communication & Interpersonal Skills, teachers effectively communicated with students and colleagues, demonstrated respect and professionalism, encouraged participation, collaborated with staff, and maintained positive relationships with students. Lastly, in Professionalism & Continuous Development, teachers actively participated in professional learning, reflected on teaching practices, remained committed to student outcomes, adhered to policies and ethical standards, and applied innovations learned in training, highlighting a culture of continuous improvement. The overall grand mean of 4.55 reflects that teachers' competence was perceived as Very High across all dimensions. The result implies that teachers consistently exhibit strong subject mastery, pedagogical expertise, assessment capability, communication proficiency, and professionalism, contributing

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



significantly to the quality of teaching and learning within schools.

TABLE 3

TEST OF RELATIONSHIP

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Professional Development Initiatives and Leadership vs. Teachers' Competence	0.81	6.14	2.02	Reject Ho	Significant Relationship (Strong Positive)

This table presents the Test of Relationship between School Heads' Professional Development Initiatives and Leadership versus Teachers' Competence, examining the extent to which the leadership behaviors and professional development activities of school heads are associated with the overall competence of teachers. The analysis used Pearson's r to measure the strength and direction of the relationship, with the computed t-value compared to the critical table value at the 0.05 level of significance to determine whether the null hypothesis should be rejected. This evaluation highlights the potential impact of school leadership and professional development on teachers' subject knowledge, pedagogical skills, assessment practices, communication, and professionalism.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The results indicate a strong positive relationship between school heads' professional development initiatives and leadership and teachers' competence. This suggests that principals who actively organize seminars and workshops, provide mentoring and coaching, give constructive feedback, and model effective leadership behaviors are likely to have teachers who demonstrate high proficiency in subject matter knowledge, employ diverse teaching strategies, manage classrooms effectively, and implement assessment practices competently. Teachers under such leadership also exhibit strong communication skills, maintain positive relationships with students and colleagues, and engage in continuous professional development, indicating that leadership practices and professional learning initiatives play a significant role in enhancing teacher effectiveness.

Further discussion of the table shows that the positive correlation underscores the interconnectedness of school leadership and teacher performance. It implies that when school heads provide structured professional development aligned with instructional goals and create an environment that supports learning and growth, teachers' confidence, instructional delivery, motivation, and engagement improve substantially. The table confirms that these variables are statistically significant, supporting the rejection of the null hypothesis and establishing that school leadership and development practices are closely linked to higher teacher competence.

The overall result implies that the professional development initiatives and leadership exhibited by school heads significantly enhance teachers' competence across multiple dimensions, including subject knowledge, pedagogical skills, assessment, communication, and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



professionalism, fostering a positive learning environment and contributing to better instructional outcomes. The result emphasizes the critical role of school leaders in promoting teacher growth and ensuring quality education, demonstrating that strong leadership and targeted development interventions lead to measurable improvements in teaching effectiveness.

CONCLUSION

Based on the results of this study, school heads' professional development initiatives and leadership were found to have a significant positive effect on teachers' overall competence. Principals who actively organized relevant trainings, provided mentoring and constructive feedback, and modeled effective leadership behaviors contributed to teachers demonstrating strong subject knowledge, diverse pedagogical skills, effective classroom management, proper assessment practices, clear communication, and professionalism. These findings imply that structured professional development aligned with instructional goals and supported by exemplary leadership enhances teacher confidence, motivation, and instructional effectiveness, fostering a positive learning environment. Overall, the study highlights the pivotal role of school leaders in improving teacher performance and ensuring quality education through targeted professional growth and leadership practices.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



RECOMMENDATION

The Teacher should actively participate in professional development programs, apply the strategies and techniques learned in their classrooms, seek feedback from school heads, and continuously improve their teaching competencies to enhance instructional effectiveness.

The School Head should consistently provide structured professional development initiatives, model effective leadership behaviors, offer mentoring and coaching, give constructive feedback, and create an environment that supports teacher growth, ensuring that teachers develop high competence in subject knowledge, pedagogy, assessment, communication, and professionalism.

The Public Schools District Supervisor should monitor and support school heads' leadership and professional development programs, facilitate access to relevant training opportunities, and ensure that policies and resources are aligned with enhancing teacher competence across all schools in the district.

The Parents should actively collaborate with teachers and school heads, support professional learning initiatives, and encourage their children's engagement in classrooms led by competent and motivated teachers.

The Researcher should disseminate the findings to inform school leaders, educators, and policymakers about the positive impact of professional development and leadership on

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

Available online at <https://www.instabrightgazette.com>



teacher competence, highlighting best practices for improving teaching effectiveness and student learning outcomes.

Future researchers should explore additional variables that may influence teacher competence, such as school culture, technology integration, or teacher motivation, and conduct longitudinal studies to examine the long-term effects of school heads' leadership and professional development initiatives on instructional performance.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



ACKNOWLEDGEMENT

This study could not have been appropriately conceptualized, finalized, and completed without the support and help of many individuals. I am overwhelmed in all humbleness and gratefulness to acknowledge my depth to all these individuals.

To Dr. Sabina B. Con-ui, Dean of the Graduate School who manifested her distinguished skills and talents in their own fields as seen in her way of correction and ideas shared.

To Dr. Bryant C. Acar, Chairman of Graduate School, for continually encouraging me in the best way possible and for believing in my potential and capability in conducting the study.

To Dr. Annabelle A. Wenceslao, the research adviser, for generously imparting her extensive knowledge, expertise, and scholarly insight throughout the entire course of this study. Her guidance, patience, and thoughtful recommendations greatly enhanced the depth, clarity, and overall quality of the research.

To Dr. Elvin A. Wenceslao and Dr. Jasmine B. Misa, for their expert guidance, constructive feedback, and generous sharing of knowledge, whose mentorship and professional insights were instrumental throughout the development of this study.

To the respondents, for their worthy support and time in terms of providing me all the needed information.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

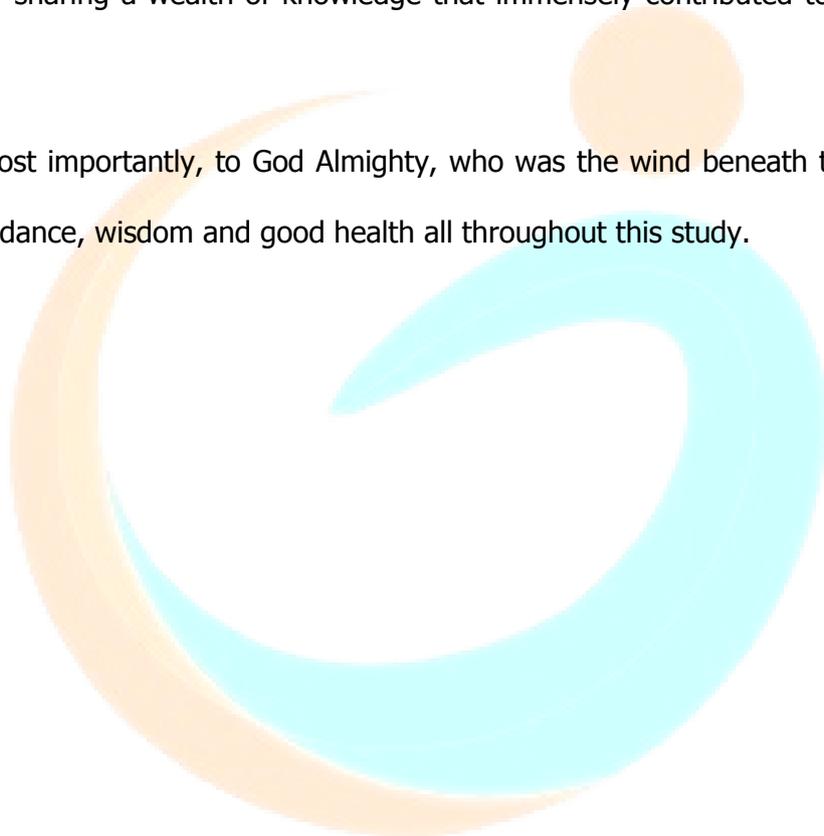
Available online at <https://www.instabrightgazette.com>



To my family, especially to my husband, who have inspired, encouraged and guided me all throughout my quest and for providing support and needs may it be financially, morally, and emotionally.

To my co-student in graduate school, for the steadfast support and genuine care, and for generously sharing a wealth of knowledge that immensely contributed to the fruition of this thesis.

And most importantly, to God Almighty, who was the wind beneath their wings and gave light, guidance, wisdom and good health all throughout this study.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



REFERENCES

Alvarado, C. C. P. (2023). Communicative competence in spiral progression curriculum: A study reinforcing the implementation of MATATAG curriculum in the Philippines. *International Journal of Humanities and Education Development (IJHED)*, 5(6), 11–29. <https://doi.org/10.22161/jhed.5.6.3>

Albino, E. A. (2023). Leadership styles and qualities of school heads and their impact on teacher effectiveness and school performance. *International Journal of Research & Publications*. Retrieved from <https://ijrp.org/paper-detail/4810>

Balansag, E. G., Garcia, R. T. D., Tardio, A. F. R., Sintos, K. S., & Lazaro, B. L. G. (2024). A new era of learning: The MATATAG curriculum and its impact on fourth grade students' academic performance. *International Journal of Advanced Multidisciplinary Research and Studies*, 4(6), 1141–1152. <https://doi.org/10.62225/2583049X.2024.4.6.3565>

Caballero, J. R. D., & Bantulo, J. S. (2023). Principals' management styles, teacher motivation, and school performance outcomes in Sarangani Province. *OAPub Education Journal*. <https://oapub.org/edu/index.php/ejes/article/view/5937>

Department of Education (DepEd). (2024). DepEd Order No. 012, s. 2024: Flexible scheduling under MATATAG curriculum. Retrieved from deped.gov.ph

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

Available online at <https://www.instabrightgazette.com>



Department of Education (DepEd). (2025). Memorandum revising RPMS to PMES to streamline teacher performance evaluation and reduce administrative burden. Retrieved from DepEd internal communications via Reddit

Nolasco, R. M., & Dimarucot, H. (2024). Instructional leadership and teacher growth in Myanmar schools. *RSIS International*.
<https://rsisinternational.org/journals/ijriss/articles/leadership-content-knowledge-and-instructional-leadership-in-selected-international-schools-in-mandalay-myanmar-analyzing-teachers-perception>

Supovitz, J., et al. (2021). Scaling standards-aligned instruction: Teacher leader roles and principal support. *SpringerOpen*.
<https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-021-00297-w>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



AUTHOR'S PROFILE



HERSHEY LABANA LLENES

The author was born on November 14, 1983 at Cebu City, Philippines. She finished her Bachelor's degree in Elementary Education at Palompon Institute of Technology – Tabango Campus. During her high school and college years, she consistently demonstrated excellence by effectively balancing her academic responsibilities with extracurricular involvement. Her strong passion for teaching and genuine concern for others, particularly children, reflect her commitment to the field of education. In addition, her experience in supervising and leading groups helped shape her decision to pursue Administration and Supervision as her area of specialization in her master's studies. She is currently completing her Master of Arts in Education, major in Administration and Supervision, at Western Leyte College of Ormoc City. She is currently a Teacher III in the Department of Education and a Kindergarten (Morning) & Grade-V (afternoon) Teacher at Tugos Elementary School, Tugos, Tabango, Leyte Philippines.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
