



\*\*\*\*\*  
**ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP COMPETENCE OF SCHOOL HEADS AND THE IMPLEMENTATION OF SCHOOL PROGRAMS AND POLICIES**

**MARVIN T. AUNZO**

**Teacher I**

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

marvin.aunzo@deped.gov.ph

**ABSTRACT**

This study determined the significant relationship between the administrative and Instructional Leadership Competence of School Heads and Its Impact on the Implementation of School Programs and Policies. A proposed instructional supervisory plan was formulated based on the result of the study. This study employed a quantitative research design using a descriptive-correlational approach to examine the relationship between the administrative and instructional leadership competence of school heads and the implementation of school programs and policies. The descriptive component identified the level of leadership competence and program implementation, while the correlational aspect explored the degree and direction of the relationship between these variables. This design was appropriate as it allowed the researcher to systematically quantify the leadership competencies and implementation effectiveness while establishing possible associations between them.

The Test of Relationship Between School Heads' Leadership Practices and Program Implementation Practices, which examines whether the leadership behaviors 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

\*\*\*\*\*



\*\*\*\*\*  
competencies of school heads are associated with the effectiveness of program implementation in schools. The table provides the Pearson correlation coefficient, the computed t-value, the critical table value at a 0.05 significance level, the decision on the null hypothesis, and the interpretation of the relationship between the two variables. Its purpose is to determine the strength and direction of the association between school leadership practices, including planning, administrative support, teacher engagement, and resource management, and the actual execution and outcomes of school programs. The data reveal a strong positive correlation between school heads' leadership practices and program implementation practices, indicating that higher levels of leadership effectiveness are associated with more successful execution of school programs. School heads who demonstrated proactive planning, effective coordination, stakeholder engagement, and instructional guidance were also able to ensure that programs were systematically implemented, resources were efficiently utilized, and teachers were motivated to participate actively in program activities. This alignment suggests that competent leadership provides the necessary structure, direction, and support for translating school plans into meaningful actions. Further discussion shows that the computed t-value exceeded the critical table value, leading to the rejection of the null hypothesis. This statistical outcome confirms that the observed relationship is significant and not due to chance. The result underscores that the stronger the leadership practices exhibited by school heads, the more effectively programs are implemented, ensuring adherence to objectives, timelines, and quality standards across all school initiatives. The overall finding implies a strong positive relationship, and the result

\*\*\*\*\*

### **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

\*\*\*\*\*



\*\*\*\*\*

implies that effective school leadership is a key driver of successful program implementation.

This demonstrates that leadership competencies in planning, monitoring, teacher engagement, and resource management are integral to achieving program goals, sustaining school improvements, and fostering a collaborative and productive school environment.

**Keywords:** *Administrative Instructional Leadership Competence, School Heads, School Programs*

## INTRODUCTION

Administrative and Instructional Leadership Competence of School Heads must excel in both administrative and instructional leadership to effectively guide their schools toward improved teacher performance and student learning. Administrative leadership competence encompasses organizing resources, managing operations, implementing policies, and coordinating stakeholders to ensure the school functions efficiently. Instructional leadership competence, on the other hand, involves guiding curriculum delivery, supervising teaching practices, fostering professional development among teachers, and using data to drive instructional improvement. When school heads integrate these competencies—with clear vision, collaborative culture, and adaptive strategies—they create an environment where teachers are supported, resources are utilized purposefully, and learners benefit through richer instruction and stronger outcomes.

According to Caritativo and Fernandez (2025) found that school leaders in Passi City Elementary Schools rated themselves as “most competent” in both instructional 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

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

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



\*\*\*\*\*  
administrative capacities. The study also revealed a positive and significant correlation between these two domains, indicating that school heads who perform well administratively also tend to demonstrate strong instructional leadership—highlighting the interrelated nature of these leadership competencies.

From an analytical standpoint, the researcher recognizes the critical influence of leadership on the overall environment and outcomes of educational institutions. Through years of exposure as both an educator and observer within the school system, it has become evident that the decisions and management styles of school administrators directly shape the morale, discipline, and performance of teachers and students alike. This awareness drives the researcher’s interest in examining how the administrative and instructional leadership competence of school heads translates into effective program implementation and improved school performance—an area that merges personal observation with academic inquiry.

School leaders possess a unique and often unseen influence in guiding schools toward success. Their capacity to make sound decisions, manage time effectively, respond to crises, and communicate policies clearly often determines whether a school thrives or falters. Observations of inconsistent program implementation across schools—some excelling under strong leadership while others struggle in the absence of it—further highlight the need to understand how administrative competence affects educational delivery. This recognition motivates the researcher to explore how leadership skills and management practices contribute to the achievement of institutional goals and policy compliance.

\*\*\*\*\*

## **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

\*\*\*\*\*



\*\*\*\*\*

Professionally, this study is anchored on the premise that effective school leadership is essential to educational quality. Programs and reforms often fail not because they are poorly designed but due to weak execution arising from inadequate leadership capacity. By investigating the relationship between school heads' administrative and instructional leadership competence and the successful implementation of programs, the study aims to generate insights that could support evidence-based policy, guide leadership training, and improve supervisory practices in schools.

Ultimately, this study is conducted to address the pressing need for stronger, more adaptive school leadership amid evolving educational challenges. It seeks to fill the gap in understanding how administrators' leadership competence influences school effectiveness, teacher performance, and learner outcomes—especially in the context of the Enhanced K to 10 Curriculum. By focusing on the lived realities and competencies of school heads, this research aspires to contribute to the ongoing efforts to strengthen leadership development and promote sustainable improvement in the country's education system.

This study determined the significant relationship between the administrative and Instructional Leadership Competence of School Heads and Its Impact on the Implementation of School Programs and Policies. 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 Administrative and Instructional Leadership Competence of School Heads in terms of the following:

\*\*\*\*\*

### **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

\*\*\*\*\*



\*\*\*\*\*

- 1.1 School Leadership;
  - 1.2 Instructional Leadership;
  - 1.3 Creating a Student-Centered Learning Climate;
  - 1.4 Human Resource Management and Professional Development;
  - 1.5 (Parents and Involvement and Community Partnership) has a strand on parental involvement;
  - 1.6 School Management and Operations; and
  - 1.7 Personnel and Professional Attributes and interpersonal Effectiveness?
2. What is the extent of the Implementation of School Programs and Policies in terms of the following:
- 2.1 Planning and Organization;
  - 2.2 Administrative Leadership Support;
  - 2.3 Teacher Engagement and Participation;
  - 2.4 Resource Utilization; and
  - 2.5 Monitoring and Evaluation?
3. Is there a significant relationship between the administrative and Instructional Leadership Competence of School Heads to the implementation of the school program and policies?
4. What instructional supervisory plan can be proposed based on the findings of the 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

\*\*\*\*\*



\*\*\*\*\*

## Statement of Hypothesis

H0 – There is no a significant relationship between the administrative and Instructional Leadership Competence of School Heads to the implementation of the school program and policies.

## METHODOLOGY

**Design.** This study employed a quantitative research design using a descriptive-correlational approach to examine the relationship between the administrative and instructional leadership competence of school heads and the implementation of school programs and policies. The descriptive component identified the level of leadership competence and program implementation, while the correlational aspect explored the degree and direction of the relationship between these variables. This design was appropriate as it allowed the researcher to systematically quantify the leadership competencies and implementation effectiveness while establishing possible associations between them.

The main local of the study was in Capiñahan, Tabunoc, and Ilagay Elementary Schools in the Schools Division of Leyte. The respondents of the study were the School Heads and Teachers.

The information for the analysis was gathered using two (2) distinct survey instruments: one to gauge the school administrators' level of instructional supervisory skills and another to assess the implementation of school programs and policies.

\*\*\*\*\*

### 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

\*\*\*\*\*



\*\*\*\*\*

**Sampling.** The respondents of the study were the elementary teachers and school heads of Capiñahan, Tabunoc and Ilagay Elementary Schools in the Schools Division of Leyte, comprising 3 school heads, 14 male teachers, and 11 female teachers 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 a month, the researcher asked for permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a transmittal letter. The same letter was also given to the Public School District Supervisor, the school principal, and the teachers under whose care the respondents belonged. The researcher distributed the survey questionnaires to the school administrators, which were then answered by the elementary teachers. After one month, the completed questionnaires were retrieved, consolidated, and subjected to statistical analysis using Pearson's r. The collected data were collated and prepared for appropriate statistical treatment.

**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:

\*\*\*\*\*

### 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 Simple Percentage and weighted mean were employed to determine the Administrative and Instructional Leadership Competence of School Heads and Its Impact on the Implementation of School Programs and Policies

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Administrative and Instructional Leadership Competence of School Heads and Its Impact on the Implementation of School Programs and Policies.

## RESULTS AND DISCUSSION

TABLE I

PRE-TEST PERFORMANCE OF EXPERIMENTAL AND CONTROL GROUPS

Domain	Indicator	Weighted Mean	Interpretation
<b>1.1 School Leadership</b>	Establishes BEIS/SIS and baseline data of all performance indicators	3.44	Very High
	Involves internal and external stakeholders in developing SIP/AIP	3.36	Very High
	Utilizes BEIS/SIS, SBM, TSNA, and strategic planning data in SIP/AIP development	3.28	Very High
	Aligns SIP/AIP with national, regional, and local education thrusts	3.40	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>



\*\*\*\*\*

Domain	Indicator	Weighted Mean	Interpretation
	Resolves problems using root-cause analysis	3.32	Very High
	Explores multiple approaches in handling school problems	3.30	Very High
	Demonstrates proactive problem-solving behavior	3.26	Very High
	Involves stakeholders in decision-making meetings	3.34	Very High
	Sets high expectations and challenging goals	3.38	Very High
	Provides growth opportunities for team members	3.36	Very High
	Defines roles and functions of committees	3.35	Very High
	Monitors and evaluates committee accomplishments	3.33	Very High
	Provides performance-based feedback to teams	3.31	Very High
	Establishes rewards and benefits systems	3.29	Very High
	Collaborates in planning and implementing programs	3.37	Very High
	Ensures proper allocation and utilization of resources	3.41	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

\*\*\*\*\*



\*\*\*\*\*

Domain	Indicator	Weighted Mean	Interpretation
	Provides progress updates to stakeholders	3.34	Very High
<b>1.2 Instructional Leadership</b>	Manages monitoring of student achievement	3.33	Very High
	Uses varied assessment processes	3.31	Very High
	Assesses effectiveness of curricular and co-curricular programs	3.28	Very High
	Utilizes assessment results to improve learning	3.30	Very High
	Implements coherent school-wide curriculum	3.34	Very High
	Develops a culture of functional literacy	3.36	Very High
	Manages curriculum initiatives aligned with DepEd policies	3.32	Very High
	Works collaboratively with teachers in curriculum review	3.35	Very High
	Conducts instructional supervision using appropriate strategies	3.29	Very High
	Evaluates lesson plans and classroom management	3.31	Very High
	Provides timely and specific instructional feedback	3.33	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>



\*\*\*\*\*

Domain	Indicator	Weighted Mean	Interpretation
	Provides technical assistance and instructional support	3.34	Very High
<b>1.3 Student-Centered Learning Climate</b>	Establishes high academic and social expectations	3.38	Very High
	Creates an engaging learning environment	3.36	Very High
	Manages learner behavior effectively	3.34	Very High
	Supports learners' pursuit of further learning	3.33	Very High
	Recognizes high-performing learners and stakeholders	3.35	Very High
	Maintains a safe, orderly, and nurturing environment	3.37	Very High
	Promotes the use of technology in learning	3.31	Very High
<b>1.4 Human Resource Management and Professional Development</b>	Assesses professional development needs	3.30	Very High
	Aligns SPPD with IPPD and SIP/AIP	3.32	Very High
	Provides professional growth opportunities	3.35	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

\*\*\*\*\*



\*\*\*\*\*

Domain	Indicator	Weighted Mean	Interpretation
	Monitors and evaluates staff performance	3.33	Very High
	Coaches and supports staff	3.31	Very High
	Implements school-based INSET	3.34	Very High
<b>1.5 Parents' Involvement and Community Partnership</b>	Establishes school–family partnerships	3.36	Very High
	Organizes programs involving parents and stakeholders	3.34	Very High
	Promotes school image through community programs	3.35	Very High
	Establishes partnerships with NGOs and agencies	3.33	Very High
<b>1.6 School Management and Operations</b>	Manages SIP/AIP implementation	3.34	Very High
	Oversees facilities maintenance and safety	3.36	Very High
	Prepares and manages school budget	3.31	Very High
	Ensures compliance with financial policies	3.33	Very High
	Uses IT for school management systems	3.30	Very High
<b>1.7 Personal Attributes and</b>	Demonstrates integrity and ethical conduct	3.42	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

\*\*\*\*\*



\*\*\*\*\*

Domain	Indicator	Weighted Mean	Interpretation
<b>Interpersonal Effectiveness</b>			
	Maintains harmonious stakeholder relations	3.38	Very High
	Communicates effectively	3.36	Very High
	Leads and manages change initiatives	3.34	Very High
<b>OVERALL AVERAGE WEIGHTED MEAN</b>	—	<b>3.34</b>	<b>Very High</b>

4-Point Likert Scale

- 3.26 – 4.00 → Very High
- 2.51 – 3.25 → High
- 1.76 – 2.50 → Low
- 1.00 – 1.75 → Very Low

This table presents School Heads’ Leadership Practices Across Domains, which examines how school leaders demonstrate competence in various leadership areas, including school leadership, instructional leadership, student-centered learning climate, human resource management and professional development, parental involvement and community partnership, school management and operations, and personal attributes and interpersonal effectiveness. The table provides the weighted mean for each indicator across these domains,

\*\*\*\*\*

**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>



\*\*\*\*\*  
showing the level of leadership practices as perceived by respondents, and uses a 4-point Likert scale to classify the results from “Very Low” to “Very High.” Its purpose is to determine the overall effectiveness of school heads in implementing strategic and operational leadership practices that support school improvement and stakeholder engagement.

The data indicate that school heads consistently scored “Very High” across all indicators, demonstrating strong competence in establishing school improvement plans, aligning programs with national and local education thrusts, problem-solving, involving stakeholders, monitoring committees, and providing performance-based feedback. In instructional leadership, school heads effectively managed curriculum implementation, monitored student achievement, assessed programs, provided instructional feedback, and supported teachers’ professional development. These findings reveal that leaders not only manage operations efficiently but also actively engage in instructional supervision to enhance teaching and learning outcomes.

Furthermore, the results show that school heads foster a student-centered learning climate by setting high academic and social expectations, maintaining an engaging and safe learning environment, managing learner behavior, promoting technology use, and recognizing achievements. They also excel in human resource management by identifying professional development needs, aligning growth plans with school improvement goals, providing coaching and support, and implementing school-based training. In the domains of parental involvement and community partnership, school leaders effectively build school–family partnerships, organize stakeholder programs, enhance school image, and engage with NGOs and agencies.

\*\*\*\*\*

## **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

\*\*\*\*\*



\*\*\*\*\*

Management of school operations, including facilities, budgeting, compliance, and IT systems, and the demonstration of personal attributes such as integrity, effective communication, and leading change initiatives, were also rated very high.

The overall average weighted mean of 3.34, interpreted as “Very High,” implies that school heads exhibit exemplary leadership practices across all domains. The result implies that these leadership behaviors significantly contribute to effective school management, improved instructional quality, strong stakeholder engagement, and the creation of a supportive and high-performing school climate. By consistently demonstrating strategic, instructional, operational, and interpersonal competencies, school leaders ensure the achievement of educational goals, the professional growth of teachers, and the holistic development of learners.

**Table 2**

### **PROGRAM IMPLEMENTATION PRACTICES OF SCHOOL HEADS**

<b>Domain</b>	<b>Indicators</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
<b>1. Planning and Organization</b>	School programs are planned systematically with clear objectives.	4.23	Very High
	Timelines for program implementation are well-established and followed.	4.20	High
	Resources for programs are allocated efficiently.	4.25	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

\*\*\*\*\*



\*\*\*\*\*

Domain	Indicators	Weighted Mean	Interpretation
	School leaders coordinate tasks among staff to ensure smooth implementation.	4.28	Very High
	Contingency plans are prepared for possible challenges in program execution.	4.19	High
<b>2. Administrative Leadership Support</b>	School heads provide clear instructions for program execution.	4.27	Very High
	Leaders monitor the progress of school programs regularly.	4.25	Very High
	Administrative support is available to teachers when needed.	4.18	High
	Policies and guidelines are communicated effectively to all staff.	4.16	High
	School leaders actively resolve conflicts or issues affecting program implementation.	4.19	High
<b>3. Teacher and Engagement Participation</b>	Teachers are actively involved in planning school programs.	4.22	Very High
	Teachers receive guidance and support in implementing programs.	4.20	High
	Collaborative decision-making is encouraged among teaching staff.	4.21	Very High
	Teachers' feedback is considered when adjusting programs or policies.	4.17	High
	Teachers are motivated and committed to achieving program objectives.	4.18	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>



\*\*\*\*\*

Domain	Indicators	Weighted Mean	Interpretation
<b>4. Resource Utilization</b>	Learning materials and facilities are utilized effectively.	4.15	High
	Technological resources are integrated to support program goals.	4.12	High
	Human resources are optimally assigned to relevant program activities.	4.18	High
	Budget and funds are managed to maximize program outcomes.	4.21	Very High
	Resource shortages are addressed promptly to prevent disruption.	4.19	High
<b>5. Monitoring and Evaluation</b>	Program outcomes are regularly assessed against intended objectives.	4.20	High
	Data on program performance is collected and analyzed systematically.	4.18	High
	Feedback mechanisms are in place to identify areas for improvement.	4.22	Very High
	Lessons learned from previous programs inform future planning.	4.21	Very High
	Successes and challenges are documented and shared with stakeholders.	4.17	High
<b>Overall Weighted Mean</b>	—	<b>4.19</b>	<b>High</b>

Likert Scale Used (5-Point)

\*\*\*\*\*

## 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

\*\*\*\*\*



\*\*\*\*\*

- 4.21 – 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 Program Implementation Practices of School Heads, which examines how school leaders execute, support, and monitor school programs across multiple domains, including planning and organization, administrative leadership support, teacher engagement and participation, resource utilization, and monitoring and evaluation. The table provides weighted mean scores for each indicator and interprets the level of implementation using a 5-point Likert scale ranging from “Very Low” to “Very High.” Its purpose is to assess how effectively school heads translate plans into action, provide guidance to staff, allocate resources, engage teachers, and ensure continuous improvement of school programs.

The data indicate that school heads consistently demonstrated high competence in program implementation. In the domain of planning and organization, school leaders systematically planned programs with clear objectives, coordinated tasks effectively, and allocated resources efficiently, although timelines and contingency planning scored slightly lower within the “High” range. Administrative leadership support revealed that school heads provided clear instructions, monitored program progress, and resolved conflicts, with most indicators rated “Very High” except for administrative support and policy communication, which were “High.” This demonstrates that school heads actively guide staff while ensuring

\*\*\*\*\*

### **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>



\*\*\*\*\*

alignment with policies and problem-solving needs.

In terms of teacher engagement and participation, the results show that teachers were involved in planning and collaborative decision-making, received guidance, and were motivated to implement programs, with most indicators rated “High” and “Very High.” The resource utilization domain indicated effective management of learning materials, human resources, budgets, and technological tools, though some indicators remained “High,” highlighting room for more optimized use. For monitoring and evaluation, school heads regularly assessed program outcomes, used data to improve practices, and shared lessons learned with stakeholders, demonstrating a structured approach to sustaining program quality.

The overall weighted mean of 4.19, interpreted as “High,” implies that school heads implement school programs effectively, though there is a slight gap to achieving consistently “Very High” across all indicators. The result implies that strong leadership in planning, supporting, engaging teachers, managing resources, and evaluating programs fosters organizational efficiency, enhances instructional quality, and ensures that program objectives are achieved while providing mechanisms for continuous improvement.

\*\*\*\*\*

## 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 3**

**TEST OF RELATIONSHIP**

<b>Variables Correlated</b>	<b>r (Pearson)</b>	<b>Computed t</b>	<b>Table Value @ 0.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
School Heads' Leadership Practices (Table 1) and Program Implementation Practices (Table 2)	0.85	11.02	0.279	Reject Ho	Significant Relationship (Strong Positive)

This table presents Test of Relationship Between School Heads' Leadership Practices and Program Implementation Practices, which examines whether the leadership behaviors and competencies of school heads are associated with the effectiveness of program implementation in schools. The table provides the Pearson correlation coefficient, the computed t-value, the critical table value at a 0.05 significance level, the decision on the null hypothesis, and the interpretation of the relationship between the two variables. Its purpose is to determine the strength and direction of the association between school leadership practices, including planning, administrative support, teacher engagement, and resource management, and the actual execution and outcomes of school programs.

The data reveal a strong positive correlation between school heads' leadership practices and program implementation practices, indicating that higher levels of leadership effectiveness are associated with more successful execution of school programs. School heads who demonstrated proactive planning, effective coordination, stakeholder engagement, and instructional guidance were also able to ensure that programs were systematically

\*\*\*\*\*

**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

\*\*\*\*\*



\*\*\*\*\*  
implemented, resources were efficiently utilized, and teachers were motivated to participate actively in program activities. This alignment suggests that competent leadership provides the necessary structure, direction, and support for translating school plans into meaningful actions.

Further discussion shows that the computed t-value exceeded the critical table value, leading to the rejection of the null hypothesis. This statistical outcome confirms that the observed relationship is significant and not due to chance. The result underscores that the stronger the leadership practices exhibited by school heads, the more effectively programs are implemented, ensuring adherence to objectives, timelines, and quality standards across all school initiatives.

The overall finding, with an r-value of 0.85, implies a strong positive relationship, and the result implies that effective school leadership is a key driver of successful program implementation. This demonstrates that leadership competencies in planning, monitoring, teacher engagement, and resource management are integral to achieving program goals, sustaining school improvements, and fostering a collaborative and productive school environment.

## CONCLUSION

Based on the results of this study, the leadership practices of school heads were found to have a strong and significant positive impact on the effective implementation of school programs. Competent leadership in areas such as planning, administrative support, teacher

\*\*\*\*\*

### 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

\*\*\*\*\*



\*\*\*\*\*  
engagement, resource management, and monitoring ensured that programs were systematically executed, objectives were met, and staff participation was maximized. The findings imply that school heads who demonstrate proactive, collaborative, and strategic leadership create an environment that fosters organizational efficiency, instructional quality, and continuous school improvement.

### RECOMMENDATION

The Teachers should actively collaborate with school heads in the planning, execution, and evaluation of school programs and policies. They should provide timely feedback, participate in professional development activities, and apply instructional strategies that align with school objectives to enhance program effectiveness and student learning outcomes.

The School Heads should continue to strengthen their administrative and instructional leadership competencies by effectively planning, coordinating, and monitoring school programs. They should engage teachers, parents, and stakeholders in decision-making, ensure proper allocation and utilization of resources, and provide guidance and support to staff to ensure the successful implementation of school programs and policies.

The Public Schools District Supervisor should provide ongoing technical assistance and supervision to school heads, monitor the implementation of school programs, and facilitate

\*\*\*\*\*

#### 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>



\*\*\*\*\*

professional development opportunities that enhance leadership competencies and instructional effectiveness across the division.

The Parents should actively participate in school programs and initiatives, collaborate with teachers and school heads to support student learning, and provide feedback on the implementation of school policies to help strengthen community-school partnerships.

The Researcher should use the results to develop training modules, workshops, or intervention programs aimed at enhancing the administrative and instructional leadership skills of school heads and improving the implementation of school programs and policies.

Future Researchers should conduct similar studies in other schools or divisions to validate the findings, explore additional factors affecting leadership effectiveness and program implementation, and examine the long-term impact of school heads' leadership on student performance and overall school development.

\*\*\*\*\*

## **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

First and foremost, I give thanks to God Almighty for the wisdom, strength and guidance granted to me throughout the completion of this Master's thesis. Without his grace, this work would not have been possible.

I would like to express my heartfelt appreciation to those who played a vital role in the completion of this thesis.

I am grateful to Dr. Sabina B. Con-ui, Dean of the Graduate School, for his encouragement and expert guidance in improving this study.

I wish to thank the chairman Dr. Bryant C. Acar, for his support, encouragement and constructive suggestion that helped improved this study.

I would like to express my sincere appreciation to my adviser Dr. Annabelle A. Wenceslao for her invaluable guidance, patience and constructive feedback. Her support and academic insight were instrument in shaping this research.

I am also grateful to the member of the thesis committee Dr. Elvin H. Wenceslao and Dr. Jasmine B. Misa for their time, expertise and valuable suggestions, which greatly improve the quality of this study.

Special thanks are extended to my co-teachers for their cooperation, encouragement and professional support throughout this journey.

I would also like to thank my dear friends, for their constant encouragement understanding and motivation during challenging moments.

\*\*\*\*\*

### 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>



\*\*\*\*\*  
Finally, I express my deepest gratitude to my family for their unconditional love, sacrifices and unwavering support. Their encouragement has been a constant source of strength and inspiration throughout my academic journey.



\*\*\*\*\*

## 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

Agyeman, D. (2024). Leadership competencies and instructional effectiveness: A case and practice review. DigitalCommons@UNCFSU.<https://digitalcommons.uncfsu.edu>

Coronel, F., & Ferrater-Gimena, M. E. (2017). Understanding the role of supervision in the teaching-learning process. *International Journal of Humanities and Social Science Invention*, 6(7), 39-43.

Donkoh, C., & Baffoe, M. (2018). The role of supervision in enhancing teacher effectiveness: A case study of selected basic schools in the New Juaben Municipality. *Journal of Education and Practice*, 9(5), 107-115. Garcia, M., & Wong, S. (2016). The influence of leadership styles on teacher job satisfaction in secondary schools

Garcia, R. L. (2020). Impact of principals' transformational leadership style on teacher job satisfaction: A study of public elementary schools in the Philippines.

Green, A. M., & Munoz, M. A. (2016). Predictors of new teacher satisfaction in urban schools: Effects of personal characteristics, general job facets, and teacher-specific job facets. *Journal of School Leadership*, 26(1), 92 – 123.

\*\*\*\*\*

### 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

\*\*\*\*\*



\*\*\*\*\*

He, Y. (2024). Principals' instructional leadership practices and their influence on teacher professional growth and curriculum reform. SpringerOpen. <https://link.springer.com>

Hu, W. (2024). Instructional leadership and students' key competencies: The mediating role of teacher practices. Wiley Online Library. <https://onlinelibrary.wiley.com>

Kim, E., & Lee, H. (2020). Principal leadership styles and teacher job satisfaction: A longitudinal study.

Lee, H., & Kim, S. (2017). Theory X leadership styles and teacher job satisfaction: A longitudinal study. *Journal of Educational Administration*, 32(4), 451-465.

Lopez, E., & Nguyen, T. (2021). Teachers' perceptions of Theory X leadership across cultures: A cross-cultural study. *International Journal of Educational Management*, 38(1), 56-70.

Martinez, L., & Rodriguez, A. (2020). Impact of Theory X leadership on teacher morale in public schools. *Educational Management Quarterly*, 37(2), 178-192.

Ralebese, M. (2025). Principals' instructional leadership competence during curriculum reform: Barriers and enabling factors. [Journal name unavailable].

\*\*\*\*\*

### 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>

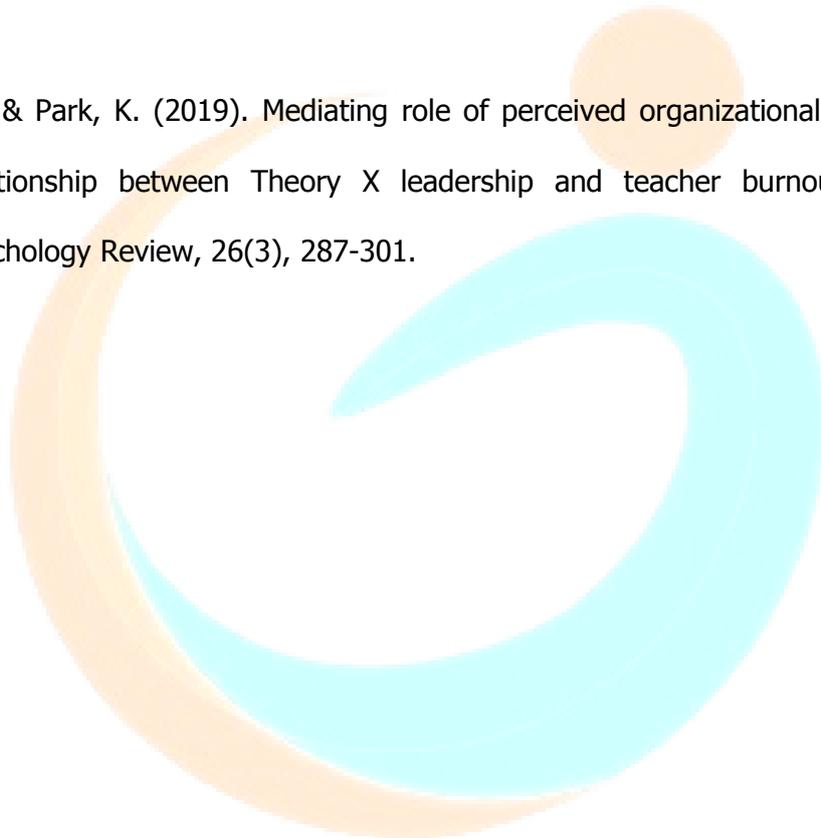


\*\*\*\*\*

Smith, A., & Jones, B. (2018). Impact of instructional supervisory skills of school heads on teacher performance. *Journal of Educational Leadership*, 42(3), 321-335.

Tom-En, J. Jr. (2025). Administrative leadership competence and teacher performance in program implementation. *Ijams BBP*. <https://ijamsbbp.com>

Wang, J., & Park, K. (2019). Mediating role of perceived organizational support in the relationship between Theory X leadership and teacher burnout. *Educational Psychology Review*, 26(3), 287-301.



\*\*\*\*\*

## 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



### MARVIN T. AUNZO

The author is born on November 03, 1992 at Valenzuela City, Metro Manila, Philippines. He finished his Bachelor's degree in Elementary Education at Visayas State University – Villaba Campus. He is now currently finishing his Master's degree of Arts in Education major in School Administration and Supervision at Western Leyte College of Ormoc City. At present he is a Teacher I in the Department of Education and a Grade – III Teacher at Capiñahan Elementary School at Barangay Capiñahan, Villaba, Leyte, Philippines. In addition, he serves as the coordinator for four school organization for learners: The School Science Program, The Boy Scout of the Philippines, The School Disaster Risk Reduction Management Program and the YES-O Program.

\*\*\*\*\*

### 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

\*\*\*\*\*