



STRENGTHENING TEACHERS' PROFESSIONAL GROWTH AND DEVELOPMENT THROUGH INSTRUCTIONAL LEADERSHIP FEEDBACK OF SCHOOL HEAD

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ABSTRACT

This study aims to evaluate the extent of instructional leadership feedback of school head in strengthening teachers' professional growth and development of Barugo II Central School and Cuta Elementary School, Barugo II District, Leyte Division. The twenty-six (26) teachers, and 2 school heads currently assigned in the said locale were involved in the study. Utilizing the questionnaire from the study of Daing (2017), entitled "School Administrators' Instructional Leadership Skills and Teachers' Performance and Efficacy in Senior High Schools in the National Capital Region, Philippines" to measure the extent of instructional leadership feedback of school head while a 30-item questionnaire used to measure teachers' professional growth and development was adapted by the researcher from items and constructs in the OECD TALIS teacher questionnaire (OECD, 2019) and informed by Desimone's (2009) PD framework and Hattie & Timperley's (2007) feedback framework. The study revealed a strong positive and statistically significant relationship between the extent of instructional leadership feedback provided by school heads and the level of teachers' professional growth and

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development. Specifically, when school heads effectively perform their roles as resource providers, instructional resources, communicators, and visible leaders, teachers experience higher levels of professional development through meaningful feedback on instruction and professional learning activities. The results affirm that strengthening teachers' professional growth and development is highly dependent on the quality, consistency, and relevance of instructional leadership feedback grounded in classroom observation and instructional supervision. Effective instructional leadership—characterized by a clear vision for teaching and learning, active monitoring of instructional practices, and sustained support for teacher development—significantly enhances teachers' pedagogical competence and professional advancement.

Keywords: *Strengthening Teachers' Professional Growth and Development, Instructional Leadership Feedback, School Head*

INTRODUCTION

School heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive learning environment for effective teaching and learning. Through their quality leadership and management, the Department of Education (DepEd) can develop quality teachers and "holistic learners who are steeped in values, equipped with 21st century skills and able to propel the country to develop and progress" (DepEd Order No. 42, s. 2017). This is consonant with the DepEd's vision of producing "Filipinos who passionately love their

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

March 2026

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country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DO No. 36, s. 2013).

Teacher quality is vital in raising learner achievement. However, teachers alone cannot bring about substantive changes without effective leadership. The Organization for Economic Co-operation and Development (OECD, 2018, p. 20) states that the "quality of an education system depends on the quality of its teachers; but the quality of teachers cannot exceed the quality of the policies that shape their work environment in school and that guide their selection, recruitment and development".

To achieve the government's objective of delivering high quality basic education, school administrators play a crucial role in adapting to changes in the educational system. According to Republic Act 9155, also known as the Governance of Basic Education Act of 2001, the school head oversees both the administrative and academic operations of a single school or group of schools.

School administrators have a significant impact on educational policy, particularly when it comes to motivating teachers and enhancing the school environment (Jambo & Hongde, 2020). The correct mindset, attitudes toward employees, and motivation to increase performance and productivity are the foundations of effective leadership (Saah, 2017). However, school administrators have identified management, management challenges, and new learning trends as their top concerns (Morales & Sapin, 2020).

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In the Philippine context, the role of school heads has evolved beyond administrative management to encompass instructional leadership, a shift that aligns with global trends emphasizing the importance of leadership in shaping teaching and learning outcomes (Hallinger, 2018; Santos, 2019). School heads are now expected to provide direction, support, and guidance to teachers, fostering an environment that promotes continuous professional growth and improved student achievement (Garcia & Cruz, 2020).

Instructional leadership encompasses a range of key responsibilities, including setting clear academic goals, overseeing the curriculum, monitoring teaching practices, and fostering a culture of teamwork and accountability. Research indicates that effective instructional leaders prioritize learning, invest in helping teachers develop their skills, and utilize data to inform their decisions (Ng, Nguyen, Wong, & Choy, 2020). In the Philippines, this kind of leadership is becoming even more important as schools face the challenges of educational reforms like the K to 12 Basic Education Program and the MATATAG Curriculum, which require school leaders to be flexible and deeply involved in instructional support (Del Rosario & Sarmiento, 2021).

Furthermore, instructional leadership helps foster a professional learning community, a place where teachers feel empowered to reflect on and improve their teaching. A study by Dela Cruz and Magsino (2022) found that when school heads actively observe classrooms, provide helpful feedback, and support ongoing teacher development, it boosts both teacher morale and student performance. In the era of remote and blended learning, school leaders have also had to adapt their styles to keep learning centered on students and ensure equal

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access to education (Bernardo, 2021). In short, instructional leadership remains a key force driving school improvement. As education continues to evolve, the ability of school heads to lead instructional change with vision, empathy, and data-driven decisions is vital for the sustained success of teaching and learning.

One of the most important feedback items of school heads in the conduct of instructional supervision to teachers is to provide the appropriate program which will strengthen the professional growth and development. The education sector in the Philippines prioritizes the continuous enhancement of the teaching profession, as emphasized in the 1987 Philippine Constitution and supported by the Philippine Professional Standards for Teachers (PPST). The PPST, guided by DepEd Order No. 42, S. 2017, outlines the need for ongoing professional development to ensure teachers are well-prepared for the K to 12 Program. This professional development is crucial for improving teaching skills, increasing job satisfaction, and enabling collaboration among educators. Hence, this study was formulated to evaluate the extent of instructional leadership feedback of school head and master teacher in strengthening teachers' professional growth and development. A proposed instructional supervision plan was formulated based on the findings of the study.

This study aims to evaluate the extent of instructional leadership feedback of school head in strengthening teachers' professional growth and development of Barugo II Central School and Cuta Elementary School, Barugo II District, Leyte Division. The findings of the study will be the basis for the proposed instructional supervision plan.

Further, it seeks to answer the following sub-problems:

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- *****
1. What is the extent of instructional leadership feedback of school head in terms of:
 - 1.1 resource provider,
 - 1.2 instructional resource,
 - 1.3 communicator, and
 - 1.4 visible leader?
 2. What is the level of professional growth and development provided to teachers?
 3. Is there a significant relationship between the extent of instructional leadership feedback of school head and level of professional growth and development provided to teachers?
 4. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employed descriptive-correlational research design to determine the significant relationship between the extent of instructional leadership feedback of school head in strengthening teachers' professional growth and development. This study is descriptive because it described the variables- extent of instructional leadership feedback of school head in terms of resource provider, instructional resource, communicator and visible leader and level of teachers' professional growth and development. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Cuta Elementary School and Barugo II Central School of Barugo II District,

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Leyte Division. The twenty-six (26) teachers, and 2 school heads currently assigned in the said locale were involved in the study. For the data gathering on the assessment of the instructional leadership skills of the school heads, the researcher utilized an adopted and modified questionnaire from the study of Daing (2017), entitled "School Administrators' Instructional Leadership Skills and Teachers' Performance and Efficacy in Senior High Schools in the National Capital Region, Philippines". It consisted of four (4) parts namely, resource provider, instructional resource, communicator, and visible leader. Further, a 30-item questionnaire used to measure teachers' professional growth and development was adapted by the researcher from items and constructs in the OECD TALIS teacher questionnaire (OECD, 2019) and informed by Desimone's (2009) PD framework and Hattie & Timperley's (2007) feedback framework.

Sampling. The twenty-six (26) teachers, and 2 school heads currently assigned in the said locale. Complete enumeration in choosing will be employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. The researcher conducted an orientation to the respondents. During the orientation,

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respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents were given ample time to complete the survey. After accomplishing the survey, the data were collected, tallied, and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

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Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the extent of instructional leadership feedback of school head in terms of resource provider, instructional resource, communicator and visible leader and level of teachers' professional growth and development. Pearson r was used to determine the significant relationship between the dependent and independent variables.

RESULTS AND DISCUSSION

Table 1

School Heads' Instructional Leadership Feedback Practices

No.	Indicator	Weighted Mean	Description	Interpretation
Resource Provider				
1	My school head and master teacher updates teachers about current research and practices through presentations or e-mails.	4.55	Strongly Agree	Very High
2	helps find alternative teaching materials to provide additional practice with the particular skills	4.36	Strongly Agree	Very High
3	keeps herself abreast of numerous changes and resources in education to provide opportunities for teachers to come up with instructional innovations	4.45	Strongly Agree	Very High

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ISSN: 2704-3010

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4	fosters team building and collaboration to improve instruction	4.55	Strongly Agree	Very High
5	helps teachers share their best practices in teaching and classroom instruction	4.50	Strongly Agree	Very High
6	assists teachers in accessing and using professional resources to select appropriate strategies to improve student learning	4.50	Strongly Agree	Very High
7	recommends, orders, or authorizes the purchase of instructional materials, supplies, equipment, and visual aids designed to meet student educational needs	4.36	Strongly Agree	Very High
8	ensures that teachers have the materials necessary for the successful execution of their jobs	4.45	Strongly Agree	Very High
9	often employs a variety of communication and dissemination skills to share information and resources including school-based training to help improve the performance of teachers	4.45	Strongly Agree	Very High
10	inspects instructional equipment to determine if repairs are needed	4.36	Strongly Agree	Very High
Instructional Resource				
11	conducts or participates in workshops, committees, and	4.45	Strongly Agree	Very High

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	conferences designed to promote the intellectual, social, and physical welfare of students.			
12	evaluates the effectiveness of instructional programs of the school and applies remedial actions in areas requiring remediation.	4.36	Strongly Agree	Very High
13	facilitates professional learning among colleagues for the improvement of instruction.	4.50	Strongly Agree	Very High
14	works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.	4.41	Strongly Agree	Very High
15	develops tests and questionnaires, conducts procedures that measure the effectiveness of curricula, and uses these tools to determine whether program objectives are being met.	4.36	Strongly Agree	Very High
16	plans or conducts teacher training programs and conferences dealing with new classroom procedures, instructional materials and equipment and teaching aids.	4.27	Strongly Agree	Very High
17	observes the work of teaching staff to evaluate performance and	4.36	Strongly Agree	Very High

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	recommend changes that could strengthen teaching skills.			
18	assists teachers in classroom organization and management.	4.73	Strongly Agree	Very High
19	helps teachers interpret test results to assess each pupil's abilities and performance.	4.45	Strongly Agree	Very High
20	shares knowledge and skills professionally and helps identify powerful instructional strategies and effective elements of lesson plans for effective teaching and learning processes.	4.55	Strongly Agree	Very High
Communicator				
21	model effective skills in listening, presenting ideas, leading discussions, clarifying, and identifying the needs of self and others to advance shared goals and professional learning.	4.41	Strongly Agree	Very High
22	provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.	4.55	Strongly Agree	Very High
23	holds meetings to discuss instructional concerns of the school.	4.55	Strongly Agree	Very High
24	organizes information and ideas to be discussed during meetings.	4.50	Strongly Agree	Very High

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25	creates a climate of trust and critical reflection to engage colleagues in challenging conversations about student learning and solutions to identified issues.	4.45	Strongly Agree	Very High
26	motivates teachers to work cooperatively to promote changes in instructional practices to improve student learning.	4.55	Strongly Agree	Very High
27	collaborates with teachers in the design and formulation of instructional objectives to improve educational practice and student learning.	4.43	Strongly Agree	Very High
28	leads formal and informal group discussions.	4.36	Strongly Agree	Very High
29	serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs.	4.55	Strongly Agree	Very High
30	shows collegiality with teachers, non-teaching staff, and parents.	4.36	Strongly Agree	Very High
Visible Leader				
31	participates in in-service activities related to her/his duties.	4.36	Strongly Agree	Very High
32	arrives punctually to work, programs, and meetings.	4.50	Strongly Agree	Very High

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33	attends meetings with the teachers to share and discuss matters related to instructional concerns.	4.50	Strongly Agree	Very High
34	participates in joint parent-teacher meetings as agreed upon with the classroom/subject teacher.	4.55	Strongly Agree	Very High
35	provides accessibility with teachers to discuss matters affecting curriculum and instruction.	4.45	Strongly Agree	Very High
36	attends and/or participates in any activity organized by the pupils or teachers.	4.55	Strongly Agree	Very High
37	gives positive feedback to teachers regarding their behavior and performance.	4.55	Strongly Agree	Very High
38	mediates and interacts in a parent conference when appropriate, especially if it involves a complaint about teachers.	4.50	Strongly Agree	Very High
39	acknowledges the quality of output in teachers' and pupils' activities such as convocations, organizational meetings, and others.	4.55	Strongly Agree	Very High
40	makes herself/himself available for meetings and/or appointments with pupils, teachers, parents, and stakeholders.	4.55	Strongly Agree	Very High

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Grand Mean	4.47	Strongly Agree	Very High
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Legend (5-Point Likert Scale):

Ranges	Interpretation
4.21 – 5.00	Very High (Strongly Agree / Highly Observed)
3.26 – 4.20	High (Agree / Moderately Observed)
2.51 – 3.25	Moderate (Neutral / Fairly Observed)
1.76 – 2.50	Low (Disagree / Less Observed)
1.00 – 1.75	Very Low (Strongly Disagree / Not Observed at All)

Table 1 presents the extent of instructional leadership feedback of school heads as resource provider, instructional resource, communicator and visible leader. It was revealed on the table that the extent of leadership feedback of school heads as resource provider, instructional resource, communicator and visible leader received a grand mean of 4.47 (Very High). This means that school heads focus on improving the teaching performance of teachers making every activity aligned in improving the performance of the learners. They provided instructional feedback which is based on the performance of teachers in the delivery of the lessons, preparation of teaching and learning and the activities and learning resources used that is based on the levels of the learners. With the data, it was emphasized that teachers attest and make instructional feedback as a way of improving their teaching career or for professional development. This result implies that school heads provided available learning

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resources that will aid in the delivery of the lessons. Options from teachers in utilizing appropriate learning resources readily available in the school. Further, school heads also provide appropriate technical assistance to teachers that would allow them to use the feedback in making their everyday teaching a legacy. Mendoza (2021) highlighted that effective instructional leaders consistently establish clear academic goals, offer focused instructional support, and foster a culture of shared accountability, which leads to measurable improvements in both literacy and numeracy outcomes. Similarly, Villanueva and Ortega (2023) found that when school heads combine instructional supervision with professional learning communities, teachers become more proficient in implementing evidence-based strategies, helping to close learning gaps. Additionally, the Department of Education's Results-Based Performance Management System (RPMS) policy reinforces the role of school heads as learning leaders by emphasizing key competencies such as strategic instructional planning, teacher coaching, and the use of assessment data to guide teaching practices. Additionally, Navarro and Lim (2022) highlighted that school heads who engage in regular classroom observations and feedback loops contribute to better curriculum alignment and student learning outcomes, especially in rural school contexts.

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Table 2

Professional Growth and Development of Teachers

Dimension	Indicator	Weighted Mean	Description	Interpretation (5-Point Likert Scale)
Feedback on Instruction	School heads give specific, actionable feedback about my classroom instruction.	4.45	Highly Observed	Very High
	Master teachers provide timely feedback after observing my lessons.	4.32	Highly Observed	Very High
	Feedback I receive focuses on improving student learning outcomes.	4.50	Highly Observed	Very High
	Feedback includes practical examples or demonstrations I can apply.	4.55	Highly Observed	Very High
	I receive follow-up support (coaching, modeling) after feedback is given.	4.32	Highly Observed	Very High
	Feedback conversations allow me to explain classroom constraints and co-create solutions.	4.41	Highly Observed	Very High
	Feedback I receive is based on actual classroom observation and evidence.	4.45	Highly Observed	Very High
Professional Development (PD)	Professional development (INSET/workshops) addresses areas highlighted in feedback.	4.32	Highly Observed	Very High

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Dimension	Indicator	Weighted Mean	Description	Interpretation (5-Point Likert Scale)
	PD sessions offer opportunities for active practice (microteaching, simulations).	4.41	Highly Observed	Very High
	PD content is informed by classroom data (student outcomes, observations).	4.36	Highly Observed	Very High
	PD includes structured follow-up (coaching, peer observation) after workshops.	4.32	Highly Observed	Very High
	I can select PD topics that match my professional growth needs.	4.32	Highly Observed	Very High
	PD schedules allow sufficient time to apply learnings in the classroom.	4.32	Highly Observed	Very High
	A master teacher or instructional coach regularly mentors me.	4.00		High
	Coaching includes modeling (live or video) of effective instructional strategies.	4.27	Highly Observed	Very High
	Mentoring helps me translate pedagogical ideas into practical lesson steps.	4.27	Highly Observed	Very High
	I have opportunities to observe master teachers or exemplary peers teach.	3.91		High

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Dimension	Indicator	Weighted Mean	Description	Interpretation (5-Point Likert Scale)
	Coaching/mentoring focuses on student learning, not only teacher behavior.	4.45	Highly Observed	Very High
	I regularly engage in collaborative lesson planning with colleagues.	4.45	Highly Observed	Very High
	Lesson study or PLC meetings help me reflect and improve my lessons.	4.45	Highly Observed	Very High
	Peer observations are structured and produce useful feedback.	4.59	Highly Observed	Very High
	Collaborative activities lead to concrete changes in my classroom practice.	4.55	Highly Observed	Very High
	I set professional learning goals based on feedback and classroom data.	4.59	Highly Observed	Very High
	I regularly reflect on student outcomes to guide instructional changes.	4.59	Highly Observed	Very High
	I seek out resources (articles, videos, workshops) to improve my practice.	4.59	Highly Observed	Very High
	I feel supported to experiment with new instructional strategies.	4.55	Highly Observed	Very High
	The school provides time for collaborative planning and coaching.	4.64	Highly Observed	Very High

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Dimension	Indicator	Weighted Mean	Description	Interpretation (5-Point Likert Scale)
	Necessary teaching materials and equipment are available to apply improved practices.	4.68	Highly Observed	Very High
	The school administration recognizes and values teacher professional growth.	4.64	Highly Observed	Very High
	Instructional leadership feedback, together with PD and coaching, has improved my teaching and my students' learning.	4.55	Highly Observed	Very High
Overall Weighted Mean		4.45	Highly Observed	Very High

Legend (5-Point Likert Scale):

Ranges	Interpretation
4.21 – 5.00	Very High (Strongly Agree / Highly Observed)
3.26 – 4.20	High (Agree / Moderately Observed)
2.51 – 3.25	Moderate (Neutral / Fairly Observed)
1.76 – 2.50	Low (Disagree / Less Observed)
1.00 – 1.75	Very Low (Strongly Disagree / Not Observed at All)

Table 2 presents the level of professional growth and development provided to teachers through feedback on instruction and professional development. It was revealed on the table that the level of professional growth and development provided to teachers through

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feedback on instruction and professional development received an overall weighted mean of 4.45 (Very High). This means that the central focus of school heads in the school is the teachers, their development and growth through the provision of tailored professional development to meet the specific needs of each educator. This implies that the primary task of school heads is to ensure continued professional growth. This shift underscores the importance of cultivating a culture of lifelong learning and growth within educational institutions. By prioritizing teacher professional development, principals empower their staff to excel, thereby fostering positive educational outcomes and a culture of ongoing improvement. Sharp et al. (2020) found that when teachers actively engage in professional learning initiatives facilitated by strong instructional leaders, they develop a deeper understanding of differentiated instruction, ultimately improving their pedagogical strategies. This supports the current study's findings that instructional leadership directly influences the professional growth and instructional quality of teachers. Additionally, Bellibaş et al. (2021) identified that principal leadership directly affects instructional quality, while distributed leadership fosters teacher collaboration and job satisfaction. In the context of the present study, master teachers who exhibit strong instructional leadership are likely to cultivate a collaborative teaching environment that enhances pedagogical skills. The presence of such leadership ensures that teachers receive continuous mentorship and support, leading to improved instructional strategies and student engagement.

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Table 3

Test of Relationship Between Variables

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Instructional Leadership Feedback and Professional Growth & Development	0.91	9.83	0.42	Reject Ho	Significant Relationship (Strong Positive)

Table 3 presents the test of relationship between the extent of instructional leadership feedback of school heads as resource provider, instructional resource, communicator and visible leaders and level of professional growth and development provided to teachers in terms of feedback on instruction and professional development. It was revealed on the table that the extent of instructional leadership feedback of school heads as resource provider, instructional resource, communicator and visible leaders and level of professional growth and development provided to teachers in terms of feedback on instruction and professional development received a computed t of 9.83 which is greater than the table value of 0.42 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional leadership feedback of school heads as resource provider, instructional resource, communicator and visible leaders and level of professional growth and development provided to teachers through feedback on instruction

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and professional development. The Pearson r value of 0.91 suggests a strong positive correlation between the variables. This implies that when school heads provide feedback to teachers in terms of teaching and learning, appropriate, relevant and based on the performance of the teachers are the basis. From the meaningful feedback provided by the school heads, teachers will be able to concretize it and find means to achieve or overcome the challenges or gaps encountered. From there, teachers will grow professionally and full potential will be developed. Thus, Chen et al. (2017) emphasized the importance of instructional leadership, stating that the primary role of a school should be tied to the teaching and learning process. Thus, principals, as instructional leaders, must prioritize initiatives to enhance the quality of teaching and learning, which is the school's main objective. This is further supported by Saleem et al., (2020, Kim & Lee, 2020), whose findings indicate that administrators' instructional leadership has a significant impact on teachers' teaching abilities. As teachers are primarily responsible for delivering instruction in the classroom, instructional leaders' influence on enhancing the quality of teaching can affect student learning. As emphasized by Victor & Maureen (2019), feedback plays a crucial role in enhancing student learning outcomes, making it indispensable for teachers' professional growth. Therefore, the provision of timely and constructive feedback is imperative for teachers' development and ultimately contributes to the enhancement of the learning experience for students. Teachers greatly benefit from such input as it enables them to identify areas for improvement and refine their instructional practices accordingly.

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CONCLUSION

Based on the findings of the study, it is concluded that there is a strong positive and statistically significant relationship between the extent of instructional leadership feedback provided by school heads and the level of teachers' professional growth and development. Specifically, when school heads effectively perform their roles as resource providers, instructional resources, communicators, and visible leaders, teachers experience higher levels of professional development through meaningful feedback on instruction and professional learning activities. The results affirm that strengthening teachers' professional growth and development is highly dependent on the quality, consistency, and relevance of instructional leadership feedback grounded in classroom observation and instructional supervision. Effective instructional leadership—characterized by a clear vision for teaching and learning, active monitoring of instructional practices, and sustained support for teacher development—significantly enhances teachers' pedagogical competence and professional advancement. Furthermore, the findings highlight that timely, constructive, and evidence-based feedback enables teachers to reflect on their instructional practices, identify strengths and areas for improvement, and implement necessary refinements in their teaching strategies. Such developmental feedback fosters a culture of continuous improvement, professional accountability, and collaborative growth within the school. Therefore, it is concluded that instructional leadership feedback serves as a vital mechanism in promoting teachers' professional growth and development. Strengthening this practice within schools not only

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enhances teachers' instructional capabilities but also contributes to improved teaching quality and enriched learning experiences for students.

RECOMMENDATIONS

1. Implement the proposed instructional supervisory plan prepared for this study.
2. School Head must continuously provide appropriate and relevant technical assistance to teachers to improve teaching competence.
3. School Head should institutionalize a structured and systematic feedback mechanism anchored on regular classroom observations, post-observation conferences, and coaching sessions. Feedback should be clear, evidence-based, timely, and aligned with instructional standards to ensure meaningful professional growth.
4. Training programs and professional development workshops should be conducted to enhance the feedback-giving skills of school heads and master teachers giving emphasis on instructional coaching, mentoring strategies, effective communication and data-driven supervision to strengthen their roles as resource providers, instructional leaders, communicators and visible leaders.
5. Schools should encourage reflective teaching practices by integrating feedback sessions with self-assessment tools, professional reflection journals, and peer collaboration.
6. Feedback results should be used as a basis for designing school-based professional development programs. Identified instructional gaps may guide Learning Action Cell (LAC)

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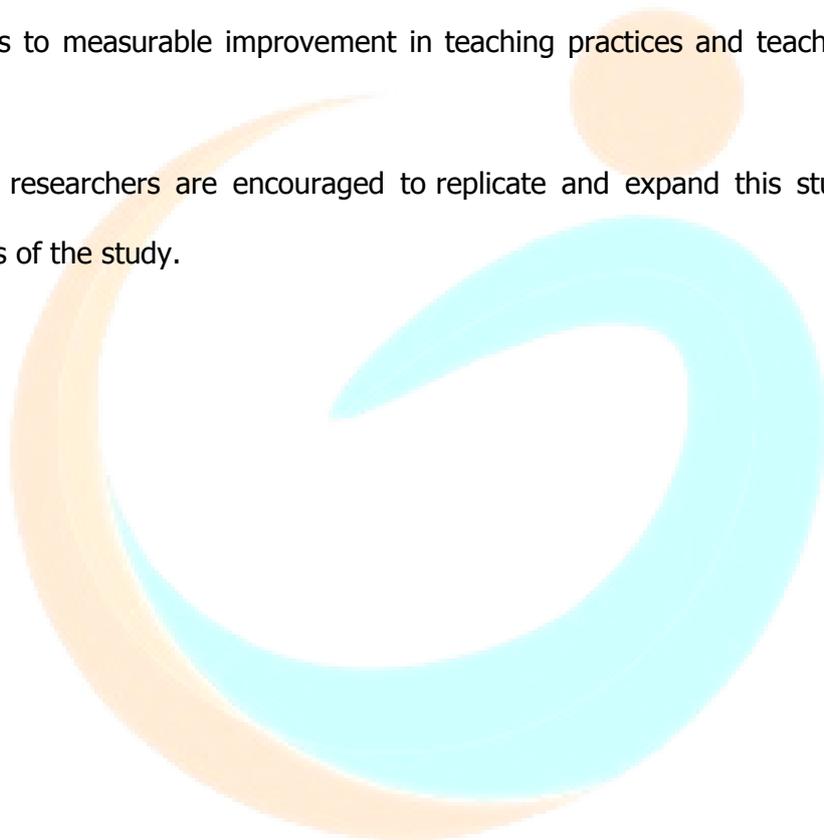


sessions, mentoring programs, and targeted training interventions to address teachers' developmental needs.

7. School leaders must prioritize providing immediate and constructive feedback after instructional observations.

8. School heads may develop monitoring tools to assess whether instructional leadership feedback leads to measurable improvement in teaching practices and teacher competence over time.

9. Future researchers are encouraged to replicate and expand this study considering other variables of the study.



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ACKNOWLEDGMENT

I would like to express my heartfelt gratitude to all those who have supported and guided me throughout the journey of completing this thesis. First and foremost, Praises and Thanks to our Lord and Savior Jesus Christ, for His presence, provision, protection, and preservation. To Dr. Jasmine B. Misa, my thesis adviser, I am deeply thankful for those whose unwavering support, invaluable insights, and mentorship have been instrumental in shaping this research. Your dedication to excellence and your patience in guiding me through the complexities of this project have been truly remarkable. I extend my appreciation to the faculty members of the Graduate Department of Western Leyte College for their wisdom, encouragement, and commitment to fostering an environment of academic growth. I am grateful to the members of my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for their constructive feedback and valuable suggestions. To my DepEd Leyte Division Family headed by Dr. Mariza Sabino- Magan Ed. D. CESO V for allowing me to conduct this study in my school. To my Cuta Elementary School family, headed by eloquent and warm-hearted School Head, Mr. Julian C. Barras Jr., for having been instrumental in the realization of this endeavor. I want to acknowledge the contributions of my Libas National High School family who have provided valuable discussions, assistance, and moral support during this research journey. Your camaraderie has made this experience both educational and enjoyable. To my family my brothers and sister especially my mother Nanay Loly, your unconditional love, understanding, and encouragement have

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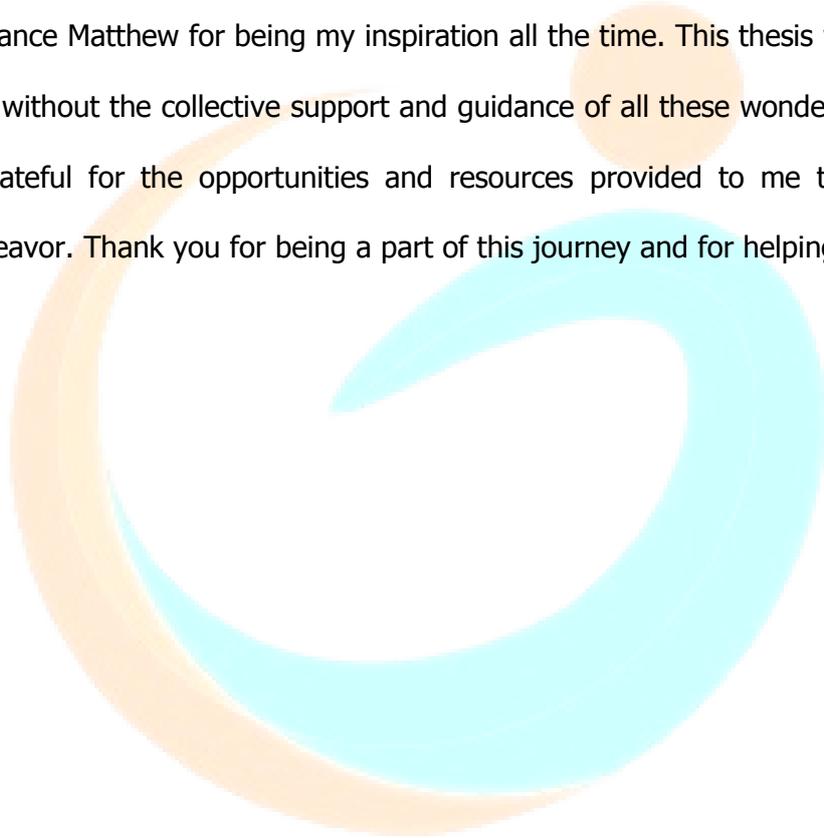
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been my pillars of strength. Your belief in my abilities has been a constant source of motivation. Lastly, I dedicate this work to my husband Melanio V. Masana whose constant encouragement, understanding, and sacrifices have inspired me to persevere. Your love and support have been my guiding light in completing this work, your patience gave me peace, and your faith in me made this achievement possible. and my daughter's Sofia, Eunice and my only son Lance Matthew for being my inspiration all the time. This thesis would not have been possible without the collective support and guidance of all these wonderful individuals. I am truly grateful for the opportunities and resources provided to me throughout this academic endeavor. Thank you for being a part of this journey and for helping me reach this milestone.



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AUTHOR'S PROFILE



MRS. LUTCHIE MASANA

Lutchie Masana born on May 01, 1990, in Brgy. Bukid Barugo Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Bukid Elementary School, followed by her secondary education at Celestino De Guzman Memorial National High School, and Calingcaguing National High School where she was deployed for her practice teaching.

Lutchie continued her academic journey at Eastern Visayas State University – Carigara Leyte Campus (EVSU - CC), where she earned her Bachelor of Secondary Education, specializing in TLE 2014. By 2016, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

Despite the demands of being a full-time mom to her three (3) kids. Lutchie has consistently pursued professional growth. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in School Administration and

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Supervision. She successfully completed the academic requirements for her MAEd in August 2025.

Currently, Lutchie began her teaching career in Junior High School and is now proudly serving as an elementary teacher. From being a Junior High School Teacher, she is now an Elementary Teacher. This change was driven by her lifelong dream to serve in her own municipality. To fulfill this goal, she applied for an Elementary teaching position, which granted her the opportunity to transfer and continue her passion for teaching closer to home.

Her dedication to education, combined with her rich background and community involvement, continues to inspire her students and peers, highlighting her unwavering commitment to making a meaningful impact in the educational landscape.

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