Teacher Instructional Leadership Practices Toward a Teaching Strategies Selection Model

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Abstract

This study examines the influence of instructional leadership practices on the selection of teaching strategies among Grade 4, 5, and 6 teachers, with particular focus on addressing students' diverse learning styles. Grounded in theories of instructional leadership and learning diversity, the study highlights the role of teacher leaders in shaping classroom practices, fostering a positive learning environment, and aligning instruction with learners' needs. Using a quantitative descriptive-correlational research design, the study involved 39 purposively selected teachers and a stratified random sample of students. Data were collected through a validated structured questionnaire and analyzed using simple percentage, weighted mean, and Pearson product-moment correlation. Findings revealed that instructional leadership practices are strongly implemented across defining the school mission, managing instructional programs, and promoting a positive learning climate. However, areas such as effective communication of the school mission, protection of instructional time, and teacher recognition require further improvement. Teaching strategies were found to be largely interactive and engaging, though less emphasis was placed on differentiated instruction and learning stations. Moreover, no significant relationship was identified between instructional leadership practices and the selection of teaching strategies, indicating that other factors may influence instructional decisions. The study concludes that while instructional leadership is well-established, targeted enhancements and continuous support are necessary to promote more inclusive and effective teaching practices.

Keywords: instructional leadership, teaching strategies, learning styles, differentiated instruction, elementary education, quantitative descriptive-correlational research, Philippines