Towards Leadership Development Strategies: Impact of Instructional Leadership Skills to Teacher Performance of Pasay City School Division

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Abstract

This study examined the impact of instructional leadership skills on teacher performance as a basis for developing leadership development strategies in the Pasay City School Division. Specifically, the study assessed the demographic profile of teachers, the level of teacher performance based on the Individual Performance Commitment and Review Form (IPCRF) aligned with the Philippine Professional Standards for Teachers (PPST), the level of instructional leadership, and the extent of leadership development strategies. It also determined the significant relationship between instructional leadership and teacher performance, examined the effect of teacher performance on leadership development strategies, explored the experiences and perspectives of key informants, and proposed a leadership development framework. The study employed a mixed-method research design utilizing both quantitative and qualitative approaches. A total of 142 teacher-respondents participated in the quantitative phase, while five key informants were purposively selected for the qualitative inquiry. Data were analyzed using frequency and percentage distribution, Student's t-test, analysis of variance, regression analysis, model fit measures, and thematic analysis. Findings revealed that the respondents were predominantly represented by experienced teachers with advanced educational qualifications. Teacher performance was found to be consistently high across all PPST domains, particularly in maintaining a safe and conducive learning environment, promoting learner engagement, and demonstrating mastery of subject matter. Similarly, instructional leadership was demonstrated at a high level, particularly in curriculum implementation, instructional alignment, and the promotion of a positive learning climate. Leadership development strategies likewise received strong support, with emphasis placed on collaborative practices, continuous improvement, instructional supervision, and policy enhancement. Statistical analysis revealed a significant relationship between instructional leadership and teacher performance ($F = 27.2$, $p < .001$). Regression analysis further indicated that teacher performance significantly predicted leadership development strategies, explaining 45.9% of their variance ($R^2 = 0.459$). Qualitative findings identified instructional supervision, professional development, coaching and mentoring, positive learning environments, and collaborative leadership as key themes influencing teacher effectiveness and leadership development.Based on the findings, the study proposed the Instructional Leadership Enhancement Framework (ILEF), which integrates instructional leadership capacity enhancement, professional development and coaching, performance monitoring and feedback systems, collaborative leadership and shared governance, and organizational support and continuous improvement mechanisms. The framework is intended to strengthen instructional leadership competencies, improve teacher performance, and promote sustainable educational excellence within the Pasay City School Division.

Keywords: Instructional Leadership, Teacher Performance, Leadership Development Strategies, Educational Leadership, Professional Development.