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Instructional Leadership Skills and Adept Progress of Teachers in Public Elementary Schools

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors have contributed equally. Both authors read and approved the final manuscript.

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ABSTRACT

The purpose of this study was to determine the relationship between instructional leadership skills and the adept progress of teachers in public elementary schools within the Kapalong Langilan District, Division of Davao del Norte. A total of 148 teachers participated in the study. The descriptive-correlational research design was employed, allowing the observation and analysis of variables in their natural setting without the introduction of experimental manipulation. The descriptive component focused on identifying the current levels of instructional leadership and teacher progress, while the correlational aspect examined the relationship between the two. Based on the findings, it was concluded that both the level of instructional leadership skills and the level of adept progress among teachers were high. Furthermore, a statistically significant relationship was found between instructional leadership skills and the adept progress of teachers. Therefore, the null

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hypothesis was rejected. It is recommended that school heads strengthen their instructional leadership practices by providing regular mentoring, feedback, and professional development opportunities. The Department of Education may consider policy support that emphasizes leadership training focused on teacher development. Future research may explore additional factors that contribute to teacher progress across different school contexts.

Keywords: Instructional leadership; adept progress; teachers; public elementary schools.

1. INTRODUCTION

The adept progress of teachers—defined as their continuous improvement in pedagogical knowledge, instructional practice, and professional growth—is critical in ensuring quality education in public elementary schools (Iqbal & Ali et al., 2024). However, many educators face persistent challenges that hinder such progress, including lack of support, limited access to professional development, and weak mentoring systems (Abetang et al., 2020). As teachers navigate the complexities of diverse learner needs and curriculum demands, the absence of strong instructional guidance further impedes their capacity to evolve and adapt effectively. Without systematic support mechanisms, teacher performance stagnates, affecting student learning outcomes and long-term educational goals (Rahimi, & Oh, 2024).

Globally, various countries have adopted diverse strategies to enhance the adept progress of teachers. In Finland, robust teacher preparation programs and ongoing mentorship contribute significantly to sustained teacher development (Niemi & Lavonen, 2020). In Singapore integrates a structured professional learning system through the Academy of Singapore Teachers, which ensures that educators receive continuous, high-quality training (Tan & Low, 2020). Meanwhile, Canada emphasizes collaborative learning environments and school-based leadership, where instructional leaders play a key role in supporting teachers' growth (Wright, 2022). These international models highlight the importance of systemic leadership and well-resourced support in promoting teachers' adept progress and instructional effectiveness.

In the Philippines, teachers in public elementary schools strive to improve their practice despite constraints such as overcrowded classrooms, limited instructional materials, and inconsistent access to professional development. Although initiatives like the Philippine Professional Standards for Teachers (PPST) aim to guide

teacher growth, implementation often varies across regions due to resource disparities and administrative inconsistencies. Many teachers report feeling unsupported in their pursuit of mastery and innovation, underscoring the need for strong instructional leadership that can nurture, assess, and elevate teacher capabilities across various learning domains (Cayabas Jr. & Sumeg-ang, 2023).

Instructional leadership plays a pivotal role in shaping the adept progress of teachers. Principals and school heads who exhibit strong instructional leadership skills, such as curriculum supervision, classroom observation, feedback provision, and the promotion of a professional learning culture, can significantly influence teacher development. When leaders actively engage in guiding instruction, mentoring teachers, and fostering collaborative learning communities, they create an environment conducive to teacher growth and student achievement (Gading, 2024). Thus, exploring the relationship between instructional leadership and teacher progress is essential for strengthening educational outcomes in public schools.

While existing literature acknowledges the impact of leadership on school performance, limited research in the Philippine context specifically examines how instructional leadership skills directly relate to the adept progress of teachers, particularly in rural and underserved districts. Most studies focus on general administrative functions or student achievement, overlooking the nuanced ways leadership can support teachers' instructional refinement and professional growth. This gap highlights the need for localized investigations that contextualize leadership practices and their implications for teacher development within public elementary schools.

This study aimed to determine the relationship between instructional leadership skills and the adept progress of teachers in public elementary schools in the Kapalong Langilan District, Division of Davao Del Norte.

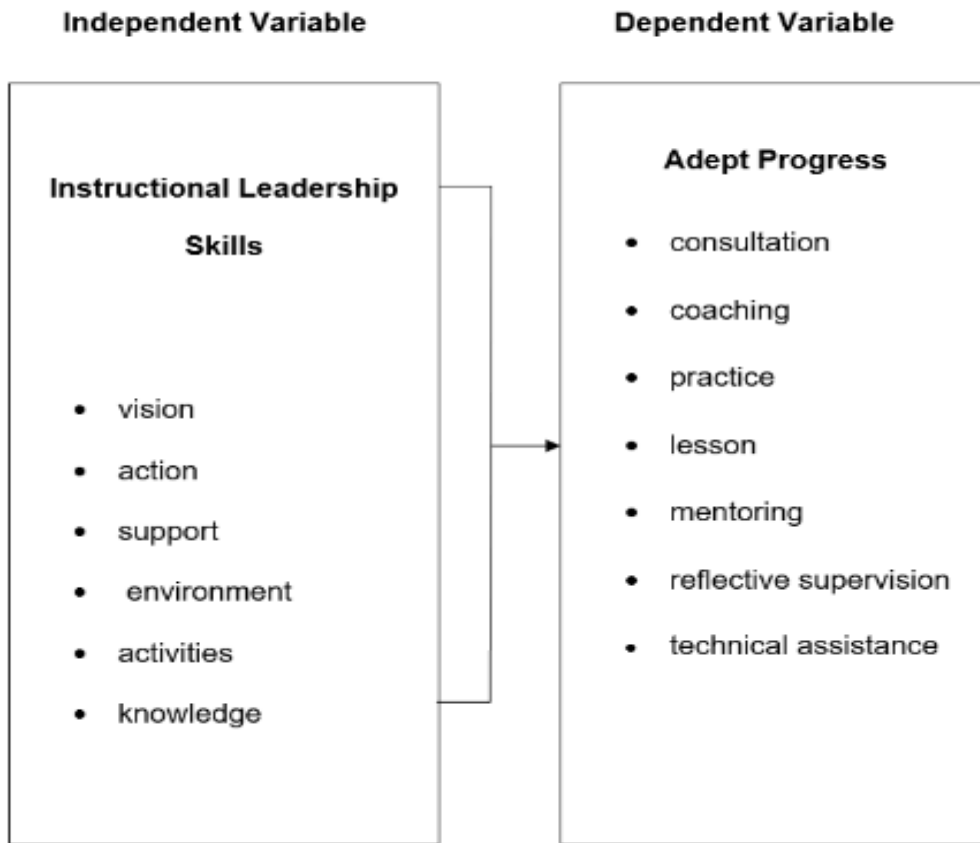


Fig. 1. Conceptual framework of the study

By examining the dimensions of instructional leadership and evaluating how these practices influence teacher growth, the study seeks to provide insights that can inform policy decisions, improve school leadership strategies, and ultimately enhance the quality of education in the region.

1.1 Statement of the Problem

The purpose of this study was to determine the relationship of the instructional leadership skills and adept progress of teachers in Public Elementary Schools in Kapalong Langilan District, Division of Davao Del Norte. Specifically this study sought answers to the following questions:

1. What is the level of instructional leadership skills of teachers in public elementary schools in terms of:
 - 1.1 Vision,
 - 1.2 Action,
 - 1.3 Supportive environment,
 - 1.4 Activities and
 - 1.5 Knowledge?

2. What is the level of the adept progress of teachers in public elementary schools in terms of:

- 2.1 Consultation,
- 2.2 Coaching,
- 2.3 Community practice,
- 2.4 Lesson study,
- 2.5 Mentoring,
- 2.6 Reflective supervision and
- 2.7 Technical assistance?

3. Is there relationship between the level of instructional leadership skills and adept progress of teachers in Public Elementary Schools?

1.2 Hypotheses

The null hypothesis was tested in this study at .05 level of significance.

1. There is no significant relationship between the level of instructional leadership skills and adept progress of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was appropriate for examining the degree of association between instructional leadership skills and the adept progress of teachers. As Baguio and Baguio (2025) emphasized, relationships between variables may emerge either through parallel patterns of variation or as a result of influence from shared external factors. In this context, the correlational method enabled the researcher to investigate whether the instructional leadership practices of school leaders are significantly related to the professional growth and instructional advancement of teachers. By analyzing the connection between these two domains, the study sought to uncover patterns that could inform leadership strategies and enhance teacher development initiatives in public elementary schools within the Kapalong Langilan District, Division of Davao del Norte.

2.2 Research Respondents

The respondents of this study were 148 teachers from public elementary schools in the Kapalong Langilan District, Division of Davao del Norte. All participating teachers had at least three years of service in the public elementary school system. The researcher employed universal sampling in selecting the respondents, meaning the entire population of qualified teachers from the selected schools was included in the study. The participants were considered well-informed about the purpose of the study, and the data collected reflected their valid and informed responses. The study was conducted during the school year 2022–2023.

2.3 Research Instrument

The instruments used in this study were self-made survey questionnaires designed to assess the instructional leadership skills and the adept progress of public elementary school teachers in the Kapalong Langilan District, Division of Davao del Norte. These instruments were developed by the researcher based on insights drawn from relevant literature and previous studies related to instructional leadership and teacher development. Prior to the actual data collection, the draft questionnaires underwent face and content validation by a panel of experts in the

fields of Educational Leadership and Curriculum Development. Based on the evaluators' feedback, appropriate revisions were made to enhance the clarity, relevance, and alignment of the items with the objectives of the study.

To ensure the reliability and validity of the instruments, a pilot test was conducted with 30 public elementary school teachers from a neighboring district within the same division who were not part of the main study. The results of the pilot test indicated high reliability, with a Cronbach's Alpha of 0.914 for the Instructional Leadership Skills subscale and 0.921 for the Adept Progress of Teachers subscale.

2.4 Data Gathering Procedure

The data for this study were collected through a series of carefully planned procedures. Initially, the researcher obtained an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and secured ethical clearance from the institution's Ethics Review Committee to ensure adherence to ethical standards and the protection of participants' rights. With these approvals in place, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao del Norte. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of the public elementary schools in the Kapalong Langilan District, together with a request to allow the conduct of the study in their respective schools.

After receiving the necessary approvals, the researcher conducted a pilot testing of the survey instruments to verify their reliability and validity. During the pilot phase, the purpose of the study and clear instructions for answering the questionnaires were explained to the participants. Based on the results and feedback gathered, the instrument was revised and finalized. The validated questionnaires were then distributed to the 148 respondents selected through the universal sampling method. Once completed, the researcher personally retrieved all the accomplished questionnaires. The collected data were forwarded to a statistician for tallying, tabulation, analysis, and interpretation in accordance with the objectives of the study.

2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean: This was employed to determine the level of instructional leadership skills and the level of adept progress among public elementary school teachers. It provided a general summary of the respondents' answers across each item and domain, offering insight into prevailing leadership practices and teacher development trends.

Pearson Product Moment Correlation Coefficient (Pearson *r*). This statistical tool was used to assess the degree of relationship between instructional leadership skills and the adept progress of teachers. It helped determine whether a significant linear correlation existed between the two variables.

3. RESULTS AND DISCUSSION

3.1 Level of Instructional Leadership Skills of Teachers

Presented in Table 1 is the level of instructional leadership skills of teachers, categorized across six domains: vision, action, support, environment, activities, and knowledge. The results are based on the computed mean scores along with their corresponding standard deviations and descriptive equivalents. Among the six domains, action recorded the highest mean score of 4.18 with a standard deviation of 0.80, followed by knowledge with a mean of 4.16 and a standard deviation of 0.62, vision with a mean of 4.15 and a standard deviation of 0.78, support with a mean of 4.10 and a standard deviation of 0.82, activities with a mean of 4.08 and a standard deviation of 0.72, and environment with a mean of 4.05 and a standard deviation of 0.92. All domains were interpreted as high, resulting in an overall mean of 4.12 and a standard deviation of 0.58, indicating a high level of instructional leadership skills among the respondents.

These findings suggest that teachers in public elementary schools perceive strong instructional leadership practices in their professional

environment. The highest rating in the action domain highlights the effectiveness of school leaders in implementing strategies that drive instructional improvement. The consistently high scores across all domains, particularly in vision and knowledge, reflect the presence of well-informed and goal-oriented leadership. Although environment registered the lowest mean among the six, it still falls under the high category, suggesting that the general school climate remains supportive and conducive to teaching and learning.

This finding supports the work of Bellibaş et al. (2021), who emphasized that strong instructional leadership is pivotal in promoting teaching effectiveness and school improvement. Leaders who demonstrate clear vision, consistent support, and strategic action positively influence classroom instruction and student learning outcomes. The high level of instructional leadership skills reflected in this study suggests that teachers are operating in environments where leadership fosters clarity of goals, instructional guidance, and shared accountability.

In line with the insights of Patrick (2022), the consistently high ratings across all leadership domains indicate that school heads are engaged in practices that promote teacher growth, professional collaboration, and continuous school development. Effective instructional leadership is not only about administrative oversight but also about empowering teachers, creating supportive environments, and aligning instructional practices with student achievement goals. The results suggest that teachers in this district benefit from leadership that cultivates both pedagogical excellence and a culture of high expectations.

Furthermore, the findings echo the conclusions of Naz and Rashid (2022), who found that schools with strong instructional leadership tend to exhibit higher levels of teacher motivation, instructional innovation, and student

Table 1. Level of instructional leadership skills of teachers

No.	Domains	Mean (\bar{x})	SD	Descriptive Equivalent
1	Vision	4.15	0.78	High
2	Action	4.18	0.80	High
3	Support	4.10	0.82	High
4	Environment	4.05	0.92	High
5	activities	4.08	0.72	High
6	Knowledge	4.16	0.62	High
Overall Mean		4.12	0.58	High

engagement. Leadership that focuses on instructional quality, builds teacher capacity, and supports a positive learning climate directly contributes to improved teaching performance. The high instructional leadership skills observed in this study imply that school leaders in the Kapalong Langilan District play a crucial role in enhancing teacher effectiveness and sustaining a culture of continuous professional growth.

3.2 Level of Adept Progress of Teachers

Presented in Table 2 is the level of adept progress of teachers, categorized across seven domains: consultation, coaching, practice, lesson, mentoring, reflective supervision, and technical assistance. The results are based on the computed mean scores along with their corresponding standard deviations and descriptive equivalents. Among these domains, coaching recorded the highest mean score of 4.18 with a standard deviation of 0.88, followed by technical assistance with a mean of 4.15 and a standard deviation of 0.78, and consultation with a mean of 4.12 and a standard deviation of 0.72. Reflective supervision had a mean of 4.06 and a standard deviation of 0.82, lesson followed with a mean of 4.02 and a standard deviation of 0.76, and practice with a mean of 3.98 and a standard deviation of 0.62. Mentoring recorded the lowest mean score of 3.97 with a standard deviation of 0.80. Despite the variation in scores and standard deviations, all domains were interpreted as high, resulting in an overall mean of 4.07 and a standard deviation of 0.65, indicating a consistently high level of adept progress among the respondents.

These findings suggest that public elementary school teachers are actively engaged in continuous professional growth processes. The high score in the coaching domain reflects the strong emphasis on skills enhancement through

guidance and modeling. Likewise, the high ratings in technical assistance and consultation highlight the accessibility of expert support and the value placed on collaborative problem-solving. Although mentoring and practice received slightly lower means, they still fall within the high category, indicating that teachers consistently participate in developmental activities aimed at improving their instructional performance. Overall, the data show a positive and sustained pattern of teacher progress, supported by multiple growth-oriented practices.

This finding supports the work of Rich et al. (2021), who emphasized that a high level of teacher progress is often linked to sustained engagement in professional development activities such as coaching, mentoring, and technical support. According to their study, when teachers are consistently exposed to structured developmental programs, they demonstrate increased competence, confidence, and adaptability in their instructional practices. The high scores in coaching and technical assistance in this study mirror those findings, suggesting that the teachers benefit from supportive systems that promote instructional improvement.

Similarly, Keiler et al. (2023) asserted that reflective supervision and collaborative consultation significantly contribute to teachers' professional growth by fostering self-awareness and accountability. They found that when teachers are given regular opportunities to reflect on their teaching, receive feedback, and consult with peers or mentors, they are more likely to refine their strategies and align them with best practices. The consistently high ratings across all adept progress domains in this study indicate that these elements are present and effective within the respondents' professional environments.

Table 2. Level of adept progress of teachers

No.	Domains	Mean (\bar{x})	SD	Descriptive Equivalent
1	Consultation	4.12	0.72	High
2	Coaching	4.18	0.88	High
3	Practice	3.98	0.62	High
4	lesson	4.02	0.76	High
5	Mentoring	3.97	0.80	High
6	reflective supervision	4.06	0.82	High
7	technical assistance	4.15	0.78	High
Overall Mean		4.07	0.65	High

Table 3. Significant relationship between the level of instructional leadership and adept progress of teachers

Independent Variable (Instructional Leadership)	Dependent Variable (Adept Progress)	r-value	Level of Correlation	Computed p-value	Decision
Vision	Consultation Coaching Lesson study Mentoring Reflective supervision Technical assistance	0.628	High	0.000	Reject Ho
Ability to translate vision into action	Consultation Coaching Lesson study Mentoring Reflective supervision Technical assistance	0.700	High	0.000	Reject Ho
Ability to create a supportive environment	Consultation Coaching Lesson study Mentoring Reflective supervision Technical assistance	0.782	High	0.000	Reject Ho
Knowledge of school activities	Consultation Coaching Lesson study Mentoring Reflective supervision Technical assistance	0.680	High	0.000	Reject Ho
Action on knowledge	Consultation Coaching Lesson study Mentoring Reflective supervision Technical assistance	0.632	High	0.000	Reject Ho
Overall		0.720	High	0.000	Reject Ho

Furthermore, Rathod (2023) noted that a culture of continuous learning and mutual support enhances both individual and collective teacher efficacy. Their research emphasized that practices such as lesson modeling, guided mentoring, and skill-based coaching not only build instructional capacity but also boost teacher morale and retention. The results of this study affirm that teachers are making meaningful strides in their professional development, supported by leadership practices and developmental structures that enable high levels of adept progress.

3.3 Significant Relationship Between the Level of Instructional Leadership Skills and Adept Progress of Teachers

The correlation analysis revealed a high level of positive relationship between all domains of instructional leadership and the adept progress of teachers in public elementary schools. The overall correlation coefficient ($r = 0.720$, $p = 0.000$) indicates a statistically significant and strong relationship, leading to the rejection of the null hypothesis. This suggests that as instructional leadership skills increase, so does the adept progress of teachers.

Specifically, the ability to create a supportive environment exhibited the strongest correlation ($r = 0.782$), signifying that when school leaders foster a nurturing and conducive atmosphere, teachers are more likely to engage in professional development activities such as consultation, coaching, lesson study, mentoring, reflective supervision, and technical assistance. Similarly, the ability to translate vision into action also showed a high correlation ($r = 0.700$), implying that leaders who are able to implement clear goals effectively contribute significantly to teacher growth.

The knowledge of school activities ($r = 0.680$), action on knowledge ($r = 0.632$), and vision-setting ($r = 0.628$) domains also demonstrated high correlations, emphasizing that leaders who are informed, proactive, and strategic in planning significantly influence the professional development of teachers. Across all these relationships, the p-values were 0.000, confirming that the results are statistically significant.

These findings underscore the crucial role of instructional leadership in enhancing teacher

progress. Strong leadership practices directly contribute to improved consultation, mentoring, coaching, and other professional development strategies—demonstrating that leadership is not only administrative but instructional and transformational in nature.

This result aligns with the findings of Palacio and Digo (2024), who emphasized that strong instructional leadership fosters a school climate where continuous teacher development is prioritized, resulting in higher levels of professional competence and adeptness. Their research found that effective leaders who guide, support, and empower their teachers are instrumental in enabling sustained progress through mentoring, coaching, and reflective practices. In the same vein, Hadi et al. (2024) noted that instructional leaders who communicate a clear vision and translate it into actionable goals significantly enhance the technical and adaptive capabilities of their teaching staff.

Moreover, the study of Ghamrawi et al. (2024) underscored the role of supportive instructional leadership in shaping teachers' engagement with professional learning communities and structured development programs. These leaders not only provide resources but also cultivate a reflective culture where feedback, supervision, and assistance lead to tangible improvements in teacher performance. The high correlation found in this study supports these earlier conclusions, affirming that instructional leadership is a critical driver of adept progress, enabling teachers to evolve professionally and contribute meaningfully to school-wide academic goals.

4. CONCLUSIONS

On the basis of the foregoing findings, the following conclusions were drawn:

It is concluded in this study that the instructional leadership skills of teachers in public elementary schools in the Kapalong Langilan District are at a high level, as consistently demonstrated across various domains such as vision, action, support, environment, activities, and knowledge. This reflects a strong capacity among educators to lead instructional practices, articulate clear educational goals, and foster a school climate conducive to learning and professional growth.

It is determined in this study that the level of adept progress of teachers—measured through

indicators like consultation, coaching, practice, lesson study, mentoring, reflective supervision, and technical assistance—is also high. This suggests that teachers in the district actively engage in continuous professional development and collaborative practices aimed at refining their instructional competencies and addressing diverse learner needs.

It is clinched in this study that a significant positive relationship exists between instructional leadership skills and the adept progress of teachers. The findings affirm that strong instructional leadership directly supports and enhances teacher growth. Domains such as vision translation, supportive environments, and action on knowledge are key contributors to professional advancement. The high correlation between the two variables underscores that leadership in instructional practices is vital in fostering sustained teacher development, leading to improved teaching effectiveness and educational outcomes.

5. RECOMMENDATIONS

Based on the findings and conclusions of this study, several recommendations were proposed:

Teachers may further enhance their instructional leadership competencies by actively engaging in professional development programs, mentoring sessions, and peer learning communities. They may also take initiative in translating instructional goals into actionable classroom practices that respond to students' evolving needs. Embracing reflective supervision and seeking technical assistance when needed can further support their growth and instructional adeptness.

School heads may provide continuous support and opportunities for teachers to engage in leadership roles through coaching, lesson studies, and collaborative planning. It is recommended that they foster an enabling school environment where instructional leadership is cultivated and shared among staff. Regular recognition and encouragement of teachers' efforts in instructional improvement may further motivate sustained progress and innovation.

The Department of Education may institutionalize structured programs that develop and strengthen instructional leadership skills among teachers and school leaders. Investing in training focused on vision setting, data-informed decision-making,

and supportive supervision is vital. Moreover, policies that promote mentorship, reflective practice, and technical assistance may be sustained to ensure consistent teacher advancement at the grassroots level.

Future researchers may explore the causal impact of instructional leadership on student achievement and teacher retention across different districts and school types. They may also consider qualitative approaches to capture deeper insights into the lived experiences of teachers engaging in leadership roles. Expanding the scope to include middle-level leaders or comparing rural and urban settings may yield valuable findings for policy and practice.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

ETHICAL APPROVAL AND CONSENT

This study was carried out with strict adherence to ethical standards to protect the rights and welfare of all participants. Before the data collection process began, the researcher obtained the necessary approvals from institutional authorities, including an endorsement from the Dean of the Graduate School and ethical clearance from the designated review board. The procedures followed were based on the ethical framework provided by Pregoner et al. (2025), aligning the study with current standards for research involving human participants in educational and social contexts. Participation was fully voluntary, and all individuals were clearly informed about the study's purpose, methodology, and their right to withdraw at any time without any repercussions. Informed consent was obtained from every participant, confirming their awareness and willingness to be involved in the research. To maintain privacy and anonymity, no personal identifying information was collected or

disclosed. All gathered data were handled with strict confidentiality and used exclusively for academic purposes, ensuring respect for the participants' privacy and dignity throughout the research process.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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