

Instructional Leadership of Teachers and Student Achievement In Private Secondary Schools

Jufer A. Gonzaga

Abstract. This study examined the extent of instructional leadership and its influence on student achievement in private secondary schools. Specifically, it assessed four core domains of instructional leadership-vision and goals, support for teaching, professional development opportunities, and instructional strategies-and measured student achievement based on academic performance and grade point average. Utilizing a descriptive-correlational research design, data were collected from 54 respondents through a validated survey instrument. Descriptive statistics, Pearson correlation, and linear regression were employed for data analysis. Findings revealed that instructional leadership was extensively practiced across all domains, with the highest ratings observed in vision and goals and professional development. Student achievement was also perceived to be extensive, particularly in academic performance. A strong positive and statistically significant correlation was found between instructional leadership and student achievement, indicating that effective school leadership is vital in improving learner outcomes. Regression analysis further identified support for teaching and professional development opportunities as significant predictors of student achievement, though both demonstrated a negative influence, suggesting potential gaps in implementation or relevance. While conceptually important, vision, goals, and instructional strategies did not yield statistically significant effects.

KEY WORDS

1. Instructional leadership 2. student achievement 3. academic performance

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1. Introduction

Instructional leadership serves as a crucial link between quality teaching and improved student performance. Educators, in their capacity as instructional leaders, bear the responsibility of fostering a supportive and interactive learning environment, ensuring that instructional methodologies are in accordance with curriculum standards, and maintaining elevated academic expectations. Nonetheless, their effectiveness is often constrained by obstacles such as insufficient professional development, limited instructional resources, and inconsistent feedback mechanisms. Furthermore, variations in leadership approaches and the absence of a unified instructional vision can negatively affect learner outcomes, especially in disadvantaged or underserved educational settings. Instructional leadership significantly influences student achievement across various international contexts. In the international scenario, a study by

Naguit (2024) found that school administrators who regularly monitor and conduct classroom observations enhance teacher performance and student outcomes. Effective instructional supervision, including identifying teacher strengths and limitations and designing targeted interventions, is instrumental in promoting educational excellence. McBrayer et al. (2020) investigated how instructional leadership behaviors correlate with school leaders' self-efficacy within the United States context. Their findings revealed that practices such as overseeing instruction and tracking student academic progress significantly influenced leaders' confidence in their leadership abilities. Asim et al. (2023) conducted a cross-national study involving Malaysia, Pakistan, Jordan, and Nigeria to understand stakeholders' views on effective school leadership and its contribution to educational quality. The research emphasized the significance of setting explicit academic expectations, prioritizing student learning, and encouraging collaborative work cultures. Nevertheless, the study also acknowledged that unequal gender representation in leadership roles may affect how instructional leadership is enacted across these countries. In the Philippine setting, Mancio (2023) explored the strategies adopted by Senior High School educators in Manila to strengthen their instructional leadership. Employing a mixed-method research design, the study identified key success factors including ongoing professional learning opportunities, peer mentorship, and the cultivation of collaborative professional environments. It also highlighted the influence of cultural values and technological tools in shaping instructional leadership practices in the local education system. Tendero (2023) examined essential leadership traits that contribute to school enhancement, with a particular focus on transformational and instructional leadership styles. The study found that these leadership models support the development of a positive learning culture, improve teacher morale, and contribute

to better student achievement. It also acknowledged the persistent issues faced by school leaders—such as resource shortages and the demand for continual professional growth—and proposed policy-level reforms to reinforce leadership development. Guamos and Leodegario (2023) evaluated various domains such as instructional guidance, professional support, motivational strategies, and assessment practices, considering demographic variables. The results showed that these practices were widely implemented and rated as "Much Practiced" regardless of school size or the administrative position of the leader. Although these methods were seen as effective, the implementation process presented numerous challenges. Panabo City's educational landscape presents challenges that mirror national concerns while also reflecting distinctive local conditions. Although reforms are underway, educational inequalities—particularly among learners from underprivileged communities—remain a pressing issue. Many stakeholders, including parents employed as farm laborers, fishermen, and small-scale entrepreneurs, have identified teachers as pivotal in addressing these problems.

1.1. Theoretical/Conceptual Framework of the Study—The theoretical understanding of student performance has progressively expanded to reflect contemporary influences, particularly in relation to technological integration and evolving educational methodologies. Recent research has underscored the nuanced impact of digital technology on academic achievement, especially in contexts where multitasking during lectures is prevalent. Studies have linked such multitasking—using laptops or smartphones—to the Social Cognitive Theory, which emphasizes the dynamic and reciprocal interplay among individual behavior, environmental contexts, and cognitive processes (Agabatoglu Soykan, 2020). This perspective highlights how students' engagement with digital devices influences learning outcomes based on their interac-

tion with both peers and instructional settings. In addition, the knowledge-sharing behaviors enabled by social media platforms have been analyzed through the lens of Social Exchange Theory. A study conducted among university students in Jordan found that platforms like Facebook facilitate meaningful peer interactions and resource distribution, which significantly enhance academic performance (Al-Rahmi et al., 2022). The findings underscore the importance of collaborative digital environments in fostering academic success. Complementing these theoretical approaches, the application of advanced data-driven methods—such as deep ensemble learning—has emerged in recent years to predict educational outcomes. These models analyze extensive digital learning data to assess student engagement and cognitive development, enabling educators to craft targeted interventions that improve performance and reduce attrition (Zhang et al., 2024). Effective instructional leadership is characterized by the establishment of clear academic goals, consistent support for teachers, and a school environment that fosters high student achievement. This theory underpins the core constructs of the present

study, namely perceived principal instructional leadership, support for teaching and learning, professional development, instructional strategies, and student achievement. The construct of perceived principal instructional leadership is particularly critical, as it reflects the actions and behaviors that school stakeholders attribute to their leaders. Principals who are viewed as effective instructional leaders foster trust, collaboration, and a collective commitment to school improvement. Evidence suggests that when principals actively engage in teaching and learning processes, they contribute meaningfully to student academic success (Robinson et al., 2021). These perceptions, therefore, significantly shape the learning culture and operational efficacy of the school. Aligned with this theoretical orientation, support for teaching and learning represents another key variable that reflects the extent to which school leaders allocate resources, provide professional guidance, and offer emotional encouragement. Principals who frequently observe classroom instruction and offer constructive feedback enhance both pedagogical practices and student performance.

2. Methodology

This chapter details the fundamental procedures undertaken in the implementation of the research. This includes selecting the research design, identifying respondents and sampling techniques, determining suitable data-gathering instruments, specifying the research procedure, considering ethical standards, and executing data analysis. Each component is systematically addressed to ensure methodological rigor, reliability in data collection, and validity in the interpretation of findings.

2.1. Research Design—A quantitative descriptive-predictive research design combines descriptive and predictive methodologies to understand phenomena while forecasting future outcomes comprehensively. This design initially concentrates on systematically delineating the characteristics or behaviors of a population or phenomenon through quantitative data. Fol-

lowing this, it employs predictive analysis to establish relationships and derive informed predictions based on the variables examined. The approach relies heavily on statistical models such as regression analysis, structural equation modeling, or machine learning algorithms to achieve predictive accuracy (Creswell Creswell, 2023). In education, this may involve describing

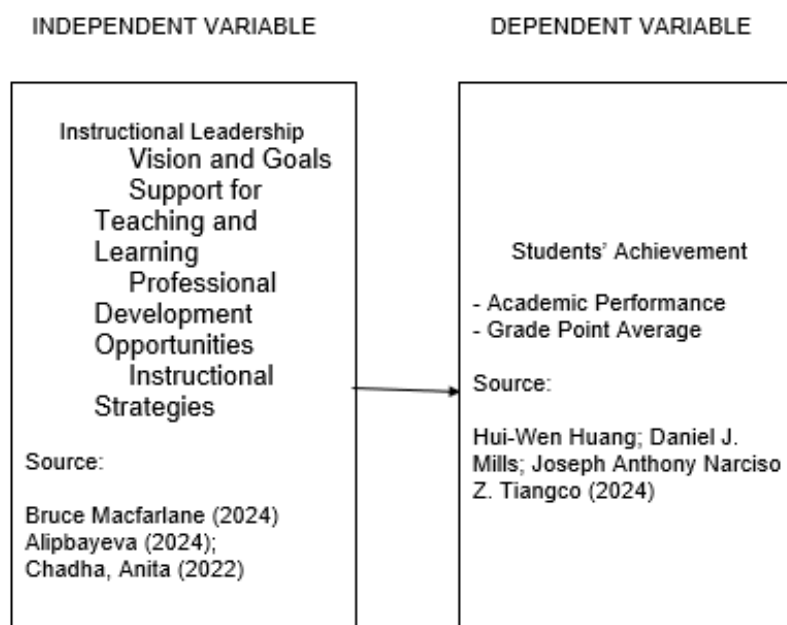


Fig. 1. Theoretical/Conceptual Framework

students' academic performance and predicting their future success based on socioeconomic status, study habits, and prior achievements (Cohen et al., 2023). The strength of this design lies in its ability to offer actionable insights, though it requires careful consideration of the validity and reliability of the instruments used for data collection. In the context of this study, the quantitative descriptive-predictive research design is highly suitable for studying the relationship between instructional leadership of teachers and students' achievement, as it combines the descriptive analysis of current practices with predictive modeling of future outcomes. The descriptive component captures a detailed understanding of instructional leadership behaviors, such as goal-setting, feedback provision, and professional development support, while measuring student achievement through standardized test scores or GPA. Researchers can use surveys, observation checklists, and structured interviews to gather data, analyzing it through descriptive statistics like means, medians, and standard deviations. This step clearly shows the

prevalence and variations in instructional leadership practices within schools or districts. The predictive component involves identifying how these instructional leadership practices impact student achievement. Predictive models, such as regression analysis or machine learning algorithms, are applied to assess the relationship between variables. For instance, a study might hypothesize that frequent feedback provision and collaborative goal-setting are significant predictors of improved student test scores. Longitudinal data collection enhances the predictive accuracy, revealing how changes in instructional leadership influence student outcomes over time. By understanding these relationships, the research can forecast the potential effects of improving specific leadership practices on student performance. The findings of such a study offer actionable insights for educators and policymakers. For example, professional development programs could be designed to focus on high-impact practices like feedback and mentoring, identified as key predictors of success. Additionally, targeted interventions could be imple-

mented in schools with lower student achievement to strengthen specific leadership behaviors. Policymakers could also use the insights to develop frameworks for instructional leadership standards, prioritizing practices with the most substantial influence on student outcomes. Overall, the quantitative descriptive-predictive design provides a comprehensive approach to understanding and improving the connection between instructional leadership and academic achievement, making it an invaluable tool for data-driven educational decision-making.

2.2. Ethical Consideration—The ethical consideration section of this study will address the key principles that ensure the protection and well-being of the teacher-respondents involved. This includes adhering to confidentiality, informed consent, and the voluntary nature of participation, ensuring that the research is carried out with integrity and respect for the rights of all respondents.

Social Value This study holds social value through its potential to improve educational practices and outcomes, which I view as a crucial ethical factor. By exploring the link between perceived principal instructional leadership and student achievement, the aim is to provide actionable insights that can enhance leadership practices in private educational institutions, ultimately benefiting students and enriching their educational experiences. I also recognize the importance of engaging with stakeholders, including teachers, parents, and school leaders, to ensure their perspectives are represented in the research. This commitment to inclusivity not only addresses the actual needs and challenges faced in the educational community but also reflects my responsibility to contribute positively to the broader educational landscape.

Informed Consent and Assent In the course of my research endeavors, I prioritize the principles of informed consent and assent as essential ethical considerations to guarantee that the rights and autonomy of all participants are prop-

erly acknowledged and upheld. I shall provide clear and comprehensive information regarding the purpose of the research, the procedures involved, as well as the potential risks and benefits, to ensure that participants, including school administrators and educators, possess a thorough understanding of their involvement. I will also seek assent from any student participants, ensuring that they comprehend the study's objectives and voluntarily agree to participate. By obtaining informed consent and assent, I aim to foster trust and transparency, demonstrating my commitment to ethical research practices and the well-being of all individuals involved. environment that values the rights and voices of all participants involved.

Vulnerability of Research Respondents

I recognize that the vulnerability of research respondents, particularly private school heads and teachers, is an important ethical consideration that I must address with sensitivity and care. Given their roles in educational settings, they may feel pressure to conform to expectations or fear potential repercussions from their superiors for expressing their true perceptions. I will ensure that participation is entirely voluntary and that respondents understand they can withdraw at any time without any negative consequences. Additionally, I will maintain confidentiality and anonymity throughout the research process to protect their identities and encourage honest and open responses. By being mindful of their vulnerability, I aim to create a safe and supportive environment that empowers participants to share their insights without fear.

Privacy and Confidentiality I am committed to upholding the principles of privacy and confidentiality as essential ethical considerations. I will ensure that all data collected from participants, including private school heads and teachers, is handled with the utmost care and stored securely to protect their identities. I will anonymize all responses, removing any personally identifiable information to ensure that par-

ticipants cannot be linked to their contributions. Additionally, I will clearly communicate to respondents how their data will be used and assure them that their information will only be shared in aggregate form for research purposes. By prioritizing privacy and confidentiality, I aim to foster a trusting environment where participants feel safe to share their honest opinions and experiences.

Risk, Benefits and Safety I carefully consider the risks, benefits, and safety of participants as integral ethical considerations. I recognize that participating in research can involve certain risks, such as discomfort in discussing sensitive topics related to leadership and instructional practices. To mitigate these risks, I will provide clear information about the study's scope and the measures in place to ensure confidentiality and anonymity. The benefits of this study include the potential to improve educational practices and outcomes, which can lead to enhanced student achievement and a better school environment. By ensuring a safe and supportive atmosphere, I aim to encourage participants to engage openly, knowing that their well-being is a priority throughout the research process.

Justice I prioritize the principle of justice as an essential ethical consideration, ensuring that all participants are treated fairly and equitably. I will make a concerted effort to select a diverse group of private school heads and teachers, ensuring that various perspectives and experiences are represented. This approach not only enriches the research findings but also recognizes the value of inclusivity in educational research. I am committed to avoiding any biases in participant selection and data interpretation, ensuring that the benefits of the study are accessible to all stakeholders involved. By upholding the principle of justice, I aim to contribute to a more equitable educational landscape and foster a sense of community among participants.

Transparency I emphasize transparency as

a crucial ethical consideration to build trust and credibility with participants. I will provide clear and comprehensive information about the research purpose, methodologies, and the intended use of the data collected. By openly communicating the study's goals and procedures, I aim to ensure that participants fully understand what their involvement entails. Additionally, I will share how their contributions will impact the field of education and inform future practices. This commitment to transparency not only respects the participants' right to be informed but also enhances the overall integrity of the research process.

Qualification of the Researcher I recognize that my qualifications as a researcher play a vital role in ensuring the ethical integrity and credibility of the research process. I have a solid academic background in education, along with relevant training in research methodologies, which equips me with the necessary skills to conduct this study responsibly and effectively. Additionally, I am committed to adhering to ethical research practices, including obtaining informed consent, ensuring confidentiality, and treating all participants with respect. By leveraging my expertise and commitment to ethical standards, I aim to conduct the research in a manner that is both rigorous and respectful, ultimately contributing valuable insights to the field of educational leadership.

Adequacy of Facilities I consider the adequacy of facilities an important ethical consideration that directly impacts the quality of the research process. I will ensure that all necessary resources such as appropriate technology for data collection, secure storage for sensitive information, and a conducive environment for conducting interviews or surveys are in place. By providing a supportive and well-equipped setting for participants, I aim to facilitate open and honest communication, which is crucial for obtaining reliable and valid data. Additionally, addressing the adequacy of facilities demon-

strates my commitment to creating a respectful and professional atmosphere that values participants' time and contributions, ultimately enhancing the integrity of the research.

Community Involvement I recognize the importance of community involvement as a vital ethical consideration that fosters collaboration and enhances the relevance of the research. I will actively engage with the educational community, including teachers, school heads, parents, and local stakeholders, to ensure that their perspectives and insights are incorporated into the research process. By involving the community, I aim to create a sense of ownership and encourage active participation, which can lead to more meaningful findings and recommendations. This collaborative approach enriches the research and helps build trust and rapport with participants, ultimately contributing to the study's credibility and impact within the educational landscape.

2.3. Research Respondents—The study's respondents will be the private school teachers in the Panabo City Division, with a total population of 62. To determine the appropriate sample size, the researcher will apply Slovin's formula, which is commonly used when the population size is known. With a 5% margin of error, the qualifications of the respondents, specifically private school teachers, are crucial in ensuring the validity and reliability of the study's findings. Private school teachers play a significant role in shaping the quality of instruction and student achievement, making their perspectives vital to this research. To maintain the integrity of the study, respondents must meet specific qualifications that reflect their expertise and relevance to the topic. First, respondents should have a minimum level of professional teaching experience, ideally at least three years of experience in a private school setting. This experience ensures that they have practical knowledge of classroom dynamics, instructional strategies, and the challenges associated with teaching in private institutions. Second,

respondents should possess a relevant educational background. This typically includes at least a bachelor's degree in education or a related field. Teachers with advanced degrees, such as a master's in education or specialized training in their subject area, bring additional depth to the study by offering insights based on both theory and practice. Third, respondents must hold the necessary teaching licenses or certifications mandated by educational authorities. These credentials demonstrate that they meet national standards for professional practice and have received appropriate pedagogy and content knowledge training. In addition, teachers who actively participate in professional development programs, such as workshops, seminars, or in-service training, are particularly valuable for the study. Such engagement indicates their commitment to continuous improvement and adaptability to new educational trends and innovations, enhancing the quality of their responses.

2.4. Research Instrument—In this study, the researcher developed a customized survey instrument grounded in an extensive review of relevant literature and prior research. Through a systematic examination of existing concepts, the researcher identified key themes and constructs that informed the content and structure of the instrument, ensuring that the resulting items effectively addressed factors that could affect the study's validity. Moreover, the instrument's reliability and validity will be evaluated through test-retest procedures and internal consistency analysis using Cronbach's Alpha at a 0.05 level of significance. Cronbach's Alpha is a statistical method for determining the reliability of a scale by examining the correlation among its items (Tavakol Dennick, 2011). Values above 0.70 are deemed acceptable, those above 0.80 reflect good reliability, and values exceeding 0.90 indicate excellent consistency (George Mallery, 2003). To further ensure the instrument's dependability, a reliability test using Cronbach's Alpha was performed. This

analysis measured the internal consistency of the survey items, with higher alpha values indicating stronger correlations among items and, consequently, greater reliability of the in-

strument. Instructional Leadership Practices (VG_{AVE}) *The construct measuring instructional leadership practices correlated and consistently measure the intended construct. The questionnaire is a 5-point Likert – type scale to determine the extent of perceptions regarding*

Scale Descriptive Ratings and Interpretation for Principal Instructional Leadership and Students' Achievement

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive / Strongly Agree	The principal instructional leadership / Students' achievement is always manifested
3.40 – 4.19	Extensive / Agree	The principal instructional leadership / Students' achievement is oftentimes manifested
2.60 – 3.39	Moderately Extensive / Neutral	The principal instructional leadership / Students' achievement is sometimes manifested
1.80 – 2.59	Less Extensive / Disagree	The principal instructional leadership / Students' achievement is rarely manifested
1.00 – 1.79	Not Extensive / Strongly Disagree	The principal instructional leadership / Students' achievement is not manifested

2.5. Data Gathering Procedure—The guidelines for this process adhere to the policies of The Rizal Memorial Colleges, Inc. As part of the formal request, researchers delineate their intentions regarding data collection, analysis, and dissemination, aligning these with the overarching research goals. This communication proactively addresses anticipated concerns or questions from recipients, providing assurances on ethical safeguards, confidentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, emphasizing the pivotal role of their support in ensuring the research's success.

Permission to conduct the study. In November 2024, prior to the commencement of data collection, the researcher will secure the necessary approvals from key authorities, including the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the top officials of the DepEd Panabo City Schools Division, following established institutional protocols. This

process involves submitting a detailed research proposal that outlines the study's design, procedures, and the potential risks and benefits involved. The proposal will also include comprehensive information on the study's objectives, data collection methods, analytical framework, and reporting process. Following the scheduled colloquium in January 2025, the researcher will initiate measures to ensure that all prospective participants are thoroughly informed about the study's scope, their rights, and the extent of their participation. Prior to any involvement, informed consent will be obtained from each participant. During the final week of January 2025, the researcher will prioritize the accuracy and integrity of data collection. Questionnaires will be administered and retrieved using a consistent and organized method to ensure the reliability of the responses gathered.

Collation and statistical treatment of data. The responses gathered through the validated survey instruments were systematically collated, encoded, and tabulated using Microsoft Excel

and subsequently analyzed using JASP statistical software. Descriptive statistics, including mean and standard deviation, were computed to determine the extent of responses across each variable. To assess the internal consistency reliability of the instrument, Cronbach's Alpha was calculated for each construct, ensuring that the items measured their respective domains with acceptable accuracy. Furthermore, inferential statistical tools such as Pearson product-

moment correlation and linear regression were employed to examine the relationships and predictive strength among the variables. The significance level was set at 0.05, and all computations were aligned with the assumptions required for parametric statistical tests. This methodological approach ensured the accuracy, consistent with the standards of quantitative research in educational settings (Alamer, 2022; He, Guo, Abazie, 2024).

2.6. Data Analysis—The analysis included descriptive statistics to summarize participant responses and inferential statistics to test research hypotheses and assess the significance of observed patterns. All statistical computations used JASP software, ensuring accuracy and alignment with educational research standards. Mean Scores and Standard Deviation. These were utilized to address the first and second statement of the problem, which examined: (1) the extent to which principal in-

structional leadership is perceived by school administrators in private high schools, and (2) the extent of student achievement as indicated by standardized test scores. Pearson Product-Moment Correlation Coefficient (r). This was employed to assess the presence and strength of a statistically significant relationship between principal instructional leadership and student achievement. Linear Regression Analysis. This is to identify which specific domains of principal instructional leadership serve as significant predictors of student achievement.

3. Results and Discussion

This chapter details the results from the data analysis aimed at exploring the connection between teachers' instructional leadership and student achievement in private secondary schools. The findings are structured according to the research questions and hypotheses established in the study. Initially, descriptive statistics are included to provide an overview of instructional leadership practices and student academic performance. Following this, inferential analyses assess the significance and strength of the relationship between the identified variables. The results are ultimately interpreted and discussed in relation to relevant theories, existing literature, and implications for educational leadership and student outcomes.

3.1. Instructional Leadership—Instructional leadership plays a vital role in enhancing teaching quality and student outcomes. Chabalala and Naidoo (2021) describe it as school leaders' efforts to plan, implement, and assess strategies that improve curriculum and instruction. It emphasizes teacher development and a supportive learning environment beyond administrative tasks. Studies show its influence on

school culture, teacher behavior, and ultimately student success (He et al., 2024). Mehnaz et al. (2022) also found that it indirectly impacts student performance through teachers' self-efficacy and commitment, underscoring the value of a collaborative leadership approach. Table 1 presents the overall summary of the extent to which instructional leadership was practiced across four core dimensions: Vision and Goals,

Support for Teaching, Professional Development Opportunities, and Instructional Strategies, as assessed by 54 respondents. The computed overall mean score of 3.61, interpreted as Extensive, indicates that school leaders consistently demonstrate a strong engagement in implementing instructional leadership across all evaluated domains. Specifically, both Vision and Goals and Professional Development Opportunities received the highest mean scores of 3.62, emphasizing establishing a clear school direction and investing in teacher growth. These findings

reflect the principal's role in shaping school culture and advancing instructional quality by promoting a shared mission and ongoing professional learning. Support for Teaching, with a mean of 3.61, highlights the principal's efforts in providing resources, feedback, and collaborative opportunities to sustain instructional effectiveness. Meanwhile, Instructional Strategies received a slightly lower but still extensive rating of 3.60, suggesting consistent support for innovation, differentiated instruction, and evidence-based pedagogical approaches.

Table 1. The Summary on the Extent of Instructional Leadership

No	Instructional Leadership	n	Mean	Descriptive Interpretation
1	Vision and Goals	54	3.62	Extensive
2	Support for Teaching	54	3.61	Extensive
3	Professional Development Opportunities	54	3.62	Extensive
4	Instructional Strategies	54	3.60	Extensive
Overall Mean		54	3.61	Extensive

The uniformity of the ratings across all components, with minimal variance, suggests a well-rounded application of instructional leadership practices within the schools assessed. This comprehensive engagement across all domains supports the assertion that effective school leadership is multifaceted and interdependent, with each dimension reinforcing the others to enhance teaching quality and student outcomes.

3.2. Students' Achievement—Student achievement is widely recognized as a critical indicator of educational effectiveness and individual academic growth. It generally encompasses measurable outcomes such as grades, test scores, and overall academic progress. According to Sahito and Murad (2022), student achievement reflects the degree to which learners successfully attain educational objectives, influenced by both internal factors such as motivation and study habits, and external factors such

as teaching quality and school environment. Recent literature emphasizes that instructional practices, leadership behaviors, and student engagement significantly influence achievement outcomes (He, Guo, Abazie, 2024). Additionally, academic success is frequently associated with the availability of supportive learning environments and differentiated instruction tailored to students' needs (Al-Refai Al-Khatib, 2021). In the context of private secondary education, where resources and instructional leadership may vary, student achievement serves as a benchmark for individual progress and institutional accountability. Thus, enhancing student achievement requires an integrated approach involving curriculum alignment, effective leadership, and evidence-based pedagogical strategies.

Table 2 presents the summary of students' achievement as perceived by 54 respondents,

categorized into two core dimensions: academic performance and grade point average (GPA). The overall mean score of 3.62, interpreted as Extensive, indicates that school leaders, through their instructional leadership, are perceived to positively influence student achievement across both standardized and cumulative performance measures. The dimension on academic performance received a mean of 3.70, the highest among the two, suggesting that school principals effectively implement strategies that enhance learning in core academic areas such

as mathematics, science, and language arts. This finding implies that leadership practices such as communicating high expectations, fostering instructional coherence, and promoting data-informed instruction are perceived to be well-executed. In contrast, the GPA dimension recorded a slightly lower mean of 3.54, though still within the Extensive range. This suggests that while overall academic achievement is substantial, factors influencing cumulative student performance may vary and warrant further instructional attention and student support.

Table 2. The Summary on the Students' Achievement

No	Students' Achievement	n	Mean	Descriptive Interpretation
1	Academic Performance	54	3.70	Extensive
2	Grade Point Average	54	3.54	Extensive
Overall Mean		54	3.62	Extensive

The minimal variance between the two components indicates a balanced influence of instructional leadership across discrete and aggregated measures of student success. These findings align with the view that effective instructional leaders improve classroom instruction and create systemic conditions that support long-term academic excellence (Leithwood et al., 2020; Mehnaz et al., 2022). As such, these results highlight school leadership's integral role in advancing immediate and sustained student academic outcomes.

3.3. Significant Relationship between Instructional Leadership and Student Achievement—Table 3 presents the statistical result of the correlation analysis between instructional

leadership and student achievement. The computed Pearson correlation coefficient ($r = 0.756$) and associated p-value ($p = 0.003$) indicate a strong positive and statistically significant relationship between the two variables at the 0.05 significance level. The strength of the correlation, which falls within the range of 0.7 to 1.0, suggests that higher levels of instructional leadership are consistently associated with higher levels of student achievement. As the p-value is below the threshold ($p < 0.05$), the null hypothesis (H_0), which posits no significant relationship between the two variables, is rejected. This result empirically supports the premise that effective instructional leadership is critical in enhancing student learning outcomes.

The findings affirm the foundational role of school leadership in driving academic success. The strong positive correlation suggests that principals who articulate clear instructional

goals, provide pedagogical support, facilitate teacher development, and promote effective teaching strategies are likely to create a school climate conducive to improved student achieve-

Table 3. Significant Relationship between Instructional Leadership and Student Achievement

Variables	r-value	p-value	Interpretation	Decision
Student Achievement	0.756	0.003	Significant	Reject H_0

*Significant at $p < 0.05$.

Interpretation of r-values:

- Perfect Positive Correlation ($r = 1.0$)
- Moderate Positive Correlation ($0.3 \leq r < 0.7$)
- No Correlation ($r = 0$)

- Strong Positive Correlation ($0.7 \leq r < 1.0$)
- Weak Positive Correlation ($0 < r < 0.3$)

ment. These results align with recent literature, emphasizing that strategic instructional leadership strengthens teacher efficacy, increases learner engagement, and raises academic performance (Masudi, Muhammad, Rahim, 2023; Lani Pauzi, 2024). For school administrators and policymakers, this underscores the importance of investing in leadership training programs that focus on instructional competencies. Furthermore, it calls for institutionalizing monitoring systems that track the influence of leadership behaviors on student outcomes, ensuring that school improvement efforts are evidence-based and learner-centered.

3.4. Domains of Instructional Leadership Influence Student Achievement—Table 4 presents the statistical result of the correlation analysis between instructional leadership and student achievement. The computed Pearson correlation coefficient ($r = 0.756$) and associated p-value ($p = 0.003$) indicate a strong positive and statistically significant relationship between the two variables at the 0.05 significance level. The strength of the correlation, which falls within the range of 0.7 to 1.0, suggests that higher levels of instructional leadership are consistently associated with higher levels of student achievement. As the p-value is below the threshold ($p < 0.05$), the null hypothesis (H_0), which posits no significant relationship between the two variables, is rejected. This result empirically supports the premise that effective instructional leadership is critical in enhancing student learning outcomes. Table 4 presents the re-

gression coefficients analyzing the influence of various dimensions of instructional leadership on student achievement. The model includes four key predictors: Vision and Goals, Support for Training, Professional Development Opportunities, and Instructional Strategies. For Vision and Goals, the unstandardized coefficient is 0.046 with a p-value of 0.200, indicating a positive but statistically non-significant relationship with student achievement. Therefore, the null hypothesis is accepted for this variable. Support for Training. This variable has an unstandardized coefficient of -0.092 and a p-value of 0.035, signifying a statistically significant negative relationship with student achievement. The null hypothesis is rejected, suggesting that increased support for training is associated with a decrease in student achievement in this context. Professional Development Opportunities. With an unstandardized coefficient of -0.040 and a p-value of 0.038, this variable also shows a statistically significant negative relationship with student achievement. The null hypothesis is rejected, indicating that more professional development opportunities are linked to lower student achievement in this model. Instructional Strategies. The coefficient is 0.027 with a p-value of 0.570, showing a positive but non-significant relationship with student achievement. Thus, the null hypothesis is accepted for this variable. These results suggest that, within this model, increased support for training and professional development opportunities is unexpectedly associated with lower student achievement, while

vision, goals, and instructional strategies do not significantly impact student achievement.

Table 4. Regression Coefficient Analysis of Instructional Leadership Influence on Student Achievement

Model / Variable	Unstandardized	Std. Error	Standardized	t	p	Decision
M₀ (Intercept)	4.565	0.015	–	302.612	<.001	–
M₁ (Intercept)	4.031	0.335	–	12.037	<.001	–
Vision and Goals	0.046	0.035	0.118	1.289	0.200	Accept Null
Support to Training	-0.092	0.043	-0.213	-2.141	0.035	Reject Null
Professional Dev. Opportunities	-0.040	0.045	-0.397	-2.879	0.038	Reject Null
Instructional Strategies	0.027	0.047	0.062	0.570	0.570	Accept Null

The findings from this regression analysis present a complex picture of the relationship between instructional leadership and student achievement. The negative associations observed for support for training and professional development opportunities are counterintuitive, as existing literature generally supports the positive impact of these factors on student outcomes. For instance, Mehnaz, Iqbal, and John (2022) conducted a multilevel study demonstrating that instructional leadership directly and indirectly influences student achievement through teachers' self-efficacy and commitment. Their findings underscore the importance of leadership practices that empower teachers and foster a conducive learning environment. Similarly, Liu, Hallinger, and Feng (2022) found that principal instructional leadership is significantly related to student achievement through teacher instructional leadership and teacher self-efficacy. This highlights the cascading effect of effective leadership practices from principals to teachers, ultimately benefiting student outcomes. Furthermore, a study by Nellitawati et al. (2024) ex-

plored the influence of instructional leadership and work commitment on teacher performance. The research revealed that the principal's instructional leadership contributed 7.8% to improving teacher performance, while work commitment contributed 22.5%. Combined, these variables explained 23.1% of the variability in teacher performance, emphasizing the synergistic effect of leadership and commitment on educational outcomes. The negative coefficients observed in the current analysis may be attributed to contextual factors such as the quality and relevance of training programs, the implementation fidelity of professional development initiatives, or potential resistance to change among staff. Future research must delve deeper into these variables to understand the underlying causes of these unexpected findings. The results of the linear regression analysis, which assessed the influence of instructional leadership dimensions (Vision and Goals, Support for Training, Professional Development Opportunities, and Instructional Strategies) on student achievement, offer critical insights when inter-

preted through the lens of Instructional Leadership Theory and Student Performance Theory. Instructional Leadership Theory posits that school leaders who clearly articulate educational goals, monitor instructional practices, and support teacher professional development are central to fostering high-performing learning environments (Hallinger, 2005). Meanwhile, Student Performance Theory highlights that learning outcomes are a function of individual learner factors and instructional and institutional support quality. In this study, the significant yet unexpected negative regression coefficients for Support for Training and Professional Development Opportunities raise essential questions about the implementation fidelity and perceived relevance of these leadership practices. While theory and prior empirical evidence suggest that these domains should positively correlate with achievement, the observed results may imply misalignment between training content and instructional needs, insufficient follow-through after professional learning, or superficial compliance with leadership mandates. The non-significant contributions of Vision, goals, and Instructional Strategies in the model may indicate that while these leadership behaviors are conceptually essential, their practical influence on student achievement may be muted if they are not embedded within a coherent school-wide instructional framework or if they lack measurable alignment with student learning outcomes. Several contemporary stud-

ies provide a broader context to these findings. For instance, Masudi, Muhammad, and Rahim (2023) emphasized that instructional leadership must be adaptive and context-specific to meaningfully affect student performance, particularly in diverse or resource-constrained environments. Lani and Pauzi (2024) found that principals faced challenges in sustaining teacher motivation and translating training into classroom practice, which may explain why increased professional development did not correspond to better student outcomes. Further, Liu, Hallinger, and Feng (2022) demonstrated that the positive effects of instructional leadership on student achievement are often mediated by teacher self-efficacy and collective capacity, suggesting that leadership alone, without teacher buy-in and agency, may not yield direct academic benefits. Ma et al. (2024) highlighted the importance of implementation quality in leadership initiatives, noting that high-impact leadership must be supported by structures for collaboration, feedback, and shared accountability. These studies collectively affirm that while instructional leadership remains a strong theoretical predictor of student success, its impact is contingent on coherence, relevance, and teacher engagement. The implication is clear: educational leaders must not only enact leadership behaviors but also critically evaluate how these are perceived and operationalized within their schools' instructional culture.

4. Conclusions and Recommendations

This chapter presents the conclusions drawn from the analysis of the connection among instructional leadership practices and student achievement and the corresponding recommendations grounded in the study's findings.

4.1. Findings—The following are the findings of the study; Instructional leadership was perceived by respondents to be extensively practiced across all core dimensions. The highest

levels were noted in the areas of vision and goals and professional development opportunities, followed closely by support for teaching and instructional strategies, indicating consis-

tent and well-rounded application of leadership practices. Students' achievement was likewise described as extensive based on the dimensions of academic performance and grade point average. Academic performance received a higher mean score than grade point average, suggesting greater perceived success in subject-specific outcomes than in cumulative academic metrics. A strong, positive, and statistically significant relationship was found between instructional leadership and student achievement. This suggests that higher levels of leadership practices are positively associated with improved academic outcomes among learners. Among the dimensions of instructional leadership, support for teaching and professional development opportunities significantly influenced student achievement. However, both showed a negative direction in the regression model, indicating potential concerns regarding the relevance, quality, or implementation of these strategies. Vision and goals, as well as instructional strategies, did not demonstrate a statistically significant influence on student achievement but remain essential components of comprehensive school leadership.

4.2. Conclusions—The following are the conclusions of the study based on the findings previously presented; Instructional leadership is extensively practiced in private secondary schools, as reflected in the consistently high ratings across its core domains: vision and goals, support for teaching, professional development opportunities, and instructional strategies. This indicates that school leaders strongly shape academic direction, support teachers, and promote effective instruction. Students' academic achievement is also extensive, particularly in the area of subject-specific performance. However, the relatively lower rating for grade point average suggests that while instructional interventions may positively affect specific academic tasks, sustained performance across broader metrics may require further strategic attention. There is a strong and statistically significant

relationship exists between instructional leadership and student achievement. This supports the assertion that leadership behaviors in instructional planning, goal setting, and teaching support contribute meaningfully to improved learning outcomes. Among the instructional leadership domains, support for teaching and professional development opportunities were identified as statistically significant predictors of student achievement. However, the negative direction of their influence indicates the possibility of implementation gaps or misalignment between leadership practices and instructional needs. Conversely, vision, goals, and instructional strategies, while not statistically significant in the model, remain vital to sustaining a high-performing school environment.

4.3. Recommendations—School leaders are encouraged to sustain and further strengthen the implementation of instructional leadership practices, particularly in aligning school vision, instructional strategies, and academic goals with measurable learning outcomes. This alignment should be reinforced through consistent communication and participatory goal-setting processes with stakeholders. Given the lower mean grade point average score compared to academic performance, principals should intensify support mechanisms that enhance long-term academic consistency. These may include academic mentoring programs, learning recovery initiatives, and targeted interventions for students with declining or stagnant GPA performance. The significant correlation between instructional leadership and student achievement affirms school heads' need for continuous professional development for school heads, focusing on evidence-based leadership strategies that enhance student learning. Programs should emphasize instructional coherence, data-informed decision-making, and teacher empowerment. The negative influence of support for teaching and professional development opportunities on student achievement suggests the need to critically re-

view these initiatives' content, delivery, and relevance of these initiatives. It is recommended that school leaders engage in needs-based assessment prior to implementing trainings and provide post-intervention follow-ups to ensure translation of professional learning into classroom practice. Though vision, goals, and instructional strategies did not yield statistically significant influence, they remain foundational to instructional leadership. Principals should, therefore, ensure that these elements are integrated holistically with ongoing school improvement plans, reinforcing instructional coherence and shared accountability among teachers.

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