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Secondary School Head's Instructional Leadership Skills: Basis for Capacity-Building and Enhancement Program

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ABSTRACT

This study aimed to assess the instructional leadership skills of the secondary school head of Perez National High School in the Division of Quezon. The findings served as the basis for developing a capacity-building and enhancement program on instructional leadership. Specifically, the study sought to answer the following questions: (1) What is the demographic profile of the teacher-respondents in terms of age, gender, highest educational attainment, position, and highest awards and recognitions received? and (2) How do the teacher-respondents assess the instructional leadership skills of the secondary school head in terms of school-based review; contextualization and implementation of learning standards; teaching standards and pedagogies; teacher performance feedback; learner achievement and other performance indicators; learning assessment; learning environment; career awareness and opportunities; and learner discipline? The study employed a descriptive research design to describe and analyze the instructional leadership practices of the secondary school head and provide a basis for developing a capacity-building and enhancement program. The respondents consisted of thirty-two (32) teachers from Perez National High School. The findings revealed that, in terms of age, gender, educational attainment, teaching position, and highest awards or recognitions received, the teacher-respondents had opportunities for professional growth, particularly in pursuing graduate studies, participating in international events, and seeking career advancement or promotion. The results also indicated that the secondary school head of Perez National High School performed her duties and responsibilities effectively. As perceived by the teacher-respondents, her instructional leadership skills were rated Very Highly Performed across all indicators: school-based review; contextualization and implementation of learning standards; teaching standards and pedagogies; teacher performance feedback; learner achievement and other performance indicators; learning assessment; learning environment; career awareness and opportunities; and learner discipline. Among these indicators, learning environment obtained the highest mean, while learner achievement and other performance indicators received the lowest mean. Based on these findings, a capacity-building and enhancement program focusing on learner achievement and other performance indicators will be developed to address the identified area for improvement and strengthen the instructional leadership competencies of secondary school heads.

INTRODUCTION

Instructional leadership plays a significant role in improving the quality of education by strengthening teaching practices, supporting teachers' professional development, and promoting learner achievement. School heads are expected to go beyond administrative responsibilities by providing instructional guidance, establishing educational priorities, monitoring teaching and learning processes, and fostering collaboration among teachers and other stakeholders. Their leadership competencies are essential in creating a supportive school environment where teachers can improve their instructional practices and learners can achieve meaningful educational outcomes.

The importance of effective educational leadership is recognized internationally. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2024), through its Global Education Monitoring Report 2024/5: Leadership in Education-Lead for Learning, emphasizes four dimensions of educational leadership: setting expectations, focusing on learning, fostering collaboration, and developing people.

In the Philippines, the Department of Education (DepEd), through DepEd Order No. 24, s. 2020, adopted the Philippine Professional Standards for School Heads (PPSSH) as a framework for school heads' professional development and performance. These standards establish expectations for effective school leadership in areas such as leading strategically, managing school operations, developing people, fostering a conducive learning environment, and building relationships with stakeholders. The PPSSH provides a policy foundation for assessing school heads' leadership competencies and identifying areas that require further professional development (DepEd, 2020).

Previous research has also emphasized the relevance of instructional leadership to school effectiveness and learner outcomes. Paring (2024), in a systematic review of instructional leadership research, examined research trends involving student performance, teacher-related outcomes, and school performance. Similarly, Özdemir

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et al. (2024), in their systematic review of research on school leadership and student achievement, identified instructional leadership as the most frequently examined leadership model among the studies reviewed. These findings reinforce the importance of examining how school heads perform their instructional responsibilities and how their competencies can be strengthened to support teaching and learning.

Despite the availability of professional standards and research on instructional leadership, school heads' specific development needs must be examined within their respective school contexts. Assessing instructional leadership skills can help identify competencies that are demonstrated effectively and areas that require further improvement. Teachers' perceptions are particularly relevant because teachers directly experience the instructional guidance, performance feedback, professional support, and learning environment provided by their school heads. Their assessments can therefore serve as a basis for identifying appropriate professional development priorities.

At Perez National High School in the Division of Quezon, an assessment of the school head's instructional leadership skills is necessary to determine the strengths and areas for improvement across key instructional leadership dimensions. These include school-based review; contextualization and implementation of learning standards; teaching standards and pedagogies; teacher performance feedback; learner achievement and other performance indicators; learning assessment; learning environment; career awareness and opportunities; and learner discipline. Examining these areas can provide a clearer understanding of the school head's instructional leadership competencies as perceived by the teachers.

In response to this need, the study, entitled Secondary School Head's Instructional Leadership Skills: Basis for Capacity-Training Enhancement Program, aims to assess the instructional leadership skills of the secondary school head of Perez National High School as perceived by 32 teacher-respondents. Specifically, it examines the respondents' demographic profiles in terms of age, sex, highest educational attainment, teaching position, and awards and recognitions received, as well as their assessments of the school head's instructional leadership skills across the identified dimensions.

The findings are intended to serve as the basis for developing a capacity-building and enhancement program that addresses the identified professional development needs of the school head. By aligning the proposed program with the assessment results and the relevant professional standards, the study seeks to contribute to the continuous improvement of instructional leadership, the strengthening of teaching practices, and the promotion of learner achievement. Ultimately, the proposed program aims to support more effective instructional leadership and a school environment conducive to quality teaching and meaningful learning.

LITERATURE REVIEW

Instructional leadership encompasses leadership practices that support effective teaching, improve instructional processes, and promote learner achievement. School heads play an important role in establishing instructional priorities, guiding teachers in implementing learning standards, monitoring classroom practices, and providing professional support. Their effectiveness depends not only on their administrative competence but also on their ability to establish a shared focus on learning, encourage professional collaboration, and promote continuous improvement in teaching and learning. Therefore, examining school heads' instructional leadership skills is essential to understanding how their leadership practices contribute to school effectiveness and learner outcomes.

In support of this perspective, Hallinger *et al.* (2025) conducted a meta-analytic review of 68 quantitative studies examining the relationship between principal instructional leadership and teacher attitudes. The analysis included 26,342 teachers and revealed a moderate positive relationship between instructional leadership and teacher attitudes overall. Teacher trust demonstrated a particularly strong association, while teacher self-efficacy also showed a positive relationship. These findings suggest that school heads' instructional leadership practices are associated with teachers' professional attitudes and experiences. Similarly, in another meta-analytic review, Hallinger *et al.* (2025) examined 66 quantitative studies investigating the relationship between principal instructional leadership and teacher efficacy. Their findings indicated a moderate relationship between instructional leadership and both individual teacher self-efficacy and collective teacher efficacy. The review also considered the influence of cultural contexts on the relationship between leadership practices and teacher efficacy. Taken together, these studies highlight the importance of strengthening school heads' instructional leadership skills to foster teacher confidence, professional collaboration, and a supportive teaching environment.

In the Philippine educational context, Ulit (2025), in the study entitled Impact of School Heads' Instructional Leadership on Teaching and Learning Outcomes: Philippine's Context, examined instructional leadership in the Schools Division of the City of Batac. Using a descriptive research design, the study explored school heads' leadership practices and their perceived implications for teaching quality and student learning. Its focus included academic goal setting, instructional supervision, and teacher development within the Philippine education system. Along the same line, Dela Cruz (2026), in the study entitled School Heads' Instructional Leadership Skills, investigated the instructional leadership skills of public elementary school heads in a schools division in Western Visayas during School Year 2023–2024. The study employed a descriptive research design and gathered data from 105 teacher-respondents using a researcher-developed questionnaire. It aimed to assess

school heads' leadership skills and use the findings as a basis for developing a leadership development plan. These studies are relevant to the present research because they demonstrate the value of assessing school heads' leadership competencies and using the results to guide professional development. Although the studies focused on different educational settings, their approaches provide useful insights into evaluating instructional leadership and designing appropriate enhancement initiatives.

Furthermore, Tan *et al.* (2021), in a three-level meta-analysis involving 108 studies, found that school leadership practices were positively associated with student outcomes, although the effects varied across leadership practices. Their findings highlighted the importance of instructional management, teacher capacity development, and engagement with external stakeholders. These results support the inclusion of school-based review and instructional program management in assessing school heads' leadership competencies. Consistent with this perspective, Özdemir *et al.* (2024), in a systematic review of 144 journal articles examining school leadership and student achievement, identified instructional leadership as the most frequently examined leadership model. Their review underscored the significance of investigating how leadership practices relate to educational outcomes. Similarly, Paring (2024), in a systematic review of instructional leadership research, highlighted the relevance of student performance, teacher-related outcomes, and school performance in understanding instructional leadership. Collectively, these studies emphasize the need to examine school heads' instructional practices and their contributions to teacher development, school effectiveness, and learner achievement.

In addition to empirical research, the UNESCO (2024) Global Education Monitoring Report 2024/5: Leadership in Education—Lead for Learning identifies four important dimensions of educational leadership: setting expectations, focusing on learning, fostering collaboration, and developing people. These dimensions provide a broad framework for understanding how school leaders influence educational processes and outcomes. Setting expectations involves establishing clear goals and directions, while focusing on learning emphasizes the importance of effective teaching and learner progress. Fostering collaboration promotes shared responsibility among school personnel, whereas developing people highlights the need to strengthen teachers' professional competencies. Collectively, these dimensions emphasize the contribution of effective leadership to improving school practices and supporting learning. Consequently, school heads must possess the knowledge and skills necessary to establish instructional priorities, support teachers' professional growth, and create an environment conducive to continuous improvement.

At the national level, the Philippine Professional Standards for School Heads (PPSSH), institutionalized through DepEd Order No. 24, s. 2020, provides a policy framework for defining and developing school heads' professional competencies (Department of Education [DepEd], 2020). The standards establish expectations for school leadership and professional development, encompassing strategic leadership, school management, personnel development, the establishment of a conducive learning environment, and stakeholder engagement. More importantly, the PPSSH provides a basis for examining school heads' competencies, identifying professional development needs, and determining areas that require additional training and support. In relation to the present study, the standards offer a relevant policy foundation for assessing the instructional leadership skills of the secondary school head of Perez National High School and developing a capacity-building and enhancement program responsive to the identified needs.

Beyond establishing professional standards, effective instructional leadership requires school heads to engage in instructional supervision, provide constructive feedback on teacher performance, support appropriate learning assessment, and maintain a positive learning environment. They are expected to guide teachers in implementing learning standards, adopting effective pedagogical strategies, monitoring learner progress, and addressing learning difficulties. Through regular supervision, professional collaboration, and evidence-based decision-making, school heads can strengthen instructional practices and promote a culture of continuous improvement. These responsibilities underscore the importance of evaluating specific instructional leadership competencies rather than relying solely on general measures of administrative effectiveness.

In this regard, capacity-building and enhancement programs are essential to strengthen school heads' leadership competencies and address identified performance gaps. UNESCO (2024) emphasizes the importance of leadership preparation and continuing professional development in improving educational leadership. When professional development activities are aligned with assessed competency gaps, school heads can receive targeted training in instructional supervision, performance monitoring, data analysis, curriculum implementation, and strategies for improving learner achievement. Such programs can also provide opportunities for collaborative learning, mentoring, and the practical application of leadership skills. Therefore, a well-designed capacity-building and enhancement program should be grounded in the actual needs of school heads and directed toward improving instructional practices and school performance.

In synthesis, the reviewed literature and studies establish the importance of instructional leadership in strengthening teacher effectiveness, fostering a supportive learning environment, and promoting learner achievement. The literature provides conceptual and policy foundations for understanding the responsibilities of school heads, while the empirical studies demonstrate the relevance of assessing leadership practices and identifying opportunities for professional development. Nevertheless, the school's local context requires an investigation of the specific strengths and development

needs of the secondary school head of Perez National High School. Thus, the present study assesses the instructional leadership skills of the school head as perceived by 32 teacher-respondents. The findings will serve as the basis for developing a capacity-building and enhancement program tailored to the identified areas for improvement. Particular attention will be given to learner achievement and other performance indicators, as this dimension obtained the lowest mean among the dimensions assessed. Through this approach, the study seeks to provide a practical basis for strengthening the school head's instructional leadership skills and promoting continuous improvement in teaching and learning.

MATERIALS AND METHODS

This study employed a descriptive research design to assess the instructional leadership skills of the secondary school head in teaching and learning. The respondents consisted of thirty-two (32) teachers from Perez National High School, Division of Quezon, during the School Year 2021–2022.

A two-part survey questionnaire served as the primary research instrument for data collection. The first part gathered information on the demographic profiles of the teacher-respondents in terms of age, sex, educational attainment, teaching position, and awards and recognitions received. The second part focused on the instructional leadership skills of the secondary school head in the following areas: school-based review; contextualization and implementation of learning standards; teaching standards and pedagogies; teacher performance feedback; learner achievement and other performance indicators; learning assessment; learning environment; career awareness and opportunities; and learner discipline.

The instructional leadership skills of the secondary school head were assessed based on the perceptions of the teacher-respondents. The findings served as the basis for developing a capacity-building and enhancement program.

To establish the validity of the survey questionnaire, Public Schools District Supervisors from different school districts reviewed and validated the instrument and provided recommendations for its improvement. The researcher also conducted pilot testing with five (5) teachers who were not included in the actual study to assess the clarity and reliability of the questionnaire.

Before administering the survey questionnaire, the researcher secured permission from the school principal through a formal letter. Upon approval, the researcher proceeded with the actual data-gathering process and distributed the questionnaires to the teacher-respondents. After the questionnaires were retrieved, the collected data were tabulated and statistically processed with the assistance of a statistician to ensure accuracy in the computation and presentation of the results. The data were analyzed using the weighted mean as a descriptive statistical tool to determine the teacher-respondents' assessments of the instructional leadership skills of the secondary school head.

Mathematical Expressions and Symbols

Weighted Mean

The weighted mean was used to assess the instructional leadership skills of the secondary school head based on the perceptions of the teacher-respondents. The formula is presented below:

$$\bar{x} = \frac{\Sigma(wx)}{\Sigma w}$$

Where:
$\bar{x}$ = Weighted mean
w = Weight assigned to each response
x = Value of each response
Σ = Summation of the values

Percentage

Percentage was used to determine the proportion of respondents who selected each response. It helped identify the distribution of responses regarding the instructional leadership skills of the secondary school head. The formula is presented below:

$$P = \frac{f}{N} x\ 100$$

Where:
P = Percentage
f = frequency
N = number of respondents
100 = Constant used to express the result as a percentage

RESULTS AND DISCUSSION

Results

Demographic Profile of the Teacher-Respondents

Table 1 shows the distribution of respondents according to age. It is revealed that the age bracket of 41-45 years

Table 1: Respondents according to age

Age	Frequency
21-25 years old	1
26-30 years old	7
31-35 years old	4
36-40 years old	5
41-45 years old	8
46-50 years old	5
51-55 years old	1
56-60 years old and above	1
Total	32

old got highest frequency of 8, 26-30 years old got 7 followed by 31-35 and 46-50 got the same number of 5, 21-35 years old got 4 and the age bracket of 21-25, 46-50 and 56-60 years old got the same and lowest frequency of 1.

Table 2 shows the respondents' profile according to

Table 2: Respondents according to Gender

Gender	Frequency
Male	13
Female	19
Total	32

gender. The result shows that there are thirteen (13) males and nineteen (19) females. This reflects those female teachers have a big number compared to male teachers.

Table 3 displays the distribution of respondents according

Table 3: Respondents according to Educational Attainment

Educational Attainment	Frequency
Bachelor's degree	11
Master's degree with units	14
Master's degree graduate	6
Doctorate degree with units	1
Doctorate degree graduate	0
Total	32

to educational attainment. The data revealed that there are fourteen (14) teachers got the master's degree units and the highest number of frequencies, 11 teachers got bachelor's degree, 6 teachers got master's degree followed by 1 teacher with doctorate degree units and zero (0) or no one got the doctorate degree among the respondents.

Table 4 shows the data of respondents according to

Table 4: Respondents according to Teaching position

Teaching Position	Frequency
Teacher – I	15
Teacher – II	9
Teacher – III	7
Master Teacher – I	1
Total	32

teaching position. The result shows that there are sixteen (16) teachers under the teacher – I position, nine (9) teachers are under teaching position – II followed by seven (7) teachers are under the teaching position – III and one (1) under the master teacher position. It reveals that the teaching position – I dominated in the teaching position.

Table 5 reveals the respondents highest award and

Table 5: Respondents according to highest award and recognition received

Highest Award and Recognition Received	Frequency
International	9
National	4
Regional	8
Division	7
District	4
Total	32

recognition received. The result shows that there are nine (9) teachers who received an international award or recognition, eight (8) got regional award and recognition followed by seven (7) teachers got an award and recognition in division level and four (4) teachers who received an award and recognition in national and division levels. National and division levels have the same number of teachers who received award and recognition.

Table 6: School-based review, contextualization and implementation of learning standards

School-based review, contextualization and implementation of learning standards	Mean	Interpretation
Demonstrate knowledge and understanding of school-based review, contextualization and implementation of learning standards.	4.62	Very Highly Implemented
Assist the teachers in the review, contextualization and implementation of learning standards.	4.75	Very Highly Implemented
Support the teachers in the contextualization of and implementation of learning materials subject for validation	4.68	Very Highly Implemented
Work with teachers in the conduct of review, contextualization and implementation of learning standards.	4.71	Very Highly Implemented
Give feedback to the teachers in the conduct of review, contextualization and implementation of learning standards.	4.78	Very Highly Implemented
Average Weighted Mean	4.70	Very Highly Implemented

Respondent's Assessment on Instructional Leadership Skills

Table 6 shows the weighted mean of the evaluation of teacher-respondents in the school head's leadership skills in terms of school-based review, contextualization and implementation of learning standards. The results found that Give feedback to the teachers in the conduct of review, contextualization and implementation of learning standards got the highest mean of 4.78, Assist the teachers in the review, contextualization and implementation of learning standards got 4.75 mean, Work with teachers in the conduct of review, contextualization and implementation of learning standards got 4.71 followed by Support the teachers in the contextualization of and implementation of learning materials subject for validation got 4.68 and Demonstrate knowledge and understanding of school-based review, contextualization and implementation of learning standards got the lowest mean of 4.62. The average weighted mean is 4.70 that falls under Very Highly Performed.

Table 7: Teaching standards and pedagogies

Teaching standards and pedagogies	Mean	Interpretation
Demonstrate knowledge and understanding of teaching standards and pedagogies within and across learning areas	4.81	Very Highly Implemented
Provide technical assistance to teachers to improve their teaching practice	4.87	Very Highly Implemented
Share update the teachers in the new trends in teaching within and across learning areas	4.71	Very Highly Implemented
Encourage teachers to undergo seminar/training to improve their teaching practice	4.93	Very Highly Implemented
Evaluates performance of teachers to improve teaching strategies.	4.87	Very Highly Implemented
Average Weighted Mean	4.83	Very Highly Implemented

Table 7 shows the weighted mean of the evaluation of teacher-respondents in the school head's leadership skills in terms of teaching standards and pedagogies. The results found that Encourage teachers to undergo seminar/training to improve their teaching practice got the highest mean of 4.93, Provide technical assistance to teachers to improve their teaching practice and Evaluates performance of teachers to improve teaching strategies

Table 8: Teachers' performance and feedback

Teachers' performance and feedback	Mean	Interpretation
Demonstrate understanding of the use of feedback obtained from learners and other stakeholders to help teachers improve their performance	4.96	Very Highly Implemented
Use validated feedback obtained from learners, parents and other stakeholders	4.62	Very Highly Implemented
Collaborate with teachers in effectively using validated feedback obtained for the improvement in teaching process.	4.78	Very Highly Implemented
Provide technical assistance to the teachers form the obtained feedback	4.75	Very Highly Implemented
Conduct a meeting how to evaluate and handle different feedbacks to improve teachers' performance.	4.81	Very Highly Implemented
Average Weighted Mean	4.78	Very Highly Implemented

got the same mean of 4.87 followed by Demonstrate knowledge and understanding of teaching standards and pedagogies within and across learning areas got 4.81 and Share update the teachers in the new trends in teaching within and across learning areas got the lowest mean of 4.71. The average weighted mean is 4.83 that falls under Very Highly Performed.

Table 8 shows the weighted mean of the evaluation of teacher-respondents in the school head's leadership skills in terms of teachers' performance and feedback. The results found that Demonstrate understanding of the use of feedback obtained from learners and other stakeholders to help teachers improve their performance got the highest mean of 4.96, Conduct a meeting how to evaluate and handle different feedbacks to improve teachers' performance got 4.81, Collaborate with teachers in effectively using validated feedback obtained for the improvement in teaching process got 4.78 followed by Provide technical assistance to the teachers form the obtained feedback got 4.75 and Use validated feedback obtained from learners, parents and other stakeholders got the lowest mean of 4.62. The average weighted mean is 4.78 that falls under Very Highly Performed.

Table 9: Learner achievement and other performance indicators

Learner achievement and other performance indicators	Mean	Interpretation
Set achievable and challenging outcomes to support learner achievement and attainment of other performance indictors	4.68	Very Highly Implemented
Utilize learning outcomes in developing data-based interventions to maintain learner achievement	4.75	Very Highly Implemented
Engage teachers in improving learners' achievements in other performance indicators by providing relevant trainings	4.59	Very Highly Implemented
Provide assistance/support in sustaining learners' achievement and in attaining performance indicators	4.71	Very Highly Implemented
Analyze data about student achievement for the development of interventions.	4.65	Very Highly Implemented
Average Weighted Mean	4.67	Very Highly Implemented

Table 9 shows the weighted mean of the evaluation of teacher-respondents in the school heads' leadership skills in terms of learner achievement and other performance indicators. The results found that Utilize learning outcomes in developing data-based interventions to maintain learner achievement got the highest mean of 4.75, Provide assistance/support in sustaining learners' achievement and in attaining performance indicators got 4.71, Set achievable and challenging outcomes to support learner achievement and attainment of other performance indictors got 4.68 followed by Analyze data about student achievement for the development of interventions and Engage teachers in improving learners' achievements in other performance indicators by providing relevant trainings got the lowest mean of 4.59. The average weighted mean is 4.67 that falls under Very Highly Performed.

Table 10: Learning assessment

Learning assessment	Mean	Interpretation
Demonstrate knowledge and understanding of learning assessment tools, strategies and utilization of results consistent with curriculum requirements	4.84	Very Highly Implemented
Provide technical assistance to teachers in using learning assessments tools and strategies and results.	4.78	Very Highly Implemented
Share updates in different assessment tools and strategies appropriate this time of pandemic consistent with curriculum requirements.	4.75	Very Highly Implemented
Use records, performance and achievement of students as reference for planning	4.62	Very Highly Implemented
Plan and execute projects, programs and activities to help teachers' easily assessing the learners.	4.68	Very Highly Implemented
Average Weighted Mean	4.73	Very Highly Implemented

Table 10 shows the weighted mean of the evaluation of teacher-respondents in the school head's leadership skills in terms of learning assessment. The results found that Demonstrate knowledge and understanding of learning assessment tools, strategies and utilization of results consistent with curriculum requirements got the highest mean of 4. 84, Provide technical assistance to teachers in using learning assessments tools and strategies and results got 4.78, Share updates in different assessment tools and

strategies appropriate this time of pandemic consistent with curriculum requirements got 4.75 followed by Plan and execute projects, programs and activities to help teachers' easily assessing the learners got 4.68 and Use records, performance and achievement of students as reference for planning got the lowest mean of 4.62. The average weighted mean is 4.73 that falls under Very Highly Performed.

Table 11 shows the weighted mean of the evaluation of teacher-respondents in the school head's leadership skills in terms of learning environment. The results found that Shape academic vision of success for all students got the highest mean of 4.96, Demonstrate understanding of managing a learner-friendly, inclusive and healthy learning environment got 4.93, Manage a learner-friendly, inclusive and healthy learning environment got 4.90 followed by Create a harmonious relationship among teachers, parents and other stakeholders got 4.84 and Connect directly the teachers and the classroom got the lowest mean of 4.68. The average weighted mean is 4.86 that falls under Very Highly Performed.

Table 11: Learning environment

Learning environment	Mean	Interpretation
Demonstrate understanding of managing a learner-friendly, inclusive and healthy learning environment	4.93	Very Highly Implemented
Manage a learner-friendly, inclusive and healthy learning environment	4.90	Very Highly Implemented
Create a harmonious relationship among teachers, parents and other stakeholders	4.84	Very Highly Implemented
Connect directly the teachers and the classroom	4.68	Very Highly Implemented
Shape academic vision of success for all students	4.96	Very Highly Implemented
Average Weighted Mean	4.86	Very Highly Implemented

Table 12 shows the weighted mean of the evaluation of teacher-respondents in the school head's leadership skills in terms of career awareness and opportunities. The results found that Support career development and growth of teachers got the highest mean of 4.93, Create career awareness that incorporate workplace operation to illustrate training and education needed to work and work behaviors got 4.84, Ensure integration of career awareness and opportunities in the provision of learning experiences got 4.81 followed by Improve career awareness and opportunities to improve attitudes, knowledge and skills got 4.75 and Demonstrates knowledge and understanding of the integration of career awareness and opportunities in the provision of learning experiences got the lowest mean of 4.71. The average weighted mean is 4.82 that falls under Very Highly Performed.

Table 12: Career awareness and opportunities

Career awareness and opportunities	Mean	Interpretation
Ensure integration of career awareness and opportunities in the provision of learning experiences	4.81	Very Highly Implemented
Demonstrates knowledge and understanding of the integration of career awareness and opportunities in the provision of learning experiences	4.71	Very Highly Implemented
Improve career awareness and opportunities to improve attitudes, knowledge and skills	4.75	Very Highly Implemented
Create career awareness that incorporate workplace operation to illustrate training and education needed to work and work behaviors.	4.84	Very Highly Implemented
Support career development and growth of teachers	4.93	Very Highly Implemented
Average Weighted Mean	4.82	Very Highly Implemented

Table 13 shows the weighted mean of the evaluation of teacher-respondents in the school head's leadership skills in terms of learner discipline. The results found that Implement learner discipline policies that are developed collaboratively with parents, school personnel and the community got the highest the mean of 4.93, Lead the implementation of the discipline policies developed by

Table 13: Learner discipline

Learner discipline	Mean	Interpretation
Demonstrate knowledge and understanding of existing national and local policies related to learner discipline	4.87	Very Highly Implemented
Implement learner discipline policies that are developed collaboratively with parents, school personnel and the community	4.93	Very Highly Implemented

Lead the implementation of the discipline policies developed by the parents, school personnel and the community	4.90	Very Highly Implemented
Show fairness and consistency in solving problems	4.78	Very Highly Implemented
Establish trust with teachers enables better communication so that he/she can provide constructive criticism when it is necessary	4.81	Very Highly Implemented
Average Weighted Mean	4.85	Very Highly Implemented

the parents, school personnel and the community got 4.90, Demonstrate knowledge and understanding of existing national and local policies related to learner discipline got 4.87 followed by Establish trust with teachers enables better communication so that he/she can provide constructive criticism when it is necessary got 4.81 and Show fairness and consistency in solving problems got the lowest mean of 4.78. The average weighted mean is 4.85 that falls under Very Highly Performed.

Discussions

This study aimed to assess the instructional leadership skills of the secondary school head of Perez National High School in the Division of Quezon. Specifically, it examined the demographic profiles of the teacher-respondents in terms of age, sex, educational attainment, teaching position, and highest awards and recognitions received. It also evaluated the instructional leadership skills of the school head, as perceived by the teacher-respondents, in terms of school-based review; contextualization and implementation of learning standards; teaching standards and pedagogies; teacher performance feedback; learner achievement and other performance indicators; learning assessment; learning environment; career awareness and opportunities; and learner discipline. The findings served as the basis for developing a capacity-building and enhancement program.

The study employed a descriptive research design to describe and analyze the instructional leadership skills of the school head and identify areas for professional development. The respondents consisted of thirty-two (32) teachers from Perez National High School.

The following are the significant findings of the study:

The findings regarding the demographic profiles of the teacher-respondents highlighted the importance of pursuing postgraduate studies, participating in professional development activities, and seeking opportunities for career advancement and promotion. These activities may contribute to teachers' personal growth, professional competence, and career development.

The instructional leadership skills of the secondary school head of Perez National High School were rated Very Highly Performed by the teacher-respondents across all nine dimensions assessed. These included school-based review; contextualization and implementation of learning standards; teaching standards and pedagogies; teacher performance feedback; learner achievement and other performance indicators; learning assessment; learning environment; career awareness and opportunities; and learner discipline.

Among the dimensions assessed, learning environment obtained the highest mean of 4.83, while learner achievement and other performance indicators received the lowest mean of 4.67. Although both dimensions fell within the Very Highly Performed category, the difference in their mean scores indicates that learner achievement and other performance indicators may warrant greater attention in the school head's continuing professional development.

Based on this finding, a capacity-building and enhancement program is proposed, focusing particularly on learner achievement and other performance indicators. The program aims to strengthen the school head's competencies in monitoring learner performance, interpreting achievement data, identifying learning gaps, and implementing appropriate strategies to improve educational outcomes.

CONCLUSION

The findings revealed that teacher-respondents varied in age, sex, educational attainment, teaching position, and awards and recognitions. These differences underscore the importance of pursuing postgraduate studies and professional development opportunities to enhance teachers' competencies and career advancement.

The secondary school head of Perez National High School was rated Very Highly Performed across all assessed instructional leadership dimensions, demonstrating strong leadership practices. However, learner achievement and other performance indicators obtained the lowest mean, identifying an area for further improvement.

Therefore, teachers are encouraged to pursue advanced studies and participate in relevant training programs. The school head should strengthen instructional supervision, data-driven decision-making, and strategies for improving learner outcomes through targeted leadership development. Aspiring school heads should develop competencies in instructional leadership, teacher development, and learner achievement. The proposed capacity-building and enhancement program should be evaluated by education experts and stakeholders to ensure its relevance and effectiveness. Future researchers should conduct similar studies involving more respondents, additional schools, and other relevant variables to broaden understanding of instructional leadership and identify effective strategies for enhancing school leadership practices.

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