

Pedagogical Leadership Strategies for Enhancing Teaching Quality of Schools in the Province of Batangas

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Abstract

Pedagogical leadership plays a vital role in improving teachers' professional growth and teaching quality. In Catholic schools such as the Unified Schools of the Archdiocese of Lipa (USAL) in the Province of Batangas, school administrators are expected to provide leadership that strengthens instructional practices while supporting the faith-based mission of education. This study aimed to determine the significance of pedagogical leadership in enhancing teaching quality in USAL schools by assessing teachers' level of appreciation of school administrators' support in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting, as well as the extent of pedagogical leadership manifestation in collaborative leadership, teachers' professional development, and students' engagement.

The study employed a descriptive-correlational research design. The respondents were 191 teachers from 13 member schools of the Unified Schools of the Archdiocese of Lipa, selected through proportionate stratified sampling using Slovin's formula. Data was gathered through a structured and validated questionnaire and analyzed using frequency count, percentage, ranking, weighted mean, and Pearson correlation coefficient.

Findings revealed that teachers highly appreciated administrators' pedagogical leadership support across all domains, with diversity of learners obtaining the lowest among the highly rated areas. The extent of manifestation of pedagogical leadership was rated to a great extent, with students' engagement ranking highest and collaborative leadership ranking lowest among the three dimensions. Statistical analysis confirmed a highly significant relationship between teachers' level of appreciation and the extent of administrators' manifestation of pedagogical leadership, with all p-values falling below .001. The most recognized challenge encountered by teachers was the lack of regular classroom observations followed by constructive feedback. Based on these findings, a management enhancement strategy was proposed to strengthen instructional supervision, formalize feedback processes, and improve support for diverse learners.

Keywords: *pedagogical leadership, teaching quality, school administrators, teacher professional development, USAL schools*

1. INTRODUCTION

Education remains central to national development, and teachers serve as facilitators of knowledge, values formation, and learner development. However, teacher quality is shaped not only by individual competence but also by the support systems and leadership structures present in schools. In this context, pedagogical leadership has emerged as a crucial dimension of school administration because it places teaching and learning at the center of school leadership. Rather than focusing solely on operations and compliance, pedagogical leadership emphasizes instructional guidance, classroom support, collaboration, feedback, and the continuous improvement of teaching practice.

Within the Philippine educational setting, the importance of pedagogical leadership is reinforced by the Philippine Professional Standards for Teachers, which identify key domains of teacher competence such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. School heads influence these domains through collaborative leadership, professional development support, and student-centered initiatives. In Catholic schools, this role becomes even more significant because administrators must not only sustain academic quality but also preserve faith formation and Gospel values in school life.

The present study focused on the Unified Schools of the Archdiocese of Lipa (USAL) in the Province of Batangas. These Catholic schools are expected to uphold both educational excellence and faith-based formation. Despite the recognized importance of pedagogical leadership, challenges persist, including limited training opportunities, underdeveloped mentoring systems, and insufficient examination of leadership from the teachers' perspective. This study therefore sought to determine how teachers assess school administrators' pedagogical leadership support and manifestation, whether a significant relationship exists between these two dimensions, what challenges teachers encounter, and what management enhancement strategies may be proposed to improve teaching quality in USAL schools.

2. METHODOLOGY

This study utilized a descriptive-correlational research design. The descriptive component was used to present a systematic account of the existing pedagogical leadership practices of school administrators, while the correlational component was used to determine the relationship between teachers' level of appreciation of pedagogical leadership support and the extent of its manifestation. This design enabled the researcher to describe the current situation and examine associations between leadership practices and teaching quality-related variables.

Participants

The respondents of the study were 191 teachers from 13 member schools of the Unified Schools of the Archdiocese of Lipa in the Province of Batangas. The total teacher population was 366, and the sample size was determined through Slovin's formula with a 5% margin of error. Proportionate stratified sampling was then applied so that each school was represented according

to its actual teacher population.

Research Instrument

The study used a structured questionnaire developed based on the specific problems of the study. The instrument consisted primarily of close-ended items to ensure consistency in responses and facilitate coding and statistical treatment. It was subjected to content validation by a panel of experts in educational leadership and teacher professional development to ensure validity and contextual suitability.

Procedure

After validation and revision, the questionnaire was administered to selected teacher-respondents from USAL schools. Necessary permissions were secured from school administrators and the USAL central office. Respondents were oriented regarding the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. The questionnaire was distributed either in printed form or electronically, depending on school convenience and accessibility. Responses were retrieved, screened for completeness, and organized for analysis. Incomplete or invalid responses were excluded from the final dataset.

Data Analysis

The statistical tools used in the study included frequency count, percentage, ranking, weighted mean, and Pearson correlation coefficient. Weighted mean was used to determine the level of appreciation, extent of manifestation, and degree of challenges encountered. Pearson correlation coefficient was used to test the significant relationship between teachers' level of appreciation and the extent of manifestation of pedagogical leadership.

3. RESULTS

1. Teachers' Level of Appreciation of School Administrators' Pedagogical Leadership Support

1.1 Content Knowledge and Pedagogy. The findings showed an overall average weighted mean of 3.65, interpreted as strongly agree, indicating that teachers perceived high support from administrators in content knowledge and pedagogy. The highest-ranked indicator was support for the integration of educational technology with a mean of 3.69, followed by promoting collaboration among teachers at 3.68 and exhibiting subject matter expertise at 3.66.

The lowest-ranked indicators, both with a mean of 3.62, were providing adequate resources and delivering constructive feedback. Although these were still rated strongly agree, they reflected the least appreciation compared to the top-ranked areas. The results highlighted consistently strong recognition of administrators' leadership, with technology integration and collaboration receiving the greatest emphasis.

1.2 Learning Environment. The data on the learning environment showed a high overall average weighted mean of 3.69, interpreted as strongly agree. Teachers gave the highest

appreciation to administrators who promoted mutual respect and diversity and encouraged student-centered learning experiences, both with a mean of 3.75.

At the other end, the lowest rating was 3.58 for providing resources to enhance physical and psychological aspects of learning spaces. While still strongly agreed upon, this item received less emphasis compared to broader cultural and pedagogical leadership, showing that teachers valued inclusive ethos and student-centered practices most highly.

1.3 Diversity of Learners. Leadership support for learner diversity gained an overall average weighted mean of 3.59, interpreted as strongly agree. Teachers expressed the highest appreciation for three indicators with equal ratings of 3.63: promoting inclusive practices, advocating equitable access, and encouraging gender-sensitive and non-discriminatory classrooms. These results emphasized that administrators were most valued for actions that foster inclusivity and fairness across the school community.

The lowest rating was 3.52 for providing training and resources to support students with special needs. While still strongly agreed upon, this indicator stood out as the least appreciated compared to others. The contrast suggested that teachers recognized inclusive leadership more strongly in broad cultural and equity-focused initiatives than in resource-based support for specialized needs.

1.4 Curriculum and Planning. Curriculum and planning received an average weighted mean of 3.69, interpreted as strongly agree, showing that teachers viewed administrators as highly supportive in structuring and guiding the school's educational program. The strongest appreciation was given to encouraging the integration of real-world applications into lesson content, which ranked first with a mean of 3.72, highlighting the value teachers placed on curriculum relevance and practical application.

The lowest rating was 3.64 for facilitating regular curriculum review and enhancement processes. Although still strongly agreed upon, this indicator reflected the least emphasis compared to others. The results, therefore pointed to a leadership focus most valued in making lessons practical and connected to real-world contexts, while routine curriculum review was seen as relatively less prioritized.

1.5 Assessment and Reporting. Assessment and reporting received an overall average weighted mean of 3.69, interpreted as strongly agree, showing that teachers felt well-supported by administrators in evaluating student learning and communicating progress. The strongest appreciation was given to support for both formative and summative assessment strategies, which ranked first with a mean of 3.73.

The lowest rating was 3.62 for the use of assessment data to inform instructional decisions. Although still strongly agreed upon, this indicator reflected the least emphasis compared to others. The results highlighted that teachers valued leadership most in ensuring balanced assessment practices, while data-driven instructional support was seen as relatively less prioritized

Section 2: Extent of Manifestation of Pedagogical Leadership of the School Administrators

2.1 Collaborative Leadership. Collaborative leadership was assessed with an overall average weighted mean of 3.59, interpreted as very great extent, showing that teachers viewed administrators as highly engaged in fostering collaboration. The strongest appreciation was given to acknowledging staff contributions and creating structured opportunities for peer mentoring and coaching, both with a mean of 3.63.

The lowest rating was 3.51 for promoting inclusive and participatory decision-making. While still considered very great extent, this indicator reflected the least emphasis compared to others, suggesting that collaborative leadership was most recognized in valuing contributions and mentoring rather than in shared decision-making.

2.2 Teachers' Professional Development. Teachers' professional development was rated with an overall average weighted mean of 3.65, interpreted as very great extent, showing that administrators were strongly perceived as supportive in this area. The highest appreciation went to encouraging continuous professional growth and lifelong learning, which obtained the top score of 3.73.

At the other end, the lowest rating was 3.60 for recognizing and rewarding efforts toward professional advancement. Though still rated very great extent, this indicator received the least emphasis compared to others, suggesting that leadership was valued more for fostering growth opportunities than for providing recognition.

2.3 Students' Engagement. Students' engagement was rated at a very great extent, with an overall average weighted mean of 3.69. The strongest manifestation was administrators' recognition and celebration of student achievements and contributions, which ranked first with a mean of 3.76, showing that teachers valued leadership that highlighted student success.

The lowest score was 3.63 for advocating student participation in school governance and decision-making. Although still perceived to a very great extent, this indicator received the least emphasis compared to others, suggesting that leadership was more strongly recognized in celebrating achievements than in involving students in formal decision-making.

Summary of the Extent of Manifestation of Pedagogical Leadership of the School Administrators.

The extent of manifestation of pedagogical leadership was rated to a great extent across all three dimensions. In collaborative leadership, the average weighted mean was 3.59, with the highest-rated indicators being acknowledgment of staff contributions and creation of structured opportunities for peer mentoring and professional coaching (WM = 3.63 each). In teachers' professional development, the average weighted mean was 3.65, with the highest-rated indicator being encouragement of continuous professional growth and lifelong learning (WM = 3.73). In students' engagement, the average weighted mean was 3.69, the highest among the three dimensions, with the top indicator being recognition and celebration of student achievements and

contributions (WM = 3.76). These findings indicate that student engagement was the strongest manifestation of pedagogical leadership, while collaborative leadership, though still strong, was the weakest among the three measured domains.

Section 3: Significant Relationship Between Teachers' Level of Appreciation and the Extent of Administrators' Manifestation on Pedagogical Leadership.

Statistical tests revealed a highly significant relationship between teachers' level of appreciation and the extent of manifestation of pedagogical leadership in all examined domains. The findings clearly demonstrated a highly significant relationship across all three tested dimensions. For collaborative leadership, teachers' professional development, and students' engagement, the computed p-value was less than .001, which was substantially lower than the 0.05 level of significance. This strong statistical evidence led to the rejection of the null hypothesis in all three cases, confirming that a significant, positive relationship existed between the variables. These findings indicate that higher levels of manifested pedagogical leadership were associated with greater teacher appreciation of administrative support.

Section 4: Challenges Encountered by Teachers in School Administrators' Pedagogical Leadership.

The challenges encountered by teachers were rated as fairly challenging, with an overall average weighted mean of 2.32. The most recognized challenge was the limited practice of classroom observations followed by constructive feedback (WM = 2.43). The next challenge was inadequate teacher consultation in pedagogical decision-making (WM = 2.36). Other challenges, such as communication regarding instructional matters, resource allocation, support for diverse learners, and assessment guidance, were also rated fairly challenging. These results suggest that while leadership support was generally positive, important operational gaps remained in instructional supervision and consultative leadership.

Section 5: Proposed Management Enhancement Strategies

The proposed management enhancement strategies address the disconnect between the intended functions of pedagogical leadership and their practical application in USAL schools, where gaps such as limited resource provision, absence of curriculum review, and insufficient support for diverse learners' stem from weak instructional supervision. The proposed strategy emphasized the institutionalization of a clinical supervision cycle, including pre-conference, observation, and post-conference processes; peer mentoring focused on inclusive feedback; and stronger links between classroom observation and teacher development plans. Additional actions included the creation of a USAL Student Support Services Unit, dedicated resource allocation for students with special needs, and regular review of individualized education programs. These strategies were designed to strengthen instructional supervision, improve support for diverse learners, and build a more collaborative culture within USAL schools.

4. DISCUSSION

The findings affirm that school administrators in USAL schools are generally perceived as providing strong pedagogical leadership. Teachers highly appreciated their support in all five domains, which suggests that administrators are seen as active contributors to instructional quality, school climate, curriculum guidance, and assessment practices. The consistently high ratings

reflect a positive leadership environment in which teachers recognize the value of administrative support in their professional work.

However, the comparatively lower ratings in the domain of diversity of learners indicate that inclusive education remains an area needing more focused support. Although teachers appreciated efforts toward equitable access and non-discriminatory practices, lower ratings for training and resources for students with special needs point to a gap between inclusive principles and concrete implementation. This implies a need for stronger systems, resources, and supervision to help teachers address learner diversity more effectively.

The extent of manifestation results further reveal that pedagogical leadership is most visible in students' engagement and professional development, while collaborative leadership appears less strongly manifested. This suggests that administrators are more effective in motivating and supporting learning activities than in deepening participatory decision-making and shared governance with teachers. The findings on the significant relationship between appreciation and manifestation reinforce the idea that pedagogical leadership is most meaningful when it is not only intended but clearly experienced by teachers in practice.

The identified challenges highlight an important contradiction: even though teachers generally view leadership positively, they still encounter operational difficulties, especially in regular classroom observation and constructive feedback. This suggests that strong pedagogical leadership is not fully realized without consistent instructional supervision. The proposed enhancement strategy responds directly to this issue by formalizing supervision cycles and strengthening support systems for teachers and diverse learners. These measures are especially relevant in the USAL context, where pedagogical leadership must support both instructional excellence and Catholic educational formation.

A limitation of the study is that it relied on self-reported teacher perceptions gathered through structured questionnaires. It did not include direct classroom observations or student learning outcomes, and its findings were confined to Catholic schools under the USAL system, which may limit broader generalizability.

5. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Teachers expressed strong overall appreciation for administrators' pedagogical leadership, though support for learner diversity was rated relatively lower than support for the learning environment, curriculum, and assessment.
2. Administrators' pedagogical leadership was perceived to be manifested to a very great extent, with the strongest manifestation seen in promoting students' engagement and the least in fostering collaborative leadership
3. A highly significant, positive statistical relationship was confirmed, demonstrating that teachers' level of appreciation for pedagogical leadership is directly correlated with the extent to which administrators manifest those leadership behaviors.



4. Despite overall disagreement on challenges, teachers identified a critical gap in the lack of regular classroom observations followed by constructive feedback, which was the most recognized.

5. The proposed enhancement strategy is designed to resolve the identified root cause of insufficient classroom observations and feedback, thereby strengthening instructional supervision and collaborative frameworks.

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