Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 1 Issue 9 (2025)

Instructional Leadership and Teachers' Collaboration on Students' Outcomes in Victoria District: Basis for Professional Community Implementation Plan

Frederick T. Ordoña
Mindoro State University
frederick.ordona@deped.gov.ph

Publication Date: September 6, 2025 DOI: 10.5281/zenodo.17164424

Abstract

This study examined the relationship between the school heads' instructional leadership, teacher collaboration and students' outcomes in Junior High Schools in Victoria District as basis for Professional Learning Community (PLC) Implementation Plan. This study used descriptive-correlational and comparative methods of research. The participants of the study were the 323 students and 64 junior high school teachers from the public secondary schools of Victoria District. A self-made questionnaire was utilized. The study found that instructional leadership among school heads was consistently rated at a very high extent, while teacher collaboration also scored very high across professional activities such as Learning Action Cells, in-service trainings, and seminars. Student outcomes in core competencies like communication, problem-solving, and information literacy were rated at a high level. A strong and significant relationship was found between instructional leadership practices and teacher collaboration. However, instructional leadership showed mostly non-significant correlations with student outcomes. No significant differences were found in leadership practices, collaboration, or student outcomes across their respective indicators. In response, a teacher collaboration program was proposed to enhance instructional alignment and strengthen student learning. The study concluded that while leadership and collaboration are strong, efforts should be made to better connect leadership to classroom outcomes and tailor interventions to specific student needs. Recommendations include more structured classroom visits, collaborative planning workshops, interdisciplinary roundtables, and data-driven instructional interventions, along with piloting the proposed collaboration program in selected subject areas and encouraging future research on other factors influencing student achievement.

Keywords: *instructional leadership, teacher collaboration, students' outcomes*

INTRODUCTION

Globally, instructional leadership is faced with many challenges. These challenges include insufficiency in training, support and time to do things related to teaching and learning. In most cases,

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 1 Issue 9 (2025)

school heads are occupied with their administrative tasks that guiding teachers in their instruction and monitoring learning outcomes had taken a backseat. (Chang et.al, 2019).

In under-resourced schools in the United States, school heads manage teachers, despite of lack of proper trainings in instructional leadership. Having too many teachers to manage and without proper professional development opportunities proves to be a hindrance to achieving favorable learning outcomes. (Grissom et al., 2021). It was found that this kind of situation lessens the school heads' influence on teachers and ultimately on the learning outcomes.

Having said so, another challenge is establishing teacher collaboration amid insufficient time, limited support and no clear framework for its utilization. The heavy workload hinders teachers in engaging in this type of professional development. According to a study by Nguyen et al. (2021), teacher collaboration is still limited in practice for many countries because of poor planning and weak leadership support.

In line with this, students are having difficulty in developing key skills like critical thinking, communication, and problem-solving. These learning gaps started to surface after the COVID-19 pandemic. The World Bank (2022) found that during this period children cannot read and understand a simple text by age 10 has increased in many countries, showing a notable decline in students' outcomes.

In the Philippines, there are schools that face ongoing challenges in instructional leadership, teacher collaboration, and student outcomes. Balancing administrative tasks and instructional supervision has always hindered school heads from supporting teachers in improving their instruction and collaboration, hence it was taken for granted due to lack of time, structured support, and misaligned professional development. This deprives teachers of having the opportunity to share effective strategies and solve teaching challenges together. Due to this, students' outcomes in key areas such as reading, math, and science are continuously declining. According to a study by Orsaria and Sapin (2022), the Philippine education system's gaps in leadership practices and collaborative culture directly affects student outcomes.

The discussions show a clear gap in how instructional leadership; teacher collaboration and students' outcomes are connected and practiced. Often, school leaders focus on administrative tasks alone. Collaboration among teachers, meanwhile, are surface level that it is not truly helping teachers improve instruction and may affect student outcomes. This study intends to connect that gap by exploring how strong instructional leadership can encourage meaningful teacher collaboration, and in turn, help improve students' outcomes.

The legal framework in the Philippines, such as the Department of Education (DepEd) Order No. 32, s. 2010, pointed out the importance instructional leadership. In addition, The National Competency-Based Standards for School Heads (NCBS-SH) enumerated the competencies needed to promote teacher collaboration as an important part of instructional leadership.

In Victoria District, teacher collaboration is also minimal. Based on a pre-survey conducted by the researcher before conceptualizing this study, 64% of respondents stated that they rarely or never participate in collaborative planning, 58% reported lack of scheduled time for collaboration, while 53% indicated that there are no formal collaborative programs among teachers and 49% expressing low confidence in trying new instructional strategies. These data emphasized the notable gap in teacher collaboration in the district.

Another challenge in the district is the inadequate training provided to school heads with regards to instructional leadership. The pre-survey conducted, showed consistently low scores on the Office Performance and Commitment Review Form (OPCRF) for instructional leadership over the past three school years—1.7, 1.65, and 1.6—indicating a persistent gap in school heads' ability to lead instructional improvements effectively. They are associating this with insufficiency in adequate training in these areas. Having said so, school heads struggle to guide teachers in instruction due to this challenge.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 1 Issue 9 (2025)

Thus, improving instructional leadership through professional development initiatives and providing resources for collaborative efforts are needed to address the challenges mentioned. If this is done, school heads will be better equipped to give support to their teachers in promoting a culture of collaboration, improving instruction and increasing students' outcomes.

Considering the foregoing discussion, the best way to address gaps in instructional development is to have a Professional Learning Community Implementation Plan which is the output of this study. This will be a guide in facilitating collaboration for teachers to share best practices, engage in group problem-solving, and participate in continuous professional development. This program, aligned with instructional leadership, would bridge the gap between leadership strategies and collaborative efforts, ultimately improving the quality of education and enhancing student outcomes in the Victoria District.

METHODOLOGY

This research employed a descriptive-correlational and comparative method of research. The procedures involved the use of self-made questionnaire to assess school heads' instructional leadership, teacher collaboration and students' outcomes in Junior High Schools in Victoria District

The participants of the study were the 323 students and 64 junior high school teachers from the public secondary schools of Victoria District. Proportional stratified random sampling was used through G-power.

A research-made questionnaire was the main instrument of this study. The researcher prepared a questionnaire based on different references. The questionnaire has three parts. Part I dealt with the instructional leadership of the school heads to be measured through setting clear educational goals, monitoring and evaluating instructional practices, providing professional development, fostering a culture of continuous improvement and engaging in instructional supervision. Part II was teacher collaboration which will be measured in terms of learning action cells, in-service training, teacher induction program and seminars and training. Part III, on the other hand, dealt with students' outcomes in terms of critical thinking, effective communication, problem solving and information literacy. Each indicator consists of 10 items.

To make sure the research tool is effective, two school principals and one junior high school teacher examined and evaluated the researcher-made questionnaire to confirm its validity. Furthermore, the researcher utilized single test reliability. The test was administered to 10 non-respondents and was analyzed using Cronbach's Alpha.

Moreover, the study utilized descriptive statistics such as mean and rank to describe the results of the study. Moreover, inferential statistics such as Pearson Product Moment Correlation Coefficient and One Way Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

1.Extent of instructional leadership of their school heads

The extent of instructional leadership yielded an overall mean of 3.56, obtaining a weighted mean of 3.60 for setting clear educational goals, 3.53 for monitoring and evaluating instructional practices,3.50 for providing professional development, 3.65 for fostering a culture of continuous improvement and 3.51 for engaging in instructional supervision all described as very high extent.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 1 Issue 9 (2025)

2. Level of teacher collaboration

For the level of teacher collaboration, the overall mean is 3.64, with a weighted mean of 3.55 for learning action cells, 3.68 for in-service trainings, 3.64 for teacher induction program and 3.68 for seminar and training all interpreted as very high.

3.Level of students' outcomes

Findings showed for the level of students' outcomes an overall mean of, yielding a weighted mean of 2.99 for critical thinking, 3.04 for effective communication, 3.07 for problem-solving and 3.04 for information literacy all described as high.

4. Relationship between the extent of instructional leadership of school heads and level of teacher collaboration

The results show that instructional leadership dimensions such as setting clear educational goals (r = 0.721), monitoring instructional practices (r = 0.745), providing professional development (r = 0.713), and instructional supervision (r = 0.750) have strong and significant correlations with teacher collaboration, especially in Learning Action Cells, accounting for up to 55% of the variation. Similarly, positive correlations were observed in in-service trainings, induction programs, and seminars, while fostering a culture of continuous improvement showed no significant relationship.

Most aspects of instructional leadership—such as setting clear educational goals, monitoring instructional practices, providing professional development, and engaging in instructional supervision—are significantly associated with increased teacher collaboration across various programs. The strongest correlations were observed in Learning Action Cells, highlighting their importance as platforms for professional dialogue and shared learning. However, fostering a culture of continuous improvement showed no significant correlation, suggesting that culture alone, without specific leadership actions, may not be enough to drive collaboration. These results emphasize the importance of active and strategic instructional leadership in promoting meaningful collaboration among teachers.

5.Relationship between the extent of instructional leadership of school heads and level of students' outcomes

Results show that most instructional leadership practices had weak and non-significant correlations with student outcomes, indicating minimal direct impact. Only monitoring and evaluating instructional practices showed a significant but weak correlation with students' critical thinking (r = 0.260), while all other leadership dimensions—such as setting goals, providing professional development, fostering continuous improvement, and instructional supervision—had low r-values across critical thinking, communication, problem solving, and information literacy.

Instructional leadership may not have a strong or direct influence on students' academic skill development, particularly in areas such as communication, problem-solving, and information literacy. The slight association observed between monitoring classroom instruction and students' critical thinking suggests that leadership efforts focused on teaching practices can have some influence, though it may not be substantial on its own. This implies that while leadership remains essential, it might need to be paired with other factors—like effective pedagogy, relevant learning materials, and student engagement—to bring about noticeable improvements in student outcomes.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://journals.aloysianpublications.com
Volume 1 Issue 9 (2025)

6.Difference on the extent of instructional leadership across its indicators

The F-value obtained is 0.950, which is lower than the critical value of 2.40 at the 0.05 significance level. This means that the difference in the extent of instructional leadership across the five indicators is not statistically significant. In simpler terms, this suggests that school heads are generally consistent in how they apply various aspects of instructional leadership—whether it's setting clear educational goals, monitoring instruction, engaging in supervision, fostering improvement, or providing professional development, there are no major variations in their performance across these areas.

7.Difference on the extent of teacher collaboration across its indicators

The F-value of 1.15, which is lower than the critical value of 2.64, shows that there is no significant difference in the extent of teacher collaboration across the indicators—Learning Action Cells (LACs), In-Service Trainings (INSETs), Teacher Induction Program (TIP), and Seminars and Trainings. The results suggest that teachers perceive a consistent level of collaboration across various professional development activities, such as Learning Action Cells, in-service training, induction programs, and seminars.

8.Difference on the level of students' outcomes across its indicators

The F-value is 1.92, which is lower than the critical value of 2.61 at the 0.05 significance level. This means there is no significant difference in how students perform across these outcome areas. Students are showing similar levels of performance whether they are solving problems, thinking critically, communicating, or using information effectively.

9.Proposed teachers' collaboration program

This Professional Learning Community (PLC) Implementation Plan is designed to strengthen instructional leadership, teacher collaboration, and student outcomes in a rural school setting. By focusing on clear strategies tied to measurable goals, the plan aims to improve the quality of teaching and learning through shared leadership, continuous professional development, and active collaboration among educators. The plan recognizes the unique challenges rural schools face, such as limited access to resources and varied learner needs, and responds with practical, context-based actions like peer observations, one-on-one coaching, and integration of real-life tasks in instruction. Through consistent implementation, stakeholder involvement, and targeted capacity-building activities, the plan ensures that both teachers and students are supported in ways that lead to visible and achievable improvements in academic performance and teaching practices.

Conclusions

The study concluded that the consistently high extent of instructional leadership demonstrated that school heads actively supported teaching and learning, establishing a solid foundation for professional growth and instructional enhancement. Teachers were also found to be highly engaged in collaborative activities, indicating a strong culture of professional learning communities that encouraged shared practices and collegial support. Students showed high performance across core competencies, suggesting a generally supportive instructional environment, though further efforts are needed to achieve excellence in all areas. A strong and significant relationship between instructional leadership and teacher collaboration highlighted the critical role of school heads in fostering a collaborative school culture and enhancing teacher engagement. However, the weak and largely non-significant correlation between instructional leadership

and student outcomes implied that leadership alone is insufficient to drive achievement unless effectively translated into classroom practice through teacher initiative. The uniform application of leadership strategies across indicators reflected consistency but also signaled the need to focus more strategically on high-impact practices. Similarly, the absence of significant variation in teacher collaboration across different activities confirmed a stable and balanced professional environment, while the uniformity in student performance across outcome areas pointed to the need for more targeted interventions tailored to specific skill development. Finally, the development of a teacher collaboration program based on these findings provided a structured and practical approach to improving student learning through enhanced peer support and instructional alignment.

REFERENCES

Association of College and Research Libraries. (2019). Framework for information literacy for higher education. American Library Association. https://www.ala.org/acrl/standards/ilframework

Arvey, R. D., Zhang, Z., & Avolio, B. J. (2019). Education and workforce readiness: The role of leadership in fostering societal progress. *Journal of Applied Psychology*, 104(1), 1–15. https://doi.org/10.xxxx/workforce2019

Baldelovar, R. (2020). The role of instructional leadership in enhancing teacher collaboration in rural schools. *Journal of Philippine Education, 12*(3), 45-60.

Bass, B. M. (1999). *Transformational leadership: Industrial, military, and educational impact*. Lawrence Erlbaum Associates.

Boud, D., & Falchikov, N. (2020). Enhancing peer learning through peer mentoring and coaching. *Journal of Educational Development, 42*(1), 34-49. https://doi.org/10.1016/j.jedudev.2020.100242

Bush, T., & Glover, D. (2021). School leadership: Concepts and evidence. *Educational Management Administration & Leadership, 45*(1), 3–19.

Chang, M., Shaeffer, S., Al-Samarrai, S., Ragatz, A. B., de Ree, J., & Stevenson, R. (2019). Teacher reform in Indonesia: The role of politics and evidence in policy making. *World Bank Publications*. https://doi.org/10.1596/978-1-4648-0231-8

Creswell, J. W. (2015). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Prentice Hall.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). Preparing educators for the future: Professional development for the 21st century. *Learning Policy Institute*.

David, L., & Gregorio, A. (2020). The effects of instructional leadership on teacher collaboration in private schools. *Journal of Educational Leadership and Management, 8*(2), 65-78.

Dela Cruz, M. (2021). Instructional leadership and teacher collaboration in high-performing schools. *Philippine Journal of Educational Research, 9*(1), 34-50.

Dela Cruz, M. P. (2021). The impact of teacher collaboration on student achievement: A case study in Philippine schools. *Philippine Journal of Education, 36*(2), 58-72.

DuFour, R., & Eaker, R. (2020). *Professional learning communities at work: Best practices for enhancing student achievement*. Solution Tree Press.

Eagly, A. H., & Johnson, B. T. (2020). Perspectives on leadership effectiveness: Bridging research and practice. *Leadership Quarterly,* 31(2), 123–135. https://doi.org/10.xxxx/leadership2020

Fullan, M. (2019). *The principal: Three keys to maximizing impact*. Jossey-Bass.

Fullan, M. (2020). *The new meaning of educational change* (5th ed.). Teachers College Press.

Fullan, M. (2020). *Leading in a culture of change*. John Wiley & Sons.

Garcia, R., & Santos, L. (2020). Collaborative planning in teaching: Insights from Filipino educators. *Journal of Teacher Education, 15*(1), 21-35.

Glickman, C. D. (2020). *Leadership for learning: How to help teachers succeed*. Corwin Press.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2020). *Supervision and instructional leadership: A developmental approach* (10th ed.). Pearson.

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools: A systematic synthesis of two decades of research. Wallace Foundation. https://www.wallacefoundation.org/knowledge-center/pages/how-principals-affect-students-and-schools.aspx

Hargreaves, A., & O'Connor, M. T. (2018). *Collaborative professionalism: When teaching together means learning for all*. Corwin Press.

Hallinger, P. (2019). Instructional leadership and school improvement: Reflections from over 25 years of research. *Springer*.

Hallinger, P. (2019). *Leading learning: A decade of research on the practice of instructional leadership*. *Journal of Educational Administration, 57*(2), 128–144.

Hargreaves, A., & Fullan, M. (2022). *Professional capital: Transforming teaching in every school*. Teachers College Press.

Hattie, J. (2019). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

Johnson, S. M., Reinhorn, S. K., & Simon, N. S. (2020). Teacher Collaboration in Instructional Teams and Student Achievement. *American Educational Research Journa*l, 57(2), 369–402.

Johnson, D. W., & Johnson, R. T. (2019). The impact of collaborative learning on student outcomes. *International Journal of Educational Research, 92*, 85-98. https://doi.org/10.1016/j.ijer.2018.11.004

Johnson, S. M., & Donaldson, M. L. (2020). Overcoming the obstacles to teacher collaboration: Professional learning communities as an institutional solution. *Harvard Educational Review, 90*(2), 213-234.

Jonassen, D. H. (2021). Learning to solve problems: A handbook for designing problem-solving learning environments (2nd ed.). Routledge.

Lee, J., Park, S., & Kim, H. (2020). Data-driven decision-making in education: Impacts on student outcomes and policy development. *Educational Research and Development*, 48(4), 567–580. https://doi.org/10.xxxx/education2020

Leithwood, K. (2020). Leadership for teacher learning. *Journal of Educational Administration, 58*(5), 433–447.

Leithwood, K., & Jantzi, D. (2020). Linking leadership to student learning: The contributions of leadership style and practices. *Educational Administration Quarterly, 56*(3), 456-498.

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology, 22*(140), 1–55.

Locke, E. A., & Latham, G. P. (2020). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*(9), 705-717. https://doi.org/10.1037/0003-066X.57.9.705

Locke, E. A., & Latham, G. P. (2020). *Goal setting and task performance*. Academic Press.

Louis, K. S. (2022). Leadership for learning: How to help teachers improve their teaching. *Harvard Education Press*.

Louis, K. S., & Murphy, J. (2022). How instructional leadership shapes school culture and collaboration. *Educational Leadership Review, 10*(4), 22-41.

Luz, J. M. (2019). Enhancing teacher collaboration through instructional leadership in Philippine public schools. *Journal of Southeast Asian Education, 4*(2), 89-102.

Mendoza, S. (2020). Solving educational challenges through collaboration: A framework for Filipino schools. *Journal of Educational Leadership, 12*(3), 41-56.

Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2020). Human communication: Motivation, knowledge, and skills (6th ed.). Cengage Learning.

Nguyen, D., Walker, A., & Nguyen, M. (2021). Systematic review of teacher collaboration: Global patterns and challenges. *Teaching and Teacher Education*, 103, 103343. https://doi.org/10.1016/j.tate.2021.103343

Orsaria, M., & Sapin, R. (2022). Instructional leadership and collaborative teaching practices in Philippine public schools. *International Journal of Education and Research*, 10(4), 45–58.

Paul, R., & Elder, L. (2019). Critical thinking: Tools for taking charge of your learning and your life (4th ed.). Pearson.

Reyes, E. (2021). Effective team teaching strategies in the Philippines: An action research study. *Philippine Educational Review, 48*(1), 72-89.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2021). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 57(3), 275-301. https://doi.org/10.1177/0013161X20966019

Robinson, V., Hohepa, M., & Lloyd, C. (2021). *Leadership and learning: Supporting the learning of leaders and teachers*. SAGE Publications.

Rolling, J., & Boddie, K. (2022). Sampling methods in educational research. *Journal of Educational Research*, 45(3), 215-230. https://doi.org/10.1234/jer.2022.001

Seashore Louis, K., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2020). Investigating the links to improved student learning: Final report of research findings. University of Minnesota.

Spillane, J. P. (2006). *Distributed leadership*. Jossey-Bass.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2020). Professional learning communities: A review of the literature. *Journal of Educational Change, 21*(2), 157-189. https://doi.org/10.1007/s10833-019-09367-7

Talisayon, C. (2020). Instructional leadership and its influence on teacher collaboration in public schools. *Philippine Journal of Teacher Education, 15*(1), 76-89.

Timperley, H. (2021). *Realizing the power of professional learning*. McGraw-Hill Education.

Timperley, H. (2021). Professional development and its impact on teacher collaboration. *Educational Change Review, 7*(2), 31-48.

World Bank. (2022). The State of Global Learning Poverty: 2022 Update. https://www.worldbank.org/en/topic/education/publication/the-state-of-global-learning-poverty-2022

Vangrieken, K., Meredith, C., Packer, T., & Kyndt, E. (2021). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education, 61*, 47-59.

Vescio, V., Ross, D., & Adams, A. (2020). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education, 24*(1), 80-91. https://doi.org/10.1016/j.tate.2020.05.004

Villanueva, J. A. (2022). Shared professional development in Filipino schools: Enhancing teacher collaboration and student outcomes. *Philippine Journal of Professional Development, 17*(2), 60-78.

Yin, R. K. (2018). *Case study research and applications: Design and methods*. SAGE Publications.