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Teachers' leadership practices in relation to pupils' academic performance in Piñan District, Schools Division of Zamboanga del Norte

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Abstract

This study aimed to determine the teachers' leadership practices in relation to pupils' academic performance in English, Mathematics, Science, Filipino and Makabayan in Piñan District, Schools Division of Zamboanga del Norte during the school year 2013-2014. A descriptive correlational research method was employed. Frequency count, percentage, weighted mean, standard deviation, t-test and Pearson r Product Moment Coefficient of Correlation were the statistical tools used. There were one hundred thirteen (113) teachers and twenty-two (22) administrators who were involved as respondents of the study. The study revealed that the teachers' leadership practices were found to be often manifested indicating a high level of agreement between teachers and administrators. A significant difference was observed in leadership practices specifically in terms of working with others, whereas no significant difference was found in terms of decision-making regarding teaching, working outside classroom duties, trust among others, and expectations on pupils' academic performance and job satisfaction. The study further revealed that the pupils' academic performance in Mathematics and Science was fair while their academic performance in English, Filipino and Makabayan was good. There existed a low correlation between the teachers' leadership practices and the pupils' academic performance. Based on the findings of the study, the author recommends that the DepEd Key Officials, through the Curriculum Implementation Division (CID) Chief would provide the School Heads with concrete data on teachers' leadership practices for proper monitoring. Teachers would use the findings of this study to enhance their instructional strategies, especially in subjects where performance is low. Pupils would use the results as bases for reflection to improve their learning engagement.

Keywords*— *teachers' leadership practices, pupils' academic performance, Piñan District, Philippines

I. INTRODUCTION

In today's social and political climate, the emphasis on standardized achievement scores as the primary indicator of a school's effectiveness has placed both teachers and students in a challenging position. Such an environment often prioritizes test performance over authentic learning, leaving little room for creativity, critical thinking, and holistic development. Many educators argue that this system fosters conditions that are hostile to meaningful and transformative classroom experiences (Sarangapani, 2020). Calls for school reforms should not overlook the leadership potential of classroom teachers, who may be best positioned to make meaningful changes to support schools that work

for teachers and students.

Teacher leadership is defined not merely by holding positions of authority, but by the consistent practice of influencing others and contributing to the school's vision and goals. It encompasses various dimensions such as effective decision-making, collaboration with peers, engagement in community activities, building trust, and maintaining a positive outlook towards learners. These practices allow teachers to go beyond their traditional roles, enabling them to become agents of change who inspire both colleagues and pupils. When teachers actively demonstrate leadership, they create a culture of excellence where high standards are set and met, ensuring that instructional delivery is efficient and effective.

Pupils' academic performance is widely recognized as a multifaceted outcome influenced by both instructional quality and leadership practices within schools. According to Abun (2025), teaching effectiveness encompassing subject knowledge, classroom management, and interpersonal skills has a positive correlation with pupils' academic achievement, which was rated "very satisfactory" in his study. Overa, Bellino, and Bellino (2025) further emphasized that leadership-oriented teaching practices foster improved learning outcomes, suggesting that teachers who demonstrate strong leadership in guiding, motivating, and supporting pupils contribute directly to higher performance levels. Similarly, Largo et al., (2025) highlighted that school heads' leadership skills are strongly linked to teachers' engagement which indirectly enhances pupils' academic success. These findings collectively affirm that pupils' academic performance in contexts such as Piñan District, Schools Division of Zamboanga del Norte is not only a reflection of individual effort but also a product of effective leadership and instructional practices within the school environment.

On the other hand, pupils' academic performance serves as the ultimate gauge of educational success, reflecting the effectiveness of the teaching and learning process. It is measured through the learners' achievement scores across key learning areas such as English, Mathematics, Science, Filipino and Makabayan. High academic performance indicates that pupils have acquired the necessary knowledge, skills and values needed for their development. However, performance often varies across subject areas, influenced by factors such as teaching strategies, learning materials and the learning environment. Ensuring good performance requires a supportive atmosphere where pupils are motivated to learn and are guided by competent educators.

The relationship between teachers' leadership practices and pupils' academic performance is inherently interconnected. Strong leadership among teachers directly translates to better instructional strategies, classroom management and learner support which consequently elevate pupil achievement. Research suggests that when teachers exhibit leadership qualities, they are more likely to implement innovative approaches and maintain high expectations which positively influence pupil motivation and learning outcomes. Thus, leadership is not just an administrative function but a vital pedagogical tool that enhances the quality of education delivered to the learners.

Despite the growing body of literature that underscores the significant role of teacher leadership in enhancing pupil outcomes, limited empirical evidence exists that specifically examines the impact on pupils' classroom performance within the local context of public schools in the Philippines. Based on available records, the Philippines participated in the Program for International Student Assessment (PISA) in 2018 and Trends in International Mathematics and Science Study (TIMSS) in 2019. The results showed scores significantly below international standards indicating challenges in the educational system. These poor results are often attributed to various factors, including instructional quality and school climate. Observably, these conditions are prevalent in rural schools, such as Piñan District, Schools Division of Zamboanga del Norte. Furthermore, there is a scarcity of localized research that directly links the teachers' leadership practices to specific academic outcomes during the period under study.

A review of different theories on leadership in schools finds teacher leadership thrives where transformational administrators sustain learning environments. While various models exist, the specific measurement and manifestation of teacher leadership remain areas requiring deeper investigation particularly in how they translate into actual classroom results. Therefore, this research is necessary to fill this gap and provide evidence-based data on how teachers' leadership practices influence pupil performance in the specific locale.

II. LITERATURE REVIEW

Teacher leadership practices

Teacher leadership practices are increasingly recognized as crucial in shaping effective teaching and learning environments. According to Wenner and

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Campbell (2017), teacher leaders extend their influence beyond their classrooms by collaborating with colleagues, mentoring novice teachers, and contributing to school-wide improvement initiatives. These practices foster a culture of professional growth and shared responsibility, which strengthens instructional quality. Similarly, Harris and Jones (2019) emphasized that teacher leadership serves as a catalyst for sustainable educational reform, particularly when schools empower teachers to take active roles in decision-making processes. Such practices highlight the growing importance of teachers not only as facilitators of learning but also as agents of organizational change.

Teacher leadership practices are also closely linked to student achievement and school performance. York-Barr and Duke (2021) noted that teacher leaders create positive ripple effects on student outcomes by fostering collaborative professional communities, sharing effective instructional strategies, and enhancing curriculum development. Likewise, Neumerski et al. (2018) argued that schools that promote teacher leadership tend to improve student engagement and motivation, as leadership practices encourage innovation in teaching approaches. By bridging classroom expertise with school-wide reform, teacher leaders contribute to higher academic performance and more effective student support systems.

In addition, recent research highlights the importance of context in shaping teacher leadership practices. Nguyen, Harris, and Ng (2020) found that the effectiveness of teacher leadership depends on the level of trust, collaboration, and autonomy given by school administrators. Teachers thrive as leaders when they are empowered to participate in curriculum planning, policy formulation, and instructional decision-making. Similarly, Liu, Hallinger, and Feng (2021) stressed that schools fostering teacher leadership create professional learning cultures that directly benefit both teachers' job satisfaction and student learning outcomes. Thus, teacher leadership practices not only enhance instructional effectiveness but also build stronger educational communities.

Working with others

Collaboration, or working with others, is a cornerstone of teacher leadership and professional growth, as it enhances collective capacity to improve teaching and learning outcomes. Research shows that when teachers collaborate through peer mentoring, team teaching, or professional learning communities, they develop stronger instructional practices and foster school-wide improvement (Nguyen, et al. 2020). Moreover, collaboration builds collective efficacy, which has been found to positively impact student achievement and teachers' job satisfaction (García & Torres, 2019). Recent studies further emphasize that working with colleagues enables knowledge sharing and innovation in pedagogy, making schools more adaptive to changes and challenges in education systems (Liu et al. 2021).

Decision-making regarding teaching

Decision-making in teaching is a critical element of teacher leadership, as it reflects educators' professional autonomy and their capacity to shape classroom learning. Teachers who are empowered to make instructional decisions demonstrate greater commitment to tailoring strategies that address students' diverse needs (Wenner & Campbell, 2017). Recent studies highlight that shared decision-making among teachers enhances instructional innovation and fosters a sense of professional ownership in the teaching process (Poekert, et al., 2016). Furthermore, teacher involvement in pedagogical and curricular decisions has been linked to improved student outcomes, as it aligns classroom practices with learners' contexts while strengthening teachers' leadership identities (Nguyen, et al., 2020).

Working outside classroom duties

Working outside classroom duties is a vital component of teacher leadership, as it extends educators' influence beyond instruction to encompass school improvement and community engagement. Teachers who assume roles such as mentoring colleagues, leading professional development, and participating in policy discussions contribute to a culture of collaboration and organizational growth (York-Barr & Duke, 2017). Recent studies emphasize that these extra-classroom responsibilities enhance teachers' professional identity and empower them to advocate for student-centered reforms (Nguyen, et al., 2020). Moreover, engaging in school-wide and community initiatives not only supports institutional goals but also fosters a stronger sense of teacher potency and collective efficacy (Bingham, 2021).

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Trust among others

Trust among teachers, colleagues, and school leaders is a critical foundation of teacher leadership and overall school effectiveness. When educators trust one another, collaboration becomes more meaningful, leading to

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shared decision-making and collective responsibility for student learning (Tschannen-Moran & Gareis, 2015). Studies reveal that trust enhances communication, reduces conflict, and promotes a positive school climate where teachers feel empowered to lead beyond their classrooms (Adams, & Forsyth, 2025). More recent research also highlights that trust in colleagues and administrators strengthens teachers' professional identity and increases their willingness to engage in innovative practices that directly improve student outcomes (Altunay, & Erol, 2024).

Expectations on pupils' academic performance and job satisfaction

Teachers' perceptions of pupils' achievement are closely tied to their own sense of professional satisfaction and motivation. When educators witness improvements in pupils learning, they often report higher levels of job fulfillment and commitment to teaching (Collie et al., 2016). Research further suggests that teachers derive satisfaction not only from academic outcomes but also from students' holistic growth, such as improved confidence and engagement (Toropova et al., 2021). More recent studies confirm that positive beliefs about student achievement foster intrinsic motivation, reduce burnout, and strengthen teachers' sense of purpose in the classroom, ultimately contributing to sustained teacher effectiveness (Wang et al., 2023).

Academic performance

The academic performance of pupils refers to a comprehensive summary of learners' achievements in various subject areas, usually measured through grades, assessments, and other indicators of learning outcomes. It provides a holistic view of pupils' strengths, weaknesses, and learning progress across different competencies. According to Popham (2016), an academic profile not only reflects students' mastery of curriculum standards but also serves as a diagnostic tool for identifying learning gaps that require intervention. Recent studies highlight that performance profiles are influenced by factors such as socioeconomic status, parental involvement, teacher effectiveness, and learning resources (Tomaszewski, et al. 2020). Moreover, academic performance profiling is important for schools in designing targeted support programs, ensuring equity in learning, and enhancing accountability for both teachers and learners (Ahmed, 2024). Pupils' academic performance is widely recognized as a multifaceted outcome influence by both instructional quality and leadership practices within schools.

Ordina and Ebueza (2020) conducted a study revealing that learners' performance is exceptionally good with their academic achievements in core subjects standing out prominently. The study highlights that the high levels of student performance are indicative of outstanding achievements in key areas such as mathematics, science, and language arts. These findings suggest that the educational strategies, teaching methodologies and teachers' leadership practices employed are highly effective in fostering academic excellence. The students' success in core subjects demonstrates their strong understanding and mastery of fundamental concepts reflecting the quality of instruction and the supportive learning environment especially on the teachers' leadership practices.

III. CONCEPTUAL FRAMEWORK

The conceptual framework is presented in figure 1. First, the independent variable which is the teachers' leadership practices categorized into five (5) indicators namely: working with others, decision-making regarding teaching, working outside classroom duties, trust among others, and expectations on pupils' academic performance and job satisfaction with a total of twenty-five (25) items, researcher-made questionnaire but validated and pilot tested. Next, the dependent variable is the pupils' academic performance in English, Mathematics, Science, Filipino and Makabayan taken from the different teacher-advisers. This study intends to determine the teachers' leadership practices in relation to pupils' academic performance.

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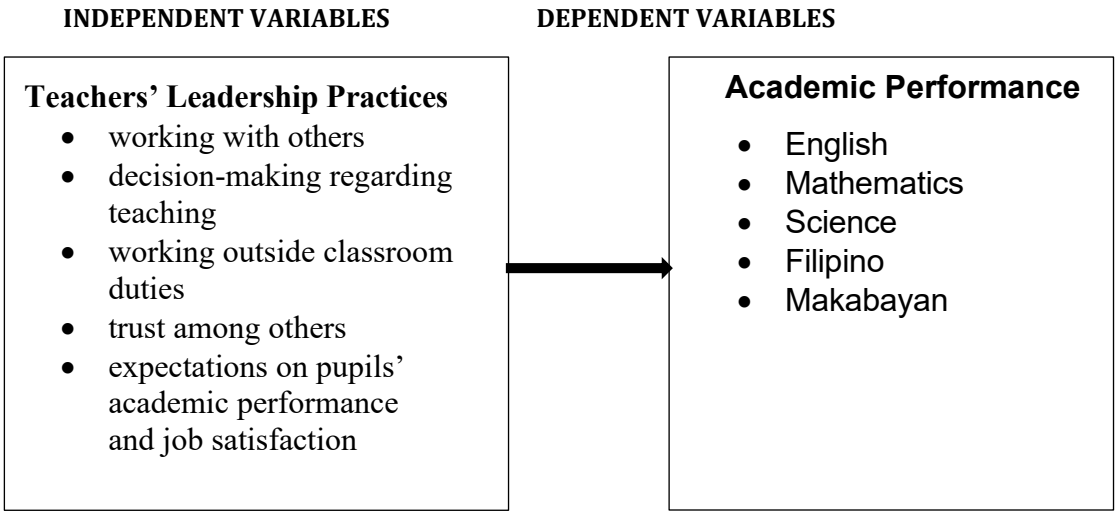

Source: Researcher-made (Validated) Source: DepEd Teacher-Advisers

Statement of the Problem

This study aimed to determine the teachers' leadership practices in relation to the pupils' academic performance in English, Mathematics, Science, Filipino and Makabayan in Piñan District, Schools Division of Zamboanga del Norte during the school year 2013-2014. Specifically, it sought to answer the following questions:

1. What is the perceived level of teachers' leadership practices as rated by themselves and the administrators in terms of:
   1.1 working with others;
   1.2 decision-making regarding teaching;
   1.3 working outside classroom duties;
   1.4 trust among others; and
   1.5 expectations on pupils' academic performance and job satisfaction?
2. What is the level of pupils' academic performance in the five (5) learning areas in Piñan District during the school year 2013 – 2014?
3. Is there a significant difference between the teachers' and administrators' ratings on the perceived level of teachers' leadership practices?
4. Is there a significant relationship between the perceived level of teachers' leadership practices and the level of pupils' academic performance?

Hypotheses

1. There is no significant difference between the teachers' and the administrators' ratings on the perceived level of teachers' leadership practices.
2. There is no significant relationship between the perceived level of teachers' leadership practices and the level of pupils' academic performance.

Scope and Limitation of the Study

This study was limited to the teachers' leadership practices as rated by the one hundred thirteen (113) teachers themselves and the twenty-two (22) administrators of the elementary schools in Piñan District, Schools Division of Zamboanga del Norte. The scope is limited to five (5) indicators of teachers' leadership practices with twenty-five (25) items as the independent variables such as: working with others; decision-making regarding teaching; working outside classroom duties; trust among others; and expectations on pupils' academic performance and job satisfaction. The dependent variable consists of the pupils' academic performance in English, Mathematics, Science, Filipino and Makabayan during the school year 2013-2014. This study is intended to determine the relationship between the perceived level of teachers' leadership practices and the level of pupils' academic performance.

IV. RESEARCH METHODOLOGY

This study utilized the descriptive-correlational research design Specifically. it employed the survey method to gather the necessary data. The survey method was used to collect data on teachers' leadership practices through a researcher-made questionnaire which was pilot-tested in another district not involved in the study. The pupils'

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academic performances of the five (5) learning areas were taken from the different class advisers. According to Fowler (2020), surveys are highly effective in educational and social science research because they provide reliable insights into participants' attitudes, behaviors, and experiences allowing for the collection of standardized data efficiently. Furthermore, the correlational research design was appropriate as this study aimed to investigate the statistical relationship between two variables: the teachers' leadership practices and the pupils' academic performance. As described by Coe et al. (2021), correlational research is a non-experimental approach that systematically examines the associations among variables without manipulating or interfering with them. This design enabled the researcher to determine whether a significant relationship exists between the leadership practices demonstrated by teachers and the academic performance of their pupils.

The researcher was granted permission by the Schools Division Superintendent to float her questionnaires to the respondents in order to gather data. Ethical consideration was sought from the Ethics and Review Committee of Andres Bonifacio College, Inc. and from the Ethics Committee of the Schools Division of Zamboanga del Norte to proceed with the data gathering and informed consent was given to the individual respondent for his/her approval to participate in the study. The following scoring guide with its range of values and descriptive interpretation was used. The scoring procedure for the teachers' leadership practices and the pupils' academic performance is presented below.

Scoring Procedure

Teachers' Leadership Practices

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High /Very Frequent
4	3.41-4.20	Agree	High/Often
3	2.61-3.40	Somewhat Agree	Average/Sometimes
2	1.81-2.60	Disagree	Low/Rarely
1	1.00-1.80	Strongly Disagree	Very Low/Never

Pupils' Academic Performance

The data on academic performance of pupils were taken from the teachers' records and documents they submitted. The interpretation was based on the following:

Scale	Range of Values	Interpretation
5	4.21-5.00	Outstanding
4	3.41-4.20	Very Good
3	2.61-3.40	Good
2	1.81-2.60	Fair
1	1.00-1.80	Poor

V. DATA PRESENTATION AND ANALYSIS

The data are presented according to the statement of the problem. The study answered the following questions.

1.What is the perceived level of teachers' leadership practices as rated by themselves and their administrators in terms of: working with others, decision-making regarding teaching, working outside classroom duties, trust among others, expectations on pupils' academic performance and job satisfaction?

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Table 1 Perceived Level of Teachers' Leadership Practices in Terms of Working With Others

Items	Administrators		Teachers	
	AWV	**D**	**AWV**	**D**
1. Voiced personal thoughts about teaching or learning with other teachers?	4.00	O	4.08	O
2. Assisted another teacher who specifically asked for or needed support?	4.05	O	4.07	O
3. Worked with other teachers to solve a school problem not about your class?	4.02	O	4.05	O
4. Took an action that increased parent participation here at school?	4.03	O	4.08	O
5. Complemented or thanked another teacher for work done to improve the school.	4.00	O	4.10	O
6. Asked another teacher for advice or help with a teaching problem	4.02	O	4.06	O
Overall	**4.02**	**O**	**4.07**	**O**

AWV=Average Weighted Value, D=Description as O=Often

Table 1 presents the data on teacher leadership practices in terms of working with others. The data show that the average weighted values and overall means fall within the range of 3.41 – 4.20 which is described as "Often" manifested. This means that teachers frequently demonstrate leadership by voicing their opinions regarding teaching and learning, assisting colleagues who need support, collaborating to solve school problems, initiating actions to increase parent participation, expressing appreciation to fellow teachers, and seeking advice when needed. The overall result implies that the teachers in Piñan District possess strong interpersonal skills and a collaborative spirit. They effectively foster camaraderie, cooperation, and healthy professional relationships among teachers. Their willingness to work together establishes a supportive network that defines a positive and harmonious school culture. This finding is supported by Ngyuyen et al., (2020) who stressed that when teachers collaborate or work through peer mentoring, team teaching, and professional learning communities, they develop stronger instructional practices and drive school-wide improvement. Moreover, Garcia and Torres (2019) affirmed that collaboration or working with others build collective efficacy which significantly impacts pupil achievement and enhances teachers' job satisfaction. Similarly, Liu et al. (2020) emphasized that working closely with colleagues enables knowledge sharing and pedagogical innovation, making schools more adaptive to the changing demands of the educational system.

Table 2 Perceived Level of Teachers' Leadership Practices in Terms of Decision-making Regarding Teaching

Items	Administrators		Teachers	
	AWV	D	AWV	D
1. Sought advice from another teacher, an article, or a book about a better way to teach something?	4.10	O	4.12	O
2. Tried a strategy in your classroom that you had never tried before?	4.12	O	4.00	O
3. Kept note of student behaviors and, as a result, changed teaching strategy?	4.05	O	4.00	O
4. Independently solved a problem that may actually have been an administrator's job to fix?	4.00	0	4.00	0
	4.07	O	4.04	O

AWV=Average Weighted Value D=Description as O=Often

Table 2 shows the data on the teacher leadership practices in terms of decision-making regarding teaching. The results indicate that the weighted values fall within the range of 3.41 – 4.20 which is interpreted

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as "Often" manifested. This implies that teachers frequently make sound decisions regarding instruction. Specifically, they often seek advice from colleagues or references to improve their teaching methods, experiment with new strategies, and adjust their approaches based on observed student behaviors and learning needs. Furthermore, teachers take the initiative to solve problems independently, especially when administrators are occupied with other responsibilities. They act as support systems who supplement the needs of the school and address the gaps whenever necessary, demonstrating resourcefulness and professional maturity. In general, the teachers show competence and confidence in choosing the appropriate course of action, proving that they are capable of making sound decisions that benefit the teaching and learning process. This finding is supported by Wenner and Campbell (2017) who stated that teachers who are empowered to make instructional decisions demonstrate greater commitment to tailoring strategies that address pupils' diverse needs. Similarly, Poekert et al. (2016) affirmed that shared decision-making among teachers enhances instructional innovation and fosters a sense of professional ownership leading to improved educational outcomes.

Table 3 Perceived Level of Teachers' Leadership Practices in Terms of Working Outside Classroom Duties

Items	Administrators		Teachers	
	AWV	D	AWV	D
1.Took time out to help a teacher deal with changes at school.	4.12	O	4.15	O
2. Met with a teacher to improve their practices to meet school goals.	4.08	O	4.18	O
3. Spoke out on behalf of pupils whose needs weren't being met.	4.05	O	4.10	O
4. Modeled reflection leading to improvement of practices in the classroom which may have impacted other teachers.	4.00	A	4.02	A
5. Took an action whose goal was increasing the success of all the pupils in this school.	4.05	A	4.08	A
6. Played an important role in building the professional community here in school.	4.06	A	4.06	A
Overall	**4.03**	**A**	**4.05**	**A**

AWV=Average Weighted Value D=Description as O=Often A=Always

Table 3 reflects the teachers' leadership in terms of working outside classroom duties. The data reveal that the first three items were rated as "Often" manifested, while the last three items were rated as "Agree" or "Always" by both groups of respondents. This indicates that teachers actively demonstrate leadership even beyond their regular classroom instruction. They willingly extended assistance to colleagues, support

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students with their concerns and dedicate time and effort outside teaching hours to ensure that school objectives are met. Furthermore, their involvement extends to building a strong professional community and engaging in activities that benefit the wider society. By organizing groups and collaborating with local stakeholders, teachers contribute to the development of a better community. These extension services reflect their commitment not only to education but also to social responsibility and public service. This finding is supported by York-Barr and Duke (2017) who confirmed that teachers who take on roles such as mentoring colleagues, leading professional development, and participating in policy discussions significantly contribute. Moreover, Nguyen, et al., (2020) emphasized that assuming responsibilities beyond the classroom enhances teachers' professional identity and empowers them to advocate for student-centered reforms. Bingham, (2021) likewise stated that engaging in school-wide and community initiatives not only supports institutional goals but also fosters a stronger sense of teacher potency and collective efficacy.

Table 4 Perceived Level of Teachers' Leadership Practices in Terms of Trust Among Others

Items	**Administrators**		**Teachers**	
	AWV	**D**	**AWV**	**D**
1. Teachers in this school were respectful of the opinions and beliefs, whether they agreed with you or not.	4.12	A	4.18	A
2. It was safe to openly disagree with others during school meetings.	4.15	A	4.15	A
3. The teachers felt supported in the work by other teachers here at school.	4.02	A	4.12	A
4. The teachers welcomed views of other teachers that were different from one's own here at school.	4.03	A	4.16	A
Overall	**4.00**	**A**	**4.15**	**A**

AWV=Average Weighted Value D=Description as A=Always

Table 4 portrays the profile of teachers' leadership practices in terms of trust among others. The results indicate that teachers consistently demonstrate high regard for others by showing respect for diverse opinions, expressing disagreements constructively and feeling supported by their colleagues and superiors. They are open-minded and welcoming of ideas that differ from their own, fostering an atmosphere of mutual respect. This implies that the teachers in Piñan District are exercising leadership at their respective levels by building strong relationships based on trust. Practicing these values is essential because trust is the foundation of effective leadership. If teachers cultivate trust now, they are better prepared to assume higher administrative responsibilities in the future as they have already developed the interpersonal skills necessary to lead people effectively. This finding is supported by Tschannen-Moran and Gareis (2015) who stated that when educators trust one another, collaboration becomes more meaningful, leading to shared decision-making and collective responsibility for student learning. Similarly, Adams and Forsyth (2025) revealed that trust enhances communication, reduces conflict and promotes a positive school climate where teachers feel empowered to lead beyond their classrooms. Furthermore, Altunay and Erol (2024) emphasized that trust in colleagues and administrators strengthens teachers' professional identity and increases their willingness to engage in innovative practices that directly improve student outcomes.

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Table 5 Perceived Level of Teachers' Leadership Practices in Terms of Expectations on Pupils' Academic Performance and Job Satisfaction

Items	Administrators		Teachers	
	AWV	D	AWV	D
1.The most important factor in the pupils' achievement is relationship with them.	4.12	A	4.18	A
2.The teachers are responsible for the success of the pupils in the classroom.	4.19	A	4.18	A
3.The teachers spend time thinking about ʌhat works and what doesn't work in the claclassroom l make changes to improve teateaching.	4.09	A	4.18	A
4. The teachers make certain to translate the school's goals for improvement into one's own classroom practices.	4.04	A	4.17	A
5. The teachers derive satisfaction from work in the classroom and the relationships with the pupils.	4.06	A	4.18	A
Overall	**4.13**	**A**	**4.18**	**A**

AWV=Average Weighted Value D=Description as A=Always

Table 5 presents the data on the teachers' leadership practices in terms of expectations on pupils' academic performance and job satisfaction. The results show that the average weighted values fall within the range of 3.41 - 4.20 which is interpreted as "Agree" or "Always" manifested. This indicates that both teachers and administrators concur that teachers are highly focused on pupils' achievement. They firmly believe that establishing a positive and supportive relationship with pupils is the most critical factor in academic success. This aligns with the findings of Chen et al. (2022) and Losh et al. (2022) who emphasized that positive teacher-pupil relationships significantly enhance pupil engagement, motivation and overall academic performance. Such relationships serve as a secure foundation that encourages pupils to participate actively and persist in their studies. Furthermore, teachers demonstrate instructional leadership by constantly reflecting on their practices, evaluating what works best, and making necessary adjustments to improve learning outcomes. According to Ritonga et al. (2022) and Ashraf et al. (2016), reflective

teaching enables educators to become more adaptive, responsive to pupils' needs, and effective e in delivering instruction. This process also helps them align their classroom activities with the school's vision and goals, ensuring that instructional efforts are directed toward shared objectives In addition, the data reveal that teachers derived great professional satisfaction from their work, particularly when they see positive results and maintain good rapport with their pupils. This sense of fulfillment is closely linked to their leadership roles as supported by Papadopoulos and Karagiannakis (2022) and Edemo et al. (2025) who found that teachers who feel valued and empowered in their practice tend to be more satisfied, committed and motivated to excel.

The overall picture indicates that teachers in Piñan District possess strong leadership potentials that are clearly manifested both inside and outside the classroom. Their leadership is exemplary, consistent, and deeply embedded in their daily practice--to the point that it has become a natural part of their professional identity. They do not find it difficult to exercise leadership because it is rooted in their genuine concern for pupil welfare and their dedication to the teaching profession.

2. Is there a significant difference in the teachers' and administrators' ratings on the perceived level of teachers' leadership practices?

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Table 6 Test of Difference in the Teachers' and Administrators' Ratings on the Perceived Level of Teachers' Leadership Practices

Working w/ others	**Mean**	**StDev**	**SE Mean**	**t-value**	**p-value**
Administrators	4.0200	0.0190	0.0077	5.06	0.001
Teachers	4.0733	0.0175	0.0071		
Decision- Making Regarding Teaching	**Mean**	**StDev**	**SE Mean**		
Administrators	4.0675	0.0538	0.027	0.64	0.551
Teachers	4.0425	0.0568	0.028		
Working Outside Classroom Duties	**Mean**	**StDev**	**SE Mean**		
Administrators	4.0629	0.0368	0.014	1.64	0.133
Teachers	4.1043	0.0559	0.021		
Trust Among Others	**Mean**	**StDev**	**SE Mean**		
Administrators	4.0800	0.0648	0.032	2.09	0.128
Teachers	4.1525	0.0250	0.012		
Expectations on Pupils' Academic Performance and Job Satisfaction	**Mean**	**StDev**	**SE Mean**		
Administrators	4.1000	0.0587	0.026	2.96	0.042
Teachers	4.1780	0.00447	0.0020		

Table 6 discloses the test of difference between the teachers' and administrators' ratings on the perceived level of teachers' leadership practices. In terms of working with others, the computed t-value is 5.06 with a corresponding p-value of 0.001. Since the p-value is less than 0.05, the result is significant. This means that there is a statistical difference in how teachers and administrators perceive this aspect of leadership. Teachers rated themselves slightly higher than how administrators rated them indicating a variance in perception. This implies that while the teachers feel that they collaborate frequently, administrators may have a different standard or observation of how such collaboration is demonstrated in actual school settings. As regards decision-making regarding teaching, the computed t-value is 0.64 and the p-value is 0.551, which is greater than 0.05. This indicates no significant difference between the ratings which suggests that both groups share the same view regarding how teachers make decisions about instruction. The administrators' assessment essentially confirms the teachers' self-evaluation, signifying a clear and observable manifestation of decision-making skills. Similarly, for working outside classroom duties, the t-value is 1.64 and the p-value 0.133 which is not significant. This implies that there is a strong agreement between the two groups. Teachers practice leadership beyond their regular classes, and this is clearly evident and witnessed by the administrators. For trust among others, the result shows a t-value of 2.09 and a p-value of 0.128 which is

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not significant. This means that both parties perceive the level of trust and respect among faculty members in the same way, fostering a harmonious professional environment. However, in the aspect of expectations on pupils' academic performance and job satisfaction, the t-value is 2.96 and the p-value is 0.042which is significant. This indicates that there is a difference in perception, particularly that teachers view themselves as highly responsible and focused on pupil success more than how administrators perceive them. Despite this difference, the overall trend shows that for most areas, the ratings are congruent, signifying that teachers effectively demonstrate leadership practices as observed by both themselves and their superiors.

3. What is the level of pupils' academic performance in the five (5) areas in Piñan District during the school year 2013 – 2014?

Table 7 Level of Pupils' Academic Performance

Subjects	O	VG	G	F	P	Mean	D
English	123	162	246	413	200	2.64	G
Mathematics	89	145	183	410	317	2.37	F
Science	95	132	228	376	313	2.40	F
Filipino	211	189	313	221	210	2.97	G
Makabayan	203	200	302	214	225	2.95	G
Overall						2.67	G

Legend:4.21-5.00=Outstanding, 3.41-4.20=Very Good, 2.62-3.40=Good,1.81-2.60=Fair, 1.0-1.80=Poor

Table 7 exhibits the level of pupils' academic performance across the five learning areas. As gleaned from the data, English, Filipino, and Makabayan obtained mean scores of 2.64, 2.97 and 2.95 respectively, which are described as "Good". On the other hand, Science and Mathematics yielded lower means of 2.40 and 2.37 respectively categorized as "Fair". The overall mean performance of the pupils is 2.67, verbally interpreted as "Good". This implies that generally, the learners are meeting the basic competencies and standards required at their grade level. However, the results also indicate that while they perform well in language and social studies, they face greater challenges in the areas of Mathematics and Science. This finding is supported by Bandico (2002) who revealed that the academic performance of elementary pupils generally falls within the average level. Furthermore, this trend mirrors the findings from the international assessments such as the Trends in International Mathematics and Science Study {TIMSS} which consistently show that learners across various educational systems struggle with logical reasoning, analytical skills, and the application of concepts. According to TIMSS 2023 results, students typically perform better in recalling facts but encounter significant difficulties when required to apply knowledge and engage in higher-order thinking. The difficulty in these subjects is often attributed to their abstract nature and cumulative structure. Unlike the subjects that deal with concrete or observable phenomena, Mathematics and Science require students to manipulate symbols, understand theoretical relationships, and build upon previously learned skills – gaps in which can quickly lead to further difficulties. Additionally, research indicates that limited instructional time, lack of hands-on activities, and lower student confidence also contribute to lower achievement in these areas. Therefore, although the general performance is acceptable, there is a need to strengthen pedagogical approaches specifically in Mathematics and Science.

This includes using more concrete examples, providing ample opportunities for practice and fostering a positive learning environment to improve mastery and competence among learners.

4. Is there a significant relationship between the level of teachers' leadership practices and the level of pupils' academic performance?

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Table 8 Test of Relationship Between the Perceived Level of Teachers' Leadership Practice and the Level of Pupils' Academic Performance

Variables	Mean	SD	r-computed	t-computed	p-value
Teachers' Leadership Practices	4.08	3.211	0.132 Low correlation	4.75*	0.001
Pupils' Academic Performance	2.67	2.015			

Legend: α = 0.05

c.v. = 1.96

*** = significant**

Table 8 presents the results of the test of relationship between the perceived level of teachers' leadership practices and the level of pupils' academic performance. The data revealed a computed r-value of 0.132 indicating a low positive correlation. However, when subjected to the t-test, the computed value of 4.75 exceeds the critical value of 1.96 with a corresponding value of 0.001, which is less than 0.05. This result leads to the rejection of the null hypothesis, signifying that there is a significant relationship between the teachers' leadership practices and pupils' academic performance. Although the correlation is statistically low, the relationship is meaningful and valid. This implies that when teachers demonstrate effective leadership-such as being good role models, establishing positive rapport, and showing responsibility- they create a learning environment where pupils feel safe, motivated and encouraged to perform better. This finding is supported by Hallinger and Heck (2016) and Nguyen et al. (2020) whose meta-analysis confirmed that teacher leadership has a positive and significant influence on pupil learning outcomes. They explained that teachers who lead influence achievement not only through instruction but also by fostering a culture of high expectations and collective responsibility. Similarly, Leithwood and Riehl (2020) emphasized that leadership practices contribute significantly to school success by establishing order, setting clear goals, and building trusting relationships. When teachers are responsible and dedicated, these qualities are mirrored in the attitude and performance of their pupils. As the saying goes "quality input yields quality output." Therefore, the leadership behaviors demonstrated by the teachers serve as vital inputs that directly shape the quality of learning and academic performance of the pupils.

VI. CONCLUSION

Based on the findings of this study, it was concluded that teachers demonstrate leadership potential inside and outside the classroom. However, the overall academic performance remains a concern, particularly the low achievement levels in Mathematics and Science. Although there was a low correlation between the perceived level of teachers' leadership practices and the level of pupils' academic performance, there is still a need to continuously encouraged and support the teachers. It is recommended that the Curriculum Implementation Division (CID) Chief would provide the School Heads with concrete data on the teachers' leadership practices for proper monitoring. It is further recommended that the teachers would use these findings to enhance their instructional strategies especially in subjects where performance is low. Likewise, the pupils would use the results as basis for reflection to improve their learning engagement.

AUTHORS' CONTRIBUTION

Conceptualization, research methodology, data gathering, analysis and editing were done by all the authors.

CONFLICT OF INTEREST STATEMENT

All authors declare no conflict of interest.

ETHICAL REVIEW STATEMENT

The research was submitted to the Ethics and Review Board and was granted permission to proceed with the study. It has no human-sensitive issue.

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