



Azal Arts and Humanities

Volume 3, Issue 2, 2026

<https://azalpub.com/index.php/AAH>

OPEN ACCESS

RESEARCH ARTICLE

Article Info

Received: 3/6/2026

Accepted: 4/30/2026

Published: 5/30/2026

Best Practices in Pedagogy and Educational Administrative Leadership at Haliap National High School

¹ Mary Ann Julie P. Buccahan

Northeastern College, Santiago City

Abstract

This study examined the best practices in pedagogy and educational administrative leadership at Haliap National High School, with emphasis on how instructional practices and leadership behaviors contributed to instructional quality, teacher performance, and overall school effectiveness. Using a mixed-methods research design, the study integrated quantitative and qualitative approaches to provide a comprehensive analysis of teaching and leadership practices within the school context. Quantitative data were gathered through validated survey questionnaires administered to teachers and school administrators to measure levels of pedagogical practices and leadership practices. Descriptive statistics and correlation analysis were employed to determine the extent of these practices and their relationships. Qualitative data were collected through semi-structured interviews and classroom observations to capture participants' experiences, perceptions, and challenges related to pedagogy and leadership. The qualitative data were analyzed using thematic analysis. Findings revealed that pedagogical practices particularly instructional strategies, classroom management, learner engagement, and assessment methods were implemented at a high level. Educational administrative leadership practices, including instructional supervision, planning, decision-making, and support for teaching and learning, were also rated high. A significant positive relationship was found between pedagogical practices and leadership practices, indicating that strong leadership supported effective instruction. Qualitative findings further showed that structured lessons, consistent instructional routines, and supportive leadership enhanced teacher motivation, professional growth, and collaboration. However, challenges such as workload demands, time constraints, and limited resources constrained the consistent implementation of learner-centered and innovative pedagogical approaches. The study concludes that effective pedagogy and strong educational administrative leadership are mutually reinforcing and essential to sustaining instructional quality and school effectiveness. The findings provide valuable insights for strengthening teaching practices and leadership strategies in secondary school settings.

Keywords: pedagogical practices; educational administrative leadership; instructional quality; teacher performance; mixed-methods research

Introduction

Pedagogy and educational administrative leadership are interdependent components of effective schooling. While teachers directly influence learning through classroom instruction, school leaders shape the organizational, professional, and instructional environments in which teaching occurs. Studies have emphasized that learner-centered pedagogies such as active learning, formative assessment, and inclusive classroom practices are more likely to flourish in schools where leaders prioritize instructional supervision, professional collaboration, and continuous improvement (OECD, 2019; Robinson, Lloyd, & Rowe, 2008).

Moreover, leadership practices influence not only instructional quality but also teachers' professional growth, motivation, and collaboration. Supportive leadership has been linked to higher teacher morale, stronger professional learning communities, and improved school performance (Day et al., 2016). Despite this, teachers and school leaders often face challenges such as workload demands, limited resources, and policy constraints that affect the consistent implementation of best practices.

Anchored on these perspectives, this study examines the **best practices in pedagogy and educational administrative leadership at Haliap National High School**, focusing on how instructional and leadership practices interact to shape instructional quality, teacher performance, and school effectiveness.

Effective schooling is largely shaped by the quality of **pedagogical practices** and **educational administrative leadership** operating within an institution. Research has consistently shown that teachers' instructional strategies, classroom management, learner engagement techniques, and assessment practices significantly influence instructional quality and student learning outcomes (Hattie, 2009; Darling-Hammond et al., 2017). At the same time, strong educational leadership—characterized by clear planning, sound decision-making, instructional supervision, and sustained teacher support—plays a critical role in creating conditions that enable effective teaching and continuous school improvement (Leithwood, Harris, & Hopkins, 2020).

In the Philippine secondary education context, schools are guided by policies and frameworks such as the School-Based Management (SBM) framework and the Philippine Professional Standards for Teachers (PPST), which emphasize instructional leadership, teacher professionalism, and learner-centered pedagogy. However, the implementation of these frameworks varies across schools due to differences in leadership capacity, teacher readiness, institutional culture, and resource availability. Understanding how pedagogy and leadership are enacted at the school level is therefore essential for strengthening educational practice and school effectiveness.

Haliap National High School serves as a key learning institution in its locality and provides an appropriate context for examining how pedagogical practices and administrative leadership work together to influence instructional quality, teacher performance and overall school effectiveness.

Several studies support the strong link between pedagogy, leadership, and school effectiveness. Hattie (2009) identified teacher-related practices and instructional leadership as among the most influential factors affecting learning outcomes. Darling-Hammond et al. (2017) emphasized that effective pedagogy is sustained when school leaders actively support professional development and instructional improvement.

Leithwood et al. (2020) highlighted that successful school leadership indirectly influences student learning by shaping teacher motivation, working conditions, and instructional focus. Robinson et al. (2008) found that leadership practices related to instructional supervision and professional learning had stronger effects on student outcomes than administrative or managerial tasks alone. In the Philippine context, Bernardo (2012) noted that while learner-centered pedagogy is widely promoted, its classroom implementation depends heavily on leadership support, school culture and institutional resources.

Extensive research has established that effective pedagogy and educational leadership are critical drivers of instructional quality and school effectiveness. **Hattie (2009)** emphasized that teacher instructional practices, particularly clarity of instruction, feedback, and classroom management, have strong effects on student learning. Complementing this, **Darling-Hammond et al. (2017)** found that learner-centered pedagogical practices are more sustainable when supported by strong instructional leadership and continuous professional development.

Leadership-focused studies further highlight the role of school administrators in shaping teaching quality. **Robinson, Lloyd, and Rowe (2008)** demonstrated that leadership practices centered on instructional supervision and teacher learning had a greater impact on student outcomes than purely administrative leadership. Similarly,

Leithwood, Harris, and Hopkins (2020) affirmed that effective school leaders indirectly influence learning by enhancing teacher motivation, collaboration, and instructional focus.

Research on teacher performance and motivation underscores the importance of supportive leadership. Day, Gu, and Sammons (2016) found that leadership practices that foster trust, shared decision-making, and professional collaboration positively affect teacher commitment and instructional effectiveness. OECD (2019) likewise reported that schools with strong instructional leadership and collaborative cultures showed higher levels of teacher efficacy and student engagement.

Studies on pedagogical practices highlight the importance of learner-centered and inclusive instruction. Black and Wiliam (1998) established that formative assessment practices significantly improve teaching and learning when integrated into daily instruction. Boaler (2016) emphasized that engaging, student-centered pedagogies enhance learner participation and deepen conceptual understanding, particularly in diverse classrooms.

In the Philippine context, Bernardo (2012) noted that while learner-centered pedagogy is promoted through national reforms, its effective implementation largely depends on school leadership, teacher capacity, and available resources. Similarly, Tan (2017) observed that variations in leadership practices and institutional support contribute to differences in instructional quality across public secondary schools. Corpuz and Salandanan (2013) further emphasized that effective school administration strengthens instructional delivery by aligning teaching practices with curriculum goals and learner needs.

Collectively, these studies affirm that best practices in pedagogy and educational administrative leadership are interconnected and mutually reinforcing, underscoring the importance of examining both dimensions within a single school context.

Although existing literature has established the importance of pedagogy and educational leadership in promoting school effectiveness, most studies focus either on instructional practices or leadership behaviors in isolation, often at the system or policy level. There is limited research that examines how pedagogical practices and administrative leadership interact within a single secondary school context, particularly in rural or context-specific Philippine settings.

Specifically, there is a lack of empirical studies that simultaneously explore (1) teachers' pedagogical practices, (2) school leaders' administrative and instructional leadership practices, (3) their combined influence on instructional quality and teacher performance, and (4) the challenges and support systems affecting implementation. This study addresses these gaps by providing a comprehensive, school-based analysis of pedagogy and educational administrative leadership at Haliap National High School, with the aim of generating evidence-based recommendations for strengthening teaching and leadership practices.

Research Objectives

The study aims to examine the best practices in pedagogy and educational administrative leadership at Haliap National High School. Specifically, it seeks to identify and describe the effective pedagogical practices employed by teachers in terms of instructional strategies, classroom management, learner engagement, assessment methods, and the use of learner-centered approaches. It also aims to examine the leadership practices of school administrators in areas such as planning, decision-making, instructional supervision, and support for teaching and learning. Furthermore, the study analyzes how pedagogical practices and administrative leadership interact to influence instructional quality, teacher performance, and overall school effectiveness. The study also assesses the perceived impact of leadership practices on teachers' professional growth, collaboration, and motivation, and identifies the challenges and constraints encountered by teachers and school leaders in implementing best practices. Finally, it examines the institutional support systems and policies that enable or hinder effective pedagogy and leadership and proposes evidence-based recommendations to strengthen pedagogical practices and educational administrative leadership at Haliap National High School.

Research Method

The study employed a mixed-methods research design to examine the best practices in pedagogy and educational administrative leadership at Haliap National High School. This design was used to generate a comprehensive understanding of the phenomenon by combining quantitative data on pedagogical and leadership practices with

qualitative data that captured the experiences, perceptions, and challenges of teachers and school administrators. The mixed-methods approach allowed the study to determine levels of practice, analyze relationships among variables, and provide in-depth explanations of how pedagogy and leadership influenced instructional quality and school effectiveness.

The research locale was Haliap National High School, which was purposively selected due to its relevance as a public secondary school implementing instructional and administrative reforms. The participants included classroom teachers and school administrators. Teachers were selected using stratified random sampling to ensure representation across subject areas and grade levels, while school administrators were selected through purposive sampling based on their leadership roles and responsibilities.

Quantitative data were collected using researcher-made survey questionnaires, which were validated by experts in education and pilot-tested prior to administration. The instruments measured pedagogical practices in terms of instructional strategies, classroom management, learner engagement, assessment methods, and learner-centered approaches, as well as leadership practices related to planning, decision-making, instructional supervision, and teacher support. Descriptive statistics were used to determine levels of practices, while correlational analysis was employed to examine the relationship between pedagogical practices, administrative leadership, and indicators of instructional quality and teacher performance.

Qualitative data were gathered through semi-structured interviews and classroom observations. Interviews were conducted with selected teachers and administrators to explore leadership influence, professional growth, collaboration, motivation, and challenges encountered in implementing best practices. Classroom observations documented actual instructional practices and teacher-learner interactions. Qualitative data were analyzed using thematic analysis, involving transcription, coding, categorization, and theme development aligned with the study objectives.

To ensure validity, reliability, and trustworthiness, the study employed expert validation of instruments, data triangulation, and ethical procedures including informed consent, confidentiality, and voluntary participation. This methodology enabled the study to produce reliable and context-specific findings on pedagogy and educational administrative leadership at Haliap National High School.

Results and Findings of the Study

The results are presented in two parts: quantitative findings, which describe the level of pedagogical and leadership practices and their relationships, and qualitative findings, which explain these results through themes drawn from interviews and observations at Haliap National High School.

A. Quantitative Results

Table 1

Level of Pedagogical Practices

Pedagogical Practices	Mean	SD	Descriptive Interpretation
Instructional Strategies	3.72	0.41	High
Classroom Management	3.78	0.38	High
Learner Engagement	3.65	0.45	High
Assessment Methods	3.69	0.43	High
Learner-Centered Approaches	3.58	0.47	High
Overall Pedagogical Practices	3.68	0.43	High

Teachers demonstrated a **high level of pedagogical practices**, particularly in classroom management and instructional strategies. These results indicate that teachers consistently implemented effective classroom practices that promoted order, clarity, and learner participation, though learner-centered approaches showed slightly lower emphasis compared to other practices.

Table 2

Level of Educational Administrative Leadership Practices

Leadership Practices	Mean	SD	Descriptive Interpretation
Planning and Goal Setting	3.74	0.40	High
Decision-Making	3.70	0.42	High
Instructional Supervision	3.76	0.39	High
Support for Teaching and Learning	3.81	0.36	High
Overall Leadership Practices	3.75	0.39	High

School administrators exhibited a high level of leadership practices, with strongest ratings in instructional supervision and teacher support. This suggests that leadership at the school actively promoted instructional improvement and teacher assistance, creating conditions supportive of effective pedagogy.

Table 3

Relationship Between Pedagogical Practices and Leadership Practices

Variables	r-value	p-value	Interpretation
Pedagogical Practices and Leadership Practices	0.69	0.001	Significant Relationship

Correlation analysis revealed a moderate to strong positive relationship between pedagogy and administrative leadership. This result indicates that stronger leadership practices were associated with more effective pedagogical implementation, highlighting the interdependence of teaching and leadership in school effectiveness.

B. Qualitative Results

Qualitative data were analyzed thematically to explain and enrich the quantitative findings.

Theme 1: Structured and Consistent Pedagogical Practices Enhance Instructional Quality

Teachers consistently used clear lesson objectives, structured activities, and guided instruction to support learner understanding.

Participant Responses:

“Sinisigurado naming malinaw ang layunin at proseso ng aralin bago mag-activity.” (Teacher)

“Mas naiintindihan namin ang lesson kapag sunod-sunod ang paliwanag.” (Student)

This theme explains the high quantitative ratings for instructional strategies and classroom management, showing that structured pedagogy improved clarity and learning effectiveness.

Theme 2: Instructional Leadership as a Driver of Effective Teaching

School leaders actively monitored instruction, provided feedback, and supported teachers' instructional needs.

Participant Responses:

"Regular kaming ino-observe at binibigyan ng feedback ng school head." (Teacher)

"Ang suporta ng admin ang nagpapalakas ng loob naming mag-innovate." (Teacher)

This theme supports the high leadership ratings and confirms that instructional supervision and support strengthened teaching quality.

Theme 3: Leadership Practices Foster Teacher Motivation and Professional Growth

Teachers experienced increased motivation and collaboration due to inclusive leadership and professional support.

Participant Responses:

"May tiwala ang admin sa amin kaya mas ganado kaming magturo." (Teacher)

"Encouraged ang collaboration at sharing ng best practices." (Teacher)

This theme explains how leadership practices influenced teacher morale, collaboration, and professional growth key indicators of school effectiveness.

Theme 4: Challenges in Sustaining Learner-Centered and Innovative Practices

Despite strong practices, teachers and leaders encountered constraints such as workload, time limitations, and resource shortages.

Participant Responses:

"Minsan mahirap mag-implement ng learner-centered activities dahil sa dami ng tasks." (Teacher)

"Limited ang resources para sa innovation." (Administrator)

This theme explains the slightly lower quantitative ratings for learner-centered approaches and highlights areas requiring additional institutional support.

Discussion

The findings of the study indicate that both pedagogical practices and educational administrative leadership at Haliap National High School were implemented at a high level and were closely interrelated in promoting instructional quality and school effectiveness. Quantitative results showed that teachers consistently demonstrated effective instructional strategies, classroom management, learner engagement, and assessment practices, while school administrators exhibited strong leadership in planning, decision-making, instructional supervision, and support for teaching and learning. These findings were reinforced by qualitative evidence showing that structured lessons, clear instructional routines, and guided activities enhanced learner understanding and classroom participation.

The significant relationship between pedagogical practices and leadership practices highlights the complementary roles of teachers and school leaders in achieving effective instruction. Instructional leadership practices such as regular classroom observation, constructive feedback, and professional support created conditions that enabled teachers to implement best pedagogical practices with confidence. Moreover, leadership practices that encouraged collaboration and shared decision-making positively influenced teachers' motivation, professional growth, and willingness to innovate in their teaching.

Despite these strengths, the study revealed challenges that constrained the consistent implementation of learner-centered practices in the *Azal Arts and Humanities* department.

centered and innovative pedagogical approaches. Teachers and administrators cited workload demands, time constraints, and limited instructional resources as barriers to sustaining more interactive and student-centered practices. These challenges help explain the comparatively lower quantitative ratings for learner-centered approaches and underscore the need for institutional support to sustain pedagogical innovation.

Hence, the convergence of quantitative and qualitative findings affirms that effective pedagogy and strong educational leadership are mutually reinforcing and essential to maintaining instructional quality and school effectiveness.

Conclusions

Based on the findings, the study concludes that Haliap National High School demonstrated best practices in both pedagogy and educational administrative leadership. Teachers' use of structured, well-managed, and engaging instructional practices contributed to effective classroom learning, while school administrators' leadership practices supported instructional improvement and teacher development.

The study further concludes that pedagogical effectiveness is strongly influenced by leadership practices that prioritize instructional supervision, professional collaboration, and teacher support. Although challenges related to resources and workload were present, existing leadership and support systems enabled the school to sustain high levels of instructional quality.

Overall, the study confirms that the integration of effective pedagogical practices and supportive educational leadership significantly contributes to instructional quality, teacher performance, and overall school effectiveness.

Recommendations of the Study

Based on the conclusions, the following recommendations are offered:

For Teachers

Teachers are encouraged to sustain effective pedagogical practices while gradually expanding the use of learner-centered and innovative instructional approaches. Continuous reflection on teaching strategies and collaboration with colleagues may further enhance instructional effectiveness.

For School Administrators

School administrators should continue strengthening instructional leadership by providing regular feedback, mentoring, and professional learning opportunities. Allocating time and resources for instructional innovation may support the broader implementation of learner-centered practices.

For Professional Development

Targeted professional development programs focusing on learner-centered pedagogy, instructional innovation, and assessment for learning should be implemented to enhance both teaching and leadership competencies.

For Policy Makers and Education Stakeholders

Education authorities may consider providing additional support in terms of resources, reduced administrative workload, and capacity-building initiatives to enable schools to sustain best practices in pedagogy and leadership.

For Future Research

Future studies may explore similar topics in other secondary schools or adopt longitudinal designs to examine the long-term impact of pedagogical and leadership practices on student outcomes and school performance.

References

- Bernardo, A. B. I. (2012). Education reform and student learning outcomes in the Philippines. *Philippine Journal of Psychology*, 45(2), 123–145.
- Azal Arts and Humanities*

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Boaler, J. (2016). *Mathematical mindsets: Unleashing students' potential through creative math, inspiring messages and innovative teaching*. Jossey-Bass.
- Corpuz, B. B., & Salandanan, G. G. (2013). *Principles of teaching 1*. Lorimar Publishing.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://doi.org/10.54300/122.311>
- Day, C., Gu, Q., & Sammons, P. (2016). *The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies*. Education Development Trust.
- Department of Education. (2015). *School-based management assessment tool (SBM)*. DepEd Philippines.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- OECD. (2019). *TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/10.1177/0013161X08321509>
- Tan, C. (2017). Educational reforms in the Philippines: Challenges and prospects. *Asia Pacific Journal of Education*, 37(3), 318–330. <https://doi.org/10.1080/02188791.2017.1310174>
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357–385. <https://doi.org/10.3102/0034654313483907>