

# Instructional Leadership Skills and Its Influence on Learners' Resiliency and Self-Efficacy

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## ABSTRACT

This study investigated the influence of instructional leadership skills on learners' resiliency and self-efficacy in two public secondary schools in San Vicente, Camarines Norte. Grounded in Bandura's self-efficacy theory, Richardson's resilience metatheory, and the Philippine Professional Standards for Teachers (PPST), the research employed a quantitative descriptive-correlational design.

A total of 71 teachers and 247 learners from Grades 11 and 12 participated through total enumeration sampling. Data were gathered using validated survey instruments adapted from the PPST and related frameworks, covering domains of content knowledge and pedagogy, learning environment, diversity of learners, and community linkages, alongside measures of resiliency and self-efficacy. Weighted mean scores were computed to assess levels of instructional leadership, resiliency, and self-efficacy, while Pearson's product-moment correlation coefficient was applied to determine significant relationships at the 0.05 level of significance.

Results revealed that school leaders demonstrated strong instructional leadership in content knowledge, pedagogy, and community linkages, with notable influence on learners' perseverance, problem-solving, competence, and persistence. However, reflective practices and adaptive help were rated lower, indicating areas for improvement. Significant correlations were found between instructional leadership and both resiliency and self-efficacy, particularly between content knowledge and learner persistence.

These findings highlight that effective instructional leadership not only enhances teaching practices but also directly fosters learners' adaptability, confidence, and self-regulated learning. The study recommends the establishment of a Strengthening Instructional Leadership Program to address gaps in reflective learning and adaptive support, thereby promoting resilience and empowering learners toward greater independence and academic growth.

**Keywords:** Instructional leadership skills, learners' resiliency, learners' self-efficacy, influence, leadership skills

## INTRODUCTION

Instructional leadership has long been recognized as a critical factor in shaping effective teaching and learning environments. Globally, school leaders who prioritize instructional leadership foster improved teacher practices, student engagement, and academic achievement (Girgis, 2023). Beyond academic outcomes, instructional leadership also plays a vital role in cultivating learners' social-emotional competencies, particularly resiliency and self-efficacy, which are essential for navigating challenges in rapidly evolving educational contexts (Fernandez and Tagadiad, 2024).

Resiliency refers to the ability of learners to persevere, adapt, and recover from setbacks, while self-efficacy reflects their confidence in managing tasks and achieving goals (Bandura, 1997; Richardson, 2002).

Studies have shown that strong instructional leadership enhances these learner attributes by promoting supportive environments, effective feedback, and inclusive practices (Jamisola and Cabrejas, 2025). In the Philippine context, however, schools often face resource limitations, uneven leadership competence, and gaps in

professional development, which hinder the consistent implementation of learner-centered leadership strategies (Department of Education, 2017).

Recent research highlights that while instructional leadership positively influences perseverance and problem-solving, its impact on reflective practices and adaptive learning remains limited (Caong and Israel, 2023). This gap suggests the need for leadership approaches that not only strengthen content knowledge and pedagogy but also encourage reflection, self-awareness, and adaptive help-seeking behaviors. Addressing these areas is timely, given growing concerns about declining student motivation, low self-confidence, and limited coping mechanisms in Philippine secondary schools.

This study therefore investigates the extent to which instructional leadership skills influence learners' resiliency and self-efficacy in selected public secondary schools in San Vicente, Camarines Norte. By identifying leadership practices that contribute to these learner outcomes, the research aims to provide evidence-based recommendations for enhancing professional development, collaborative leadership, and learner-centered strategies. Ultimately, the study seeks to bridge the research gap by proposing an innovation the Strengthening Instructional Leadership Program that can empower learners to become more resilient, confident, and self-directed in their academic journey.

### **Research Questions**

This study determined the instructional leadership skills and its influence on learners' resiliency and self-efficacy.

**Specifically, this sought answers to the following questions:**

**What is the level of instructional leadership skills among school leaders in terms of:**

1. content knowledge and pedagogy;
2. learning environment;
3. diversity of learners; and
4. community linkages and professional development?

**What is the influence of instructional leadership skills on learners' resiliency in terms of:**

1. perseverance;
2. reflecting;
3. problem-solving; and
4. adaptive help?

Is there significant relationship between the level of instructional leadership skills and learners' resiliency?

**What is the influence of instructional leadership skills on learners' self-efficacy in terms of:**

1. competence;
2. persistence; and
3. self-regulated learning?

Is there significant relationship between the level of instructional leadership skills and learners' self-efficacy?

What intervention may be proposed to enhance learners' resiliency and self-efficacy?

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## METHODOLOGY

### Locale of the Study

The study was conducted in two public secondary schools located in San Vicente, Camarines Norte. The names of the institutions are withheld to maintain confidentiality and because formal permission for disclosure was not obtained.

### Research Design

A quantitative descriptive-correlational design was employed to examine the relationship between instructional leadership skills and learners' resiliency and self-efficacy. This design was chosen because it allows for systematic measurement of variables and determination of significant associations between them.

### Respondents and Sampling Method

The respondents consisted of 71 teachers and 247 learners from Grades 11 and 12 across different academic strands (Humanities and Social Sciences [HUMSS], Technical-Vocational-Livelihood [TVL], and General Academic Strand [GAS]). A total enumeration sampling technique was used, meaning all available teachers and learners in the selected schools were included. This ensured inclusiveness and minimized sampling bias.

### Research Instrument

**The primary instrument was a structured survey questionnaire divided into three parts:**

Part I: Instructional leadership skills, adapted from the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017). This section covered four domains: content knowledge and pedagogy, learning environment, diversity of learners, and community linkages.

Part II: Learners' resiliency, adapted from the PST framework, measuring perseverance, reflection, problem-solving, and adaptive help.

Part III: Learners' self-efficacy, adapted from Barrera (2021), focusing on competence, persistence, and self-regulated learning.

The instrument contained Likert-scale items (4-point scale), ranging from Very Low to Very High or Not Influential to Highly Influential. Expert validation was conducted to ensure content validity, and pilot testing was performed with a small group of respondents outside the study locale to refine clarity and reliability.

### Data Gathering Procedure

Prior to data collection, permission was secured from the Schools Division Office and the District Supervisor. Informed consent was obtained from both teachers and learners to ensure voluntary participation and confidentiality. The validated questionnaires were distributed, collected, and coded systematically. Responses were anonymized to protect privacy.

### Data Analysis

Quantitative data were analyzed using statistical software. Weighted mean was used to determine the levels of instructional leadership, resiliency, and self-efficacy. Pearson's product-moment correlation coefficient ( $r$ ) was applied to test the strength and direction of relationships between instructional leadership skills and learner outcomes, with a 0.05 level of significance as the threshold for statistical relevance.

### Scope and Limitations

The study focused only on two public secondary schools in San Vicente, Camarines Norte, limiting the generalizability of findings to other contexts. The use of self-reported survey data may introduce response bias,

as participants could provide socially desirable answers. Furthermore, the study measured correlations but did not establish causality. Despite these limitations, the research provides valuable insights into the influence of instructional leadership on learners’ resiliency and self-efficacy, and proposes an intervention program that may be adapted in similar educational settings.

## RESULTS AND DISCUSSION

### Level of Instructional Leadership Skills A. Content Knowledge and Pedagogy

Teachers rated instructional leadership skills as very high with the overall weighted mean =3.50, while learners rated it high with the overall weighted mean =3.03. This shows that teachers directly experience strong guidance and support from school leaders, while learners benefit more indirectly through improved teaching strategies and structured lessons.

**Table 1:** Level of Instructional Leadership Skills along Content Knowledge and Pedagogy

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Ensures that teaching strategies align with current curriculum standards and subject matter	3.83	VH	3.24	H
Promotes continuous improvement in teachers’ subject expertise through regular learning sessions	3.18	H	2.75	H
Receives coaching on integrating content knowledge with appropriate teaching methods	3.24	H	3.19	H
Observes classes and gives feedback to improve pedagogical practices	3.52	VH	2.73	H
Lesson planning is guided by instructional leadership that emphasizes both mastery of content and effective delivery	3.75	VH	3.21	H
Overall Weighted Mean	3.50	VH	3.03	H

Rating Scale: Descriptive Interpretation:

3.25-4.00 Very High (VH)

2.50-3.24 High (H)

1.75-2.49 Low (L)

1.00-1.74 Very Low (VL)

Among teachers, the highest rating was given to aligning teaching strategies with curriculum standards by weighted mean =3.83, showing that leaders consistently monitor lesson plans and provide feedback to ensure quality instruction. The lowest rating was on promoting continuous improvement in subject expertise with the weighted mean =3.18, suggesting that professional development sessions are present but not frequent or specialized enough.

Learners gave their highest rating to lessons aligned with curriculum standards with the weighted mean =3.24, recognizing that activities and examples are connected to their learning goals. Their lowest rating was on classroom observation and feedback with the weighted mean =2.73, since they rarely see leaders during observations and are not aware of feedback sessions, which usually happen privately with teachers.

Overall, teachers view instructional leadership as very high, while learners see it as high but less visible. This difference highlights that leadership actions are clearer to teachers than to students. Fuentes and Jimerson (2020) support this finding, noting that instructional leadership effectiveness depends on leaders’ content knowledge, which directly guides teachers and indirectly benefits learners.

**Learning Environment**

Teachers rated instructional leadership is high with overall weighted mean =3.10, while learners also rated high with the overall weighted mean =2.90. This shows that both groups see school leaders as supportive in keeping classrooms safe, orderly, and positive.

For teachers, the highest rating was on classroom management supported by leadership routines with weighted mean =3.58. This means leaders help teachers establish clear rules, provide resources, and monitor discipline, which makes classrooms more organized. The lowest rating was on promoting learner-centered practices with weighted mean =2.96, showing that while order is maintained, less focus is given to interactive and student-driven approaches.

**Table 2:** Level of Instructional Leadership Skills along Learning Environment

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Teachers foster a positive and respectful classroom atmosphere through clear behavioral expectations	3.00	H	2.74	H
Classrooms are well-managed due to leadership support in implementing effective routines and procedures	3.58	VH	3.15	H
Teachers receive guidance on creating safe, inclusive, and engaging learning spaces	2.97	H	2.72	H
Teachers address physical and emotional barriers to learning within the school environment	2.99	H	3.16	H
Teachers promote learner-centered practices that enhance classroom climate	2.96	H	2.74	H
Overall Weighted Mean	3.10	H	2.90	H

Rating Scale: Descriptive Interpretation:

3.25-4.00 Very High (VH)

2.50-3.24 High (H)

1.75-2.49 Low (L)

1.00-1.74 Very Low (VL)

Learners gave their highest rating to teachers addressing physical and emotional barriers with weighted mean =3.16. They feel supported when teachers listen to their concerns and when leaders ensure classrooms are safe and inclusive. The lowest rating was on guidance for creating engaging learning spaces with weighted mean =2.72), since learners rarely see leaders directly involved in improving classroom setups or resources.

Overall, both teachers and learners agree that instructional leadership is effective in maintaining discipline and safety, but there is room to improve learner-centered strategies and visible support in classroom environments. Battad (2024) supports this finding, noting that strong leadership in classroom management boosts teacher confidence and creates better learning conditions for students.

**Diversity of Learners**

Teachers rated instructional leadership high with overall weighted mean =3.21, while learners rated it very high with overall weighted mean =3.55). This shows that both groups recognize efforts to promote inclusion, but learners feel the impact more strongly in their daily classroom experiences.

**Table 3:** Level of Instructional Leadership Skills along Diversity of Learners

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Instructional leaders encourage differentiated instruction to meet varied learning needs	2.94	H	3.77	VH
Teachers are supported in using inclusive strategies that cater to diverse backgrounds and abilities	2.99	H	3.88	VH
Leadership fosters a culture of respect and sensitivity to learners' differences.	3.10	H	3.76	VH
The school leader provides training on multicultural education and equity in instruction	3.18	H	3.82	VH
Teachers implement individualized support plans as guided by leadership initiatives	3.83	VH	2.55	H
Overall Weighted Mean	3.21	H	3.55	VH

Rating Scale: Descriptive Interpretation:

3.25-4.00 Very High (VH)

2.50-3.24 High (H)

1.75-2.49 Low (L)

1.00-1.74 Very Low (VL)

For teachers, the highest rating was on implementing individualized support plans with weighted mean =3.83, showing that leaders guide them in addressing unique learner needs. The lowest rating was on encouraging differentiated instruction with weighted mean =2.94, meaning teachers see limited support and resources for tailoring lessons to varied abilities.

Learners gave their highest rating to being supported with inclusive strategies with weighted mean =3.88. They feel teachers adjust lessons fairly and leaders promote respect for differences. Their lowest rating was on

individualized support plans with weighted mean =2.55, since they may not directly notice leadership involvement in these adjustments.

Overall, learners perceive inclusivity more strongly than teachers, suggesting that leadership practices are felt more directly by students in classroom activities. Peace and Donald (2024) emphasized that differentiated instruction is essential for meeting diverse learning needs, while Eden et al. (2024) highlighted the importance of community partnerships in fostering inclusion. These findings support the idea that instructional leadership plays a key role in promoting diversity, though more consistent training and resources are needed for teachers.

### Community Linkages and Professional Development

Teachers rated instructional leadership as very high with overall weighted mean =3.44, while learners rated it high with overall weighted mean =2.88. This shows that teachers strongly recognize leaders’ efforts in building partnerships and supporting professional growth, but learners experience these efforts less directly. **Table 4:** Level of Instructional Leadership Skills along Community Linkages and Professional Development

Indicator	Teacher		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Instructional leaders build partnerships with parents and local stakeholders to support student learning	3.75	VH	3.18	H
The school provides professional development based on needs identified through leadership-led evaluations	3.63	VH	2.62	H
Teachers are encouraged to participate in learning communities and external training sessions	3.66	VH	3.28	VH
Leadership involves community resources in curriculum enrichment activities	3.20	H	3.27	VH
Instructional leaders promote a culture of lifelong learning among staff through regular development programs	2.94	H	2.06	L
Overall Weighted Mean	3.44	VH	2.88	H

Rating Scale: Descriptive Interpretation:

3.25-4.00 Very High (VH)

2.50-3.24 High (H)

1.75-2.49 Low (L)

1.00-1.74 Very Low (VL)

For teachers, the highest ratings were given to leadership initiatives that promote collaboration with parents and stakeholders with weighted mean = 3.75, it shows that leaders actively strengthen community ties. The lowest ratings were on encouraging participation in external training with weighted mean = 2.94, suggesting that while opportunities exist, they are not always consistent or accessible.

Learners gave high ratings to teachers involving community resources in school activities with weighted mean = 3.28, which they see as enriching their learning experiences. However, they rated professional development support lower with weighted mean = 2.06, since these leadership efforts are directed more toward teachers than students.

Overall, teachers benefit more directly from leadership in professional development and linkages, while learners feel the impact mainly through enriched activities. Eden et al. (2024) emphasized that parent and community involvement strengthens education, supporting the finding that leaders’ efforts in linkages improve teaching quality and indirectly benefit students.

### Influence of Instructional Leadership Skills on Learners’ Resiliency

#### A. Perseverance

Teachers rated the influence of instructional leadership on perseverance as highly influential with overall weighted mean =3.70, while learners also rated it highly influential with overall weighted mean =3.25). This shows that both groups believe strong leadership helps learners stay motivated, accept feedback, and continue working hard despite challenges.

Teachers observed that learners become more determined and focused because of consistent guidance and feedback. They see leadership as encouraging a culture where mistakes are treated as opportunities to improve. Learners agreed that leadership and teacher support help them persist, though some still struggle in difficult subjects.

**Table 5:** Influence of Instructional Leadership Skills on Learner’s Resiliency along Perseverance

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Learners accept teacher’s feedback	3.77	HI	3.32	HI
Learners see situation as a temporary difficulty	3.62	HI	3.29	HI
Learners use teacher’s feedback to improve work	3.79	HI	3.89	HI
Learners work harder in the subjects	3.58	HI	2.75	MI
Learners think of new solutions when faced difficulties	3.76	HI	3.01	MI
Overall Weighted Mean	3.70	HI	3.25	HI

Rating Scale: Descriptive Interpretation:

3.25-4.00 Highly Influential (HI)

2.50-3.24 Moderately Influential (MI)

1.75-2.49 Slightly Influential (SI)

1.00-1.74 Not Influential (NI)

Among teachers, the highest rating was learners using teacher’s feedback to improve work with weighted mean =3.79 as highly influential. This means teachers strongly believe learners value feedback and apply it to enhance performance. Instructional leaders support this by promoting effective feedback practices. The lowest teacher rating was learners working harder in the subjects with weighted mean =3.58 as Highly Influential, showing that while learners generally exert effort, challenges and limited individual support sometimes reduce engagement.

For learners, the highest rating was also Using teacher’s feedback to improve work with weighted mean =3.89 as highly influential. They feel feedback builds confidence and helps them improve their performance. The lowest rating was working harder in the subjects with weighted mean =2.75 as moderately influential, reflecting that while effort is present, distractions, stress, and difficult lessons sometimes limit persistence.

Overall, both teachers and learners agree that instructional leadership strengthens perseverance, especially through effective feedback. However, maintaining consistent effort across all subjects remains a challenge. Caong and Israel (2023) support these findings, noting that strong leadership styles such as recognition and encouragement, boost motivation, perseverance, and performance.

**Reflecting**

Teachers rated the influence of instructional leadership on reflection with overall weighted mean = 3.12 as moderately influential, while learners also rated with overall weighted mean =2.67 as moderately influential. This shows that both groups believe leadership supports reflection, but its impact is not yet strong.

Teachers observed that learners can monitor their performance and set goals, but they still need more encouragement to develop deeper self-awareness. Learners agreed that leadership helps them think about their learning, though they find it difficult to reflect consistently. This difference suggests that reflection is supported but not fully embedded in daily routines.

Among teachers, the highest rating was learners self-imposing rewards and punishments with weighted mean =3.24, as moderately influential, showing that learners are beginning to take responsibility for their performance. The lowest rating was learners using past success to motivate them with weighted mean =3.01 as moderately influential, meaning reflection on previous achievements is not consistently practiced.

For learners, the highest rating was encouraging themselves while studying with weighted mean =3.10, as moderately influential, showing they try to build confidence and stay motivated with teacher support. The lowest rating was setting their own goals and achievements with weighted mean =2.42 as slightly influential), which indicates learners often rely on teachers for direction and rarely plan independently.

**Table 6:** Influence of Instructional Leadership Skills on Learner’s Resiliency along Reflecting

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Learners use past success to help motivate them	3.01	MI	2.43	SI
Learners start to self-impose rewards and punishments depending on performances	3.24	MI	2.99	MI
Learners monitor own achievements and efforts	3.07	MI	2.44	SI
Learners encourage themselves while studying	3.23	MI	3.10	MI

Learners set own goals and achievements	3.06	MI	2.42	SI
Overall Weighted Mean	3.12	MI	2.67	MI

Rating Scale: Descriptive Interpretation:

3.25-4.00 Highly Influential (HI)

2.50-3.24 Moderately Influential (MI)

1.75-2.49 Slightly Influential (SI)

1.00-1.74 Not Influential (NI)

Overall, both teachers and learners see reflection as moderately influenced by leadership. While feedback and encouragement help, reflection activities are not consistently applied. Nellitawati et al. (2024) support this finding, noting that instructional leadership has a positive but moderate effect on performance-related outcomes, and must be reinforced with stronger motivation and structured practices to maximize impact.

### Problem-solving

Teachers rated the influence of instructional leadership on problem-solving as highly influential with overall weighted mean =3.51, while learners also rated as highly influential with overall weighted mean =3.35. This shows that both groups believe leadership strongly helps learners develop problem-solving skills and positive thinking when facing academic challenges.

**Table 7:** Influence of Instructional Leadership Skills on Learner’s Resiliency along Problem-solving

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Learners stop from panicking when doing tasks	3.79	HI	3.39	HI
Learners find ways to understand the problems or tasks	3.04	MI	3.41	HI
Learners seek help to easily solve problems or tasks	3.76	HI	3.30	HI
Learners use available resources when needed in doing tasks	3.21	MI	3.38	HI
Learners think positively when dealing with school tasks to easily overcome them	3.75	HI	3.29	HI
Overall Weighted Mean	3.51	HI	3.35	HI

Rating Scale: Descriptive Interpretation:

3.25-4.00 Highly Influential (HI)

2.50-3.24 Moderately Influential (MI)

1.75-2.49 Slightly Influential (SI)

1.00-1.74 Not Influential (NI)

Teachers observed that learners become more confident and calmer when solving problems because of guidance and support from leaders. Learners agreed, noting that leadership encourages them to seek help, use resources, and stay positive in difficult situations. The close ratings suggest both groups recognize leadership’s role in fostering resilience through problem-solving.

Among teachers, the highest rating was learners stopping from panicking when doing tasks with weighted mean =3.79 as highly influential. The lowest rating was learners find ways to understand the problem or task with weighted mean = 3.04 as moderately influential. These results indicate that instructional leadership is effective in reducing anxiety and promoting perseverance, but further efforts are needed to strengthen learners’ ability to independently process and understand tasks.

For learners, the highest rating was finding ways to understand problems or tasks with weighted mean =3.41 as highly influential. The lowest rating for was thinking positively when dealing with school tasks with weighted mean =3.29 as highly influential. This means that while learners try to stay optimistic, stress, pressure, and inconsistent motivation programs sometimes limit their positive outlook.

Overall, both teachers and learners agree that instructional leadership strongly supports problem-solving and resilience. Planos et al. (2025) support this finding, highlighting that effective leadership fosters reflection, collaboration, and critical thinking, which help learners stay composed and solution-oriented when facing challenges.

### Adaptive Help

Teachers rated instructional leadership in terms of adaptive help as highly influential, with an overall weighted mean of 3.57, while learners rated it as moderately influential, with an overall weighted mean of 2.90. This suggests that teachers strongly believe leadership encourages students to seek assistance and adjust to challenges, observing that learners become more open to asking for help and trying new strategies when guided by leaders.

**Table 8:** Influence of Instructional Leadership Skills on Learner’s Resiliency along Adaptive Help

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Learners seek help whenever needed	3.21	MI	3.41	HI
Learners try different ways to study the lessons	3.76	HI	2.43	SI
Learners seek encouragement from family and friends	3.46	HI	3.11	MI
Learners find resources helpful in studies	3.79	HI	2.53	MI
Learners seek help from classmates	3.62	HI	3.00	MI
Overall Weighted Mean	3.57	HI	2.90	MI

Rating Scale: Descriptive Interpretation:

- 3.25-4.00                      Highly Influential (HI)
- 2.50-3.24                      Moderately Influential (MI)
- 1.75-2.49                      Slightly Influential (SI)
- 1.00-1.74                      Not Influential (NI)

Among teachers, the highest rating was given to learners finding resources helpful in their studies with weighted mean = 3.79, while the lowest was learners seeking help whenever needed with weighted mean = 3.21 showing that teachers see leadership as effective but not always maximized. For learners, the highest rating was seeking help whenever needed with weighted mean = 3.41 while the lowest was trying different ways to study lessons with weighted mean = 2.43, indicating that many still rely on traditional methods like memorization and lack guidance to explore new techniques.

Overall, teachers view leadership as highly effective in promoting adaptability, while learners experience it more moderately. This aligns with Manguiat (2025), who noted that teachers perceive leadership practices more directly, whereas learners feel their effects indirectly through classroom experiences.

### Influence of Instructional Leadership Skills on Learners’ Self-Efficacy

#### Competence

Teachers rated the influence of instructional leadership on learners’ competence as moderately influential with an overall weighted mean = 3.05, while learners rated it highly influential with an overall weighted mean = 3.34. This shows that teachers see leadership support as moderate, while learners strongly believe it enhances their confidence, responsibility, and academic performance. Teachers observed that feedback and structured guidance help learners improve, but they focus more on classroom management and content delivery, which may explain their moderate rating. Learners, however, feel more directly supported, noting that leadership and teacher encouragement strengthen their confidence in handling tasks.

**Table 9:** Influence of Instructional Leadership Skills on Learner’s Self-Efficacy along Competence

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Strengthens learners’ sense of competence	3.07	MI	2.84	MI
Learners demonstrate increased confidence in completing challenging tasks	3.06	MI	3.00	MI
Learners show improved academic performance as a result of consistent teacher feedback	3.08	MI	3.95	HI
Learners actively engage in class activities	2.99	MI	2.98	MI
Learners take greater responsibility for their learning	3.03	MI	3.90	HI
Overall Weighted Mean	3.05	MI	3.34	HI

Rating Scale: Descriptive Interpretation:

- 3.25-4.00            Highly Influential (HI)
- 2.50-3.24           Moderately Influential (MI)
- 1.75-2.49           Slightly Influential (SI)
- 1.00-1.74           Not Influential (NI)

Among teachers, the highest rating was improved academic performance through consistent feedback with weighted mean =3.08 as moderately influential, showing that feedback is seen as a strong factor in learners’ growth. The lowest rating was active engagement in class activities with weighted mean =2.99 as moderate influential, indicating that while learners participate, engagement is limited by confidence, lesson design, and class size.

For learners, the highest rating was also improved academic performance through feedback with weighted mean =3.95 as highly influential, reflecting their strong belief in the value of teacher guidance. The lowest rating was strengthening sense of competence with weighted mean =2.84 as moderate influential, showing that many learners still experience self-doubt and rely heavily on teacher direction.

Overall, both teachers and learners agree that instructional leadership supports competence, but learners feel its impact more strongly. Sen (2023) supports this finding, emphasizing that effective leadership enhances confidence, motivation, and self-efficacy, though its influence depends on the quality of guidance and emotional support provided by school leaders.

**Persistence**

Teachers rated the influence of instructional leadership on learners’ persistence as moderately influential with an overall weighted mean =3.02, while learners rated it highly influential with an overall weighted mean =3.36). This shows that teachers see leadership support as moderate, while learners strongly believe it helps them stay motivated and resilient in achieving academic success. Teachers observed that leadership practices encourage determination but do not yet fully sustain continuous effort. Learners, however, felt strongly guided and motivated, showing that leadership positively affects their persistence and confidence in reaching goals.

Among teachers, the highest rating was build learners’ belief in overcoming difficulties with weighted mean =3.11 as moderately influential, meaning teachers see leadership helping learners gain confidence in facing challenges. The lowest rating was encouraging learners to believe skills can improve with effort with weighted mean =2.82 as moderately influential, showing that many learners still struggle to connect effort with growth.

**Table 10:** Influence of Instructional Leadership Skills on Learner’s Self-Efficacy along Persistence

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Boost learners’ confidence in their capabilities	3.10	MI	3.00	MI
Helps learners believe in their ability to succeed	3.08	MI	3.97	HI
Builds learners’ belief in overcoming difficulties	3.11	MI	2.99	MI
Encourages learners to believe skills can improve with efforts	2.82	MI	3.80	HI
Leads to practices that build learner confidence	2.99	MI	3.01	MI
Overall Weighted Mean	3.02	MI	3.36	HI

Rating Scale: Descriptive Interpretation:

3.25-4.00                      Highly Influential (HI)

2.50-3.24                      Moderately Influential (MI)

1.75-2.49 Slightly Influential (SI)

1.00-1.74 Not Influential (NI)

For learners, the highest rating was helps learners believe in their ability to succeed with weighted mean =3.97 as highly influential, reflecting strong support from teachers and leaders in building confidence and selfbelief. The lowest rating was builds learners’ belief in overcoming difficulties with weighted mean =2.99 as moderate influential, suggesting that while support is present, some learners still doubt their ability to recover from setbacks.

Overall, both teachers and learners agree that instructional leadership influences persistence, but learners feel its impact more strongly. McBrayer et al. (2020) support this finding, noting that leadership cultivates resilience and motivation, though stronger, goal-oriented strategies are needed to sustain long-term persistence and belief in self-improvement.

**Self-Regulated Learning**

Teachers rated the influence of instructional leadership on self-regulated learning as highly influential with an overall weighted mean =3.75), while learners also rated it highly influential with overall weighted mean =3.33. This shows that both groups believe leadership plays a strong role in helping learners manage their own learning, stay organized, and take responsibility for progress.

**Table 11:** Influence of Instructional Leadership Skills on Learner’s Self-Efficacy Along Self-Regulated Learning

Indicator	Teachers		Learners	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Empowers learners to take ownership of their learning	3.79	HI	3.88	HI
Reinforces learners’ belief in selfimprovement	3.76	HI	2.43	SI
Encourages learners to self-assess and reflect	3.66	HI	3.94	HI
Sets personal academic goals and monitors own their progress	3.80	HI	3.00	MI
Uses feedback to adjust learning strategies	3.72	HI	3.40	HI
Overall Weighted Mean	3.75	HI	3.33	HI

Rating Scale: Descriptive Interpretation:

3.25-4.00 Highly Influential (HI)

2.50-3.24 Moderately Influential (MI)

1.75-2.49 Slightly Influential (SI)

1.00-1.74 Not Influential (NI)

Teachers viewed leadership as key in guiding learners to set goals, monitor progress, and develop independence. Learners agreed, noting that leadership practices such as feedback and reflection help them stay motivated and accountable.

Among teachers, the highest rating was sets personal academic goals and monitors progress with weighted mean =3.80 as highly influential, showing that leadership strongly supports goal-setting and selfmonitoring. The lowest rating was encouraging learners to self-assess and reflect with weighted mean =3.66 as highly influential, meaning reflection is present but not consistently practiced.

For learners, the highest rating was encouraging learners to self-assess and reflect with weighted mean =3.94 as highly influential, indicating they value reflection activities and see them as helpful for improvement. The lowest rating was Reinforces learners’ belief in self-improvement with weighted mean =2.43 as slightly influential, showing that many still struggle with confidence when progress is slow or challenges persist.

Overall, both teachers and learners agree that instructional leadership strongly supports self-regulated learning, though learners need more consistent reinforcement of self-improvement. Anggraeni et al. (2025) support this finding, emphasizing that leadership fosters independence, goal-setting, and accountability, helping learners become more reflective, responsible, and self-directed.

**Relationship between the Level of Instructional Leadership Skills and Learners’ Resiliency**

The analysis used Pearson’s product-moment correlation coefficient (r) to test the link between instructional leadership skills and learners’ resiliency. From the teachers’ perspective, only the learning environment showed a weak but significant positive correlation with perseverance (r = .303, p = .010). This means teachers believe learners persist more when classrooms are structured, safe, and supportive. However, teachers did not find significant links between other leadership practices—such as feedback, goal-setting, or professional development and learners’ perseverance. In fact, reflection showed negative correlations with the learning environment (r = -.332, p = .005) and community linkages/professional development (r = -.263, p = .048), suggesting that strict routines or external activities may reduce opportunities for teachers to reflect on their practices.

**Table 12:** Test for Significant Relationship between the Level of Instructional Leadership Skills and Learners’ Resiliency

Learners’ Resiliency	Instructional Leadership Skills				Diversity of Learners		Community Linkages and Professional Development		
		Content Knowledge and Pedagogy		Learning Environment		r	pvalue	R	p-value
		R	pvalue	r	pvalue				
Perseverance	Teacher	.003	.982	.303*	.010	-.163	.175	.148	.220
	Learner	.690**	.000	.845**	.000	.249**	.000	.636**	.000
Reflecting	Teacher	.080	.505	-.332**	.005	-.137	.255	-.263*	.048
	Learner	.860**	.000	.820**	.000	-.276**	.000	.809**	.000
Problem-Solving	Teacher	.155	.196	.072	.553	-.019	.873	.142	.239
	Learner	.839**	.000	.892**	.000	.033	.606	.764**	.000
Adaptive Help	Teacher	.157	.190	.070	.561	-.050	.678	.095	.430
	Learner	.831**	.000	.771**	.000	-.364**	.000	.781**	.000

\*\*Correlation is significant @.01 level

\*Correlation is significant @ .05 level

Learners, on the other hand, reported strong and significant positive correlations across all domains of instructional leadership. For perseverance, correlation values ranged from  $r = .249$  to  $r = .845$  ( $p = .000$ ), while for reflection, values ranged from  $r = .809$  to  $r = .860$  ( $p = .000$ ). This indicates that learners consistently see leadership as highly influential in motivating persistence and encouraging reflection. They feel supported by practices such as timely feedback, goal-setting, inclusive environments, and recognition of effort, which strengthen their confidence and resilience.

Overall, the findings highlight a clear perception gap. Teachers see instructional leadership as influencing resiliency mainly through the learning environment, while learners view leadership as strongly connected to all aspects of perseverance and reflection. This suggests that learners directly experience the motivational and supportive effects of leadership, whereas teachers interpret leadership more as support for teaching rather than as a direct driver of student resiliency.

### Relationship between the Level of Instructional Leadership Skills and Learners’ Self-Efficacy

The results in Table 13 highlight the relationship between instructional leadership skills and learners’ self-efficacy. Teachers perceived the influence of leadership as moderately significant, noting that practices such as feedback, structured guidance, and classroom management help learners improve but do not strongly connect to all aspects of self-efficacy. This suggests that while leadership supports confidence and responsibility, teachers believe strategies need to be strengthened to fully enhance learners’ self-belief and persistence. Learners, however, reported highly significant positive correlations across leadership domains, showing that they feel leadership directly builds their confidence, motivation, and belief in their ability to succeed. They emphasized the importance of encouragement, recognition of effort, and supportive environments in shaping their academic success. Overall, the findings reveal a perception gap: teachers view leadership as moderately linked to self-efficacy, while learners experience it as a strong and direct influence on their confidence and performance. This underscores the need for leadership practices that more visibly connect with learners’ self-efficacy to align both perspectives.

**Table 13:** Test for Significant Relationship between the Level of Instructional Leadership Skills and Learners’ Self-Efficacy

Learners’ Self-Efficacy	Instructional Leadership Skills									
		Content Knowledge and Pedagogy		Learning Environment		Diversity of Learners		Community Linkages and Professional Development		
		r	pvalue	r	pvalue	r	pvalue	r	p-value	
Competence	Teacher	-.360**	.002	-.691**	.000	-.185	.123	-.450**	.000	
	Learner	.608**	.000	.547**	.000	-.067	.296	.510**	.000	
Persistence	Teacher	-.259*	.029	-.341**	.004	-.412**	.000	-.614**	.000	
	Learner	-.288**	.000	-.252**	.000	.394**	.000	-.334**	.000	
Self-Regulated Learning	Teacher	.899**	.000	.338**	.004	.233	.051	.535**	.000	
	Learner	.722**	.000	.799**	.000	.133*	.037	.639**	.000	

\*\*Correlation is significant @.01 level

\*Correlation is significant @ .05 level

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## CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the study on the influence of instructional leadership skills on learners' resiliency and self-efficacy was conducted among teachers and students in two public secondary schools in San Vicente, Camarines Norte. The results revealed that school heads demonstrate strong instructional leadership across domains such as content knowledge, pedagogy, learning environment, diversity of learners, and community linkages. Teachers generally rated leadership performance higher than students, showing that faculty members appreciate its professional impact more strongly.

The study concluded that instructional leadership significantly enhances learners' resiliency, particularly in perseverance, problem-solving, and adaptability, although its influence on reflective practices remains moderate. A clear disparity was observed between teachers and students: teachers perceived limited direct influence of leadership on resiliency, while students strongly associated leadership with improved perseverance, reflection, and problem-solving. Similarly, instructional leadership was found to play a crucial role in enhancing learners' self-efficacy by promoting confidence, persistence, and self-regulated learning. Students consistently reported strong positive correlations across these areas, while teachers noted moderate or mixed results, especially in competence and persistence. Both groups, however, agreed that leadership strongly supports self-regulated learning.

In light of these findings, the study recommends that school heads strengthen communication and engagement strategies with students to enhance their perception of leadership effectiveness. Leadership approaches should more directly encourage reflective learning and self-awareness, while also fostering collaboration between teachers and students to align perceptions and maximize the development of self-efficacy. School leaders are encouraged to refine strategies that better support learners' confidence and persistence, ensuring consistent motivation and resilience. Establishing a Strengthening Instructional Leadership for Learner Resiliency and Self-Efficacy program is also recommended to promote continuous professional growth, collaboration, and reflective practice among teachers and school heads. Finally, future research may explore the long-term effects of instructional leadership on learners' resilience, self-efficacy, and overall academic and psychosocial development across different school contexts.

### Compliance with Ethical Standards

The authors affirm that this study was conducted in full compliance with ethical standards for research involving human participants. Informed consent was obtained from all respondents prior to data collection, and they were assured of their freedom to withdraw from the study at any time without penalty. Anonymity and confidentiality were strictly maintained, with all responses coded and reported in aggregate form to protect individual identities. Data Privacy principles were observed throughout the research process, ensuring that personal information was safeguarded and used solely for academic purposes. The well-being of respondents was prioritized, and no harm or undue burden was imposed during participation. The authors declare that no conflict of interest exists in the conduct of this study, and plagiarism was strictly avoided by properly acknowledging all sources. Interpretation of findings was carried out objectively, without bias, and the results were used purely for research and scholarly dissemination. For full disclosure, the authors acknowledge that artificial intelligence (AI) tools were utilized to assist in refining the language and formatting of this manuscript; however, all substantive analysis, interpretation, and conclusions remain the responsibility of the authors.

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