

Instructional Management Practices and Curriculum Leadership Skills of Teachers: Basis for Enhancing Teaching-Learning Process

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ABSTRACT

This study determined the level of instructional management practices and curriculum leadership skills of the teachers in Daet South District as basis for enhancing the teaching-learning process. Specifically, it addressed: 1) the level of instructional management practices of teachers in terms of planning lessons; structured and well-sequenced lessons; and instructional strategies and assessment? 2) the level of curriculum leadership skills of the teachers in basic education in terms of content knowledge and pedagogy; learning environment; diversity of learners; and curriculum and planning? 3) the significant relationship between the curriculum leadership skills of the teachers in basic education and their instructional management practices? 4) the curriculum leadership skills of teachers that affect their instructional practices in basic education and the teaching-learning process in terms of alignment between instruction and learning standards; quality of differentiated and inclusive teaching strategies; data-informed instructional decision-making; and collaboration and innovation in lesson delivery? and 5) a proposed intervention to enhance the instructional leadership practices and curriculum leadership skills of the teachers. The study involved 173 elementary teachers from Daet South District. It made use of the quantitative, descriptive-correlational research design and a survey-questionnaire subjected to weighted mean and Spearman Rho Correlation. The teachers' instructional management practices were highly practiced, particularly in using varied teaching strategies, delivering well-structured lessons, and integrating technology and learning resources to enhance instruction. Teachers' curriculum leadership skills were highly skilled, particularly in ICT integration, inclusive learning environments, adapting to diverse learners, and curriculum planning that reflects local values. Curriculum leadership skills were significantly correlated with instructional management practices, indicating that stronger leadership skills are associated with better instructional management. Teachers' curriculum leadership skills highly affected instructional practices, particularly in standards alignment, inclusive teaching, data-driven decisions, and innovative instruction. A booklet was developed to enhance teachers' instructional management and curriculum leadership skills.

Keywords: instructional management, curriculum leadership, structured and well-sequenced lessons, instructional strategies and assessment, content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, alignment between instruction and learning standards, quality of differentiated and inclusive teaching strategies, data-informed instructional decision-making, collaboration and innovation in lesson delivery

INTRODUCTION

The instructional management practices of educators continuously highlight the significance of classroom management as one of the salient predictors of learners' learning achievements and engagement. Yanelys (2020) cited OECD and UNESCO reports stating that effective instructional planning, clear objectives, and data-driven teaching improve learner outcomes, and that professional development in planning and classroom management enhances instruction quality and student performance.

On the other hand, Bibon (2022) cited that the curriculum leadership skills of Filipino educators particularly within the context of services of the Department of Education, teachers are deemed and viewed to play crucial roles in curriculum implementation and instructional management. Effective curriculum leadership skills of

teachers include the endeavor to align pedagogical and instructional practices to national standards, integration of contextualization and localization in instruction and promoting professional collaboration among educators through the school learning action cell.

In addition, Mendoza (2024) discussed that the policies and initiatives of the Department of Education such as the National Educators' Academy of the Philippines (NEAP) transformation and the implementation of the Results-Based Performance Management System (RPMS) guide and support the practices of teachers in curriculum planning, management and evaluation.

Relatively, Santos and Bautista (2025) emphasized that instructional management and curriculum leadership are interconnected, as effective planning, classroom management, and assessment support curriculum implementation, while curriculum leadership enables teachers to address diverse learning needs and create meaningful learning experiences.

In the context of the locale of this study, In Daet South District, schools implement programs like LAC sessions, INSET, and curriculum workshops to enhance teachers' instructional management and curriculum leadership through collaboration, training, and continuous improvement of teaching and learning.

Relevantly, this study was guided by key DepEd guidelines, including DepEd Order No. 42, s. 2017 (National Adoption and Implementation of the Philippine Professional Standards for Teachers or PPST), which provides a framework for assessing and enhancing teachers' competencies in instructional planning, curriculum implementation, and professional development. It is also guided by DepEd Order No. 35, s. 2016 (Learning Action Cell or LAC as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy), which emphasizes collaborative professional development among teachers and promotes reflection, innovation, and shared instructional leadership within schools.

Therefore, this study was conducted to determine the level of curriculum leadership skills and instructional management practices of teachers, as well as explore how the curriculum leadership influences their management of instruction. Understanding this relationship was vital in improving teaching quality and promoting effective curriculum implementation in schools. This study aimed to offer insights that can guide professional development intervention and enhance the overall effectiveness of instructional leadership within the educational system.

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to determine the level of teachers' instructional management practices and curriculum leadership skills and examine the relationship between these variables. A descriptive approach was used to summarize the respondents' instructional management practices and curriculum leadership skills, while the correlational approach determined the association between the two constructs.

Population, Sample Size, and Sampling Technique

The respondents of this study were the 173 public elementary teachers from the Daet South District, comprising the total populations of teachers for School Year 2025-2026. Since the entire population was included, total enumeration was used as the sampling technique, and no sampling procedure was applied. This approach ensured comprehensive data collection, allowing the findings to accurately represent teachers' instructional management practices and curriculum leadership skills, thereby enhancing the reliability and validity of the study.

Data Gathering Procedure

The pertinent data for this study were gathered using a validated researcher-made survey-questionnaire as the primary research instrument aligned with the order of the research objectives, sourced from the Department of Education Philippine Professional Standards for Teachers (PPST) Resource Package under DepEd Order No.

42, s. 2017, and DepEd Order No. 42, s. 2016.

Statistical Treatment of Data

This study used descriptive statistics to summarize, organize and interpret the gathered information meaningfully. Specifically, for the first objective of the study on the level of instructional management practices of teachers and for the second objective on the level of curriculum leadership skills of the teachers in basic education, weighted mean was used for data treatment. On the other hand, for the third objective of the study on the significant relationship between the curriculum leadership skills of the teachers in basic education and their instructional management practices, Spearman Rho Correlation was applied for data treatment. Meanwhile, in the fourth objective on what curriculum leadership skills of teachers affect their instructional practices in basic education and the teaching-learning process, weighted means similarly applied for statistical treatment and analysis. The data for the correlation of major variables were subjected to SPSS (Statistical Package for the Social Sciences) Version 21 software.

RESULTS AND DISCUSSIONS

Level of Instructional Management Practices of Teachers

Understanding the level of instructional management practices of teachers is vital for enhancing the quality of teaching-learning process in the classroom. Analyzing how teachers plan lessons, organize structured and well-sequenced instruction and apply innovative instructional approaches and assessment practices offers valuable insight into how learning goals are attained.

Planning Lessons. Table 1 presents the data on the level of instructional management practices of the teachers along planning lessons. Generally, the instructional management practices of the teachers were assessed as highly practiced, which obtained an overall weighted mean of 3.83.

Table 1. Level of Instructional Management Practices of Teachers along Planning Lessons

Indicators	Weighted Mean	Interpretation
I plan lesson objectives that are clearly aligned with the DepEd curriculum standards (MELCs) and learning competencies.	3.90	HP
2. I prepare developmentally-appropriate and well-sequenced lesson plans that logically organize the teaching-learning process.	3.87	HP
3. I integrate varied teaching strategies and instructional resources to address the diverse learners' needs during lesson planning.	3.94	HP
4. I integrate formative assessment activities in lessons plans to monitor and support student learning.	3.81	HP
5. I plan learning activities that are relevant and responsive to learners' context and experiences.	3.91	HP
I document instructional goals, lesson procedures and learner engagement strategies in Daily Lesson Log.	3.69	HP
7. I use ICT and other teaching-learning resources effectively in lesson planning to enhance instruction.	3.80	HP
8. I collaborate with colleagues to refine lesson plans and ensure alignment with learning goals and standards.	3.76	HP

9. I integrate local culture, community experiences and real-life situations familiar to learners into lessons plans.	3.70	HP
10. I adapt lesson content and examples to reflect learners' backgrounds, interests and current contexts.	3.92	HP
Overall Weighted Mean	3.83	HP

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00	-	Highly Practiced (HP)
2.50 – 3.24	-	Moderately Practiced (MP)
1.75 – 2.49	-	Rarely Practiced (RP)
1.00 – 1.74	-	Not Practiced (NP)

The findings showed that the leading practice was integrating varied teaching strategies and instructional resources to address the diverse learner's needs during lesson planning, which obtained the highest weighted mean of 3.94, interpreted as highly practiced. This implies that teachers highly practice the incorporation of diverse teaching strategies and educational resources during lesson planning because classrooms are comprised of learners with individual differences in terms of ability levels, learning styles and status.

However, the least indicator was documenting instructional goals, lesson procedures and learner engagement strategies in Daily Lesson Log, which gained the lowest weighted mean of 3.69, but still interpreted as highly practiced. Hence, this may imply that teachers encounter challenges in consistently providing detailed documentation due to time demands, multiple teaching responsibilities, and other administrative tasks.

These findings way confirmed by Yanelys (2020) that teachers' initiative to set clear learning goals and well-planned instructional strategies significantly improved student engagement. It was also concluded that integrating instructional objectives and motivational learning approaches in lesson plans helped the teachers execute instructional delivery in a more relevant, goal-oriented, outcome-based and context-based approach.

Moreover, Mendoza (2024) conformed that teachers demonstrate highly practiced instructional management practices because of the enriched training that they have acquired and the experiences they gain and develop over time in teaching. It was also concluded that these professional development training courses and opportunities and years of teaching experience help them enhance their instructional approaches, classroom structuring and overall success in supporting learners' education.

Structured and Well-Sequenced Lessons. Table 2 shows the data on the level of instructional management practices of teachers along structured and well-sequenced lessons. The findings indicated that the instructional management practices of teachers along structured and well-sequenced lessons were assessed as highly practiced, with an overall weighted mean of 3.88.

The leading practice under structured and well-sequenced lessons was implementing clear and logical progression from introduction, development and practice, which obtained the highest weighted mean of 3.95, interpreted as highly practiced. This implies that teachers' competence in implementing lessons with clear and logical progression from introduction, development and practice can be attributed to their acquired training in instructional organization, delivery and management. Teachers are exposed to regular and updated instructional methods, lesson planning practices and relevant classroom practices through their participation in professional development training, seminars or workshops.

These results were corroborated by Yanelys (2020) that continuous training helps to broaden and enrich teachers' understanding of the basics and standards of lesson design and delivery, content organization and sequencing

lessons and learning in a logical approach. It was also concluded that as teachers engage in sustained professional development training, they become more competent in implementing and managing lessons with clear and attainable progression.

However, the least practice was allocating instructional time effectively to ensure all parts of the lesson are completed as planned, which gained the lowest weighted mean of 3.74, but still interpreted as highly practiced. This may imply that teachers experience challenges in balancing time across different lesson components due to varied classrooms activities, learner needs, and unexpected classroom situations.

Table 2. Level of Instructional Management Practices of Teachers along Structured and Well-Sequenced Lessons

Indicators	Weighted Mean	Interpretation
I implement lessons with clear and logical progression from introduction, development and practice.	3.95	HP
2. I clearly communicate lesson objectives and success criteria at the beginning of the lesson.	3.91	HP
3. I present lesson content in an organized manner that builds from simple concepts to more complex ideas.	3.94	HP
4. I use appropriate instructional strategies at different stages of the lesson to support learner understanding.	3.91	HP
5. I effectively transition between lesson activities to maintain continuity and learner engagement.	3.83	HP
6. I allocate instructional time effectively to ensure all parts of the lesson are completed as planned.	3.74	HP
7. I check for understanding at key points of the lesson and adjust pacing when necessary.	3.89	HP
8. I summarize key concepts and reinforce learning outcomes at the end of the lesson.	3.90	HP
9. I adapt prescribed or structured lessons by integrating local examples, languages and community-based references.	3.87	HP
10. I contextualize structured lessons by linking concepts to learners' real-life experiences and local contexts to enhance understanding.	3.90	HP
Overall Weighted Mean	3.88	HP

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00	-	Highly Practiced (HP)
2.50 – 3.24	-	Moderately Practiced (MP)
1.75 – 2.49	-	Rarely Practiced (RP)
1.00 – 1.74	-	Not Practiced (NP)

According to the DepEd Order No. 10, s. 2024-or the Policy Guidelines on the Implementation of the

MATATAG Curriculum, each subject is generally given 45 minutes of instructional time per day for five days a week. It states that schools and teachers need to organize their class schedules and programs based on these prescribed time allocations.

These data were corroborated by Santos and Bautista (2025) that teachers' cognizance of the standards and their engagement in professional development trainings play salient roles in adhering to prescribed class schedules per learning area. It was also concluded that teachers become more aware with curriculum policies, time allocations and time management practices because of their regular participation in DepEd and school trainings on effective class scheduling and instructional time management.

Moreover, based from the DepEd Order No. 42, s. 2016-Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program, teachers are required to prepare Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) to ensure that all lessons are properly structured, logically arranged and presented and adapted with standard learning objectives and competencies along the subject and grade level.

Furthermore, supported by the study of Hashmi et al. (2023) that teachers established instructional management experiences, honed through sustained classroom management and teaching experience, essentially enhance their competence in designing structured instructional contents, lessons and activities.

Instructional Strategies and Assessment. Table 3 indicates the data on the level of instructional management practices of the teachers along instructional strategies and assessment. Generally, the respondents highly practiced instructional management practices along instructional strategies and assessment, with an overall weighted mean of 3.78, interpreted as highly practiced.

Table 3. Level of Instructional Management Practices of Teachers along Instructional Strategies and Assessment

Indicators	Weighted Mean	Interpretation
1. I use variety of instructional strategies to meet the diverse needs of my learners.	3.71	HP
2. I integrate technology and other learning resources to enhance teaching and facilitate understanding.	3.93	HP
3. I differentiate instructions to address learners' varied abilities, learning styles and readiness levels.	3.69	HP
4. I engage learners actively in the lesson through questioning, hands-on activities and collaborative tasks.	3.91	HP
5. I plan and administer formative assessments during lessons to monitor learner understanding.	3.72	HP
6. I provide timely and constructive feedback to guide learners towards achieving lesson objectives.	3.61	HP
7. I adjust instructional strategies based on assessment results and learner performance.	3.86	HP
8. I implement summative assessment strategies aligned with learning competencies and curriculum standards.	3.85	HP
9. I adapt lesson content, examples and activities to reflect learners' local culture, community experiences and available resources.	3.83	HP

10. I design assessments that enable my learners to demonstrate learning through tasks connected to real-life situations in their community.	3.68	HP
Overall Weighted Mean	3.78	HP

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00	-	Highly Practiced (HP)
2.50 – 3.24	-	Moderately Practiced (MP)
1.75 – 2.49	-	Rarely Practiced (RP)
1.00 – 1.74	-	Not Practiced (NP)

The findings revealed that the leading instructional management practice of the teachers along instructional strategies and assessment was integrating technology and other learning resources to enhance teaching and facilitate understanding, which obtained the highest weighted mean of 3.93, interpreted as highly practiced. This implies that teachers are highly engaged in these practices because these tools make the instructional delivery more innovative and interactive for the learners, sustaining their attention and stimulating their interest towards the lesson.

The technological practices of teachers are related to the provisions of the DepEd Order No. 42, s. 2016-Policy Guidelines on the Integration of Information and Communication Technology (ICT) in Teaching and Learning. This order guides and motivates teachers to utilize digital learning tools, multimedia materials online learning platforms in supporting innovative instructional delivery, learners' engagement and facilitate students' conceptual mastery and understanding.

These were confirmed by Wan (2023) that teachers' personal knowledge and experience in utilizing ICT significantly influence their utilization of technology in teaching. It was also concluded that teachers' prior knowledge and experience with the use of technology allows them to refine instructional and lesson delivery, address diverse learning styles and enhance learners' comprehension.

However, the least practice under this category was providing timely and constructive feedback to guide learners towards achieving lesson objectives, which gained the lowest weighted mean of 3.61, but still interpreted as highly practiced. This may imply that teachers experience challenges in consistently providing immediate and individualized feedback due to large class sizes, limited instructional time, diverse learner needs, and multiple classroom responsibilities

These are supported by the study of Amaewhule and Udofia (2022) that teacher-initiated timely and constructive feedback significantly enhances learners' achievements and competencies. It was also concluded that teachers are cognizant that feedback was the most concrete action to immediately mend students' mistakes and to help the learners recognize their progress in learning.

Level of Curriculum Leadership Skills of Teachers in Basic Education

The data on the level of curriculum leadership skills of the teachers is vital for understanding how effectively they adhere to the curriculum guidelines and standards. Evaluating curriculum-related areas on content knowledge and pedagogy, learning environment, diversity of learners and curriculum planning offers insights into the educators' strengths and areas needing improvement, ultimately enhancing educational quality and learning outcomes of learners.

Content Knowledge and Pedagogy. Table 4 presents the data on the level of curriculum leadership skills of the teachers along content knowledge and pedagogy. Generally, the level of curriculum leadership skills of the teachers along with content knowledge and pedagogy was assessed as highly skilled, with an overall weighted

mean of

It was found that the leading curriculum leadership skill under content knowledge and pedagogy was promoting the positive use of ICT to support teaching, learning and curriculum implementation, which obtained the highest weighted mean of 3.93, interpreted as highly skilled. It implies that teachers' participation in professional development trainings and practical experiences and exposure to the use of digital materials, teachers attain mastery of the use of technology in instructional delivery and presentation. This allows them to develop interactive and student-centered instruction that adhere to curriculum objectives while making complex concepts more comprehensible.

These are aligned with the provisions of the DepEd Order No. 42, s. 2017 or the Philippine Professional Standards for Teachers that includes in Domain 1 (Content Knowledge and Pedagogy) a specific strand on the positive use of ICT, which enables teachers to demonstrate and ensure that the effective application of ICTs facilitate the teaching-learning process effectively.

These were confirmed by Koutsouri and Sarakiniti (2023) that when educators incorporate ICTs effectively into the teaching-learning process, positive influences and support to students' learning achievements and outcomes become more attainable. It was also concluded that teachers' use of ICTs allowed them to facilitate personalized learning experiences for the students, especially when adapted to curriculum objectives.

Table 4. Level of Curriculum Leadership Skills of the Teachers along Content Knowledge and Pedagogy

Indicators	Weighted Mean	Interpretation
1. I demonstrate thorough content knowledge and its application within and across curriculum areas.	3.92	HS
2. I apply research-based principles of teaching and learning to enhance instructional practice.	3.72	HS
3. I promote positive use of ICT to support teaching, learning and curriculum implementation.	3.93	HS
4. I implement strategies that promote literacy and numeracy across learning areas.	3.90	HS
5. I design and use pedagogical strategies to develop critical, creative and higher-order thinking skills.	3.80	HS
6. I effectively use mother tongue, Filipino and English to enhance learning and curriculum communication.	3.89	HS
7. I employ effective classroom communication to engage learners and support curriculum goals.	3.91	HS
8. I lead my colleagues in applying content knowledge and pedagogy for curriculum improvement.	3.73	HS
9. I design lessons that offer multiple means of learning engagement, representation and expression aligned to learners' abilities.	3.75	HS
10. I integrate global views and perspectives and cross-cultural lessons into instruction connected to subject contexts.	3.58	HS
Overall Weighted Mean	3.81	HS

Rating Scale: *Descriptive Interpretation:*

3.25 – 4.00	-	Highly Skilled (HS)
2.50 – 3.24	-	Moderately Skilled (MS)
1.75 – 2.49	-	Poorly Skilled (PS)
1.00 – 1.74	-	Very Poorly Skilled (VPS)

However, the least indicator under content knowledge and pedagogy was applying research-based principles of teaching and learning to enhance instructional practice, which gained the lowest weighted mean of 3.72, interpreted as highly skilled. This may imply that teachers encounter difficulties in consistently applying research-based strategies due to heavy teaching workloads, multiple ancillary responsibilities, limited time for professional reading and research activities, and the immediate demands of classroom management and instructional preparation.

These are supported by the study of Amaewhule and Udofia (2022) that teachers' utilization of research-based principles such as formative assessment and differentiated instruction, significantly improves the quality of teaching practices and supports diverse learners' needs. It was also included that incorporating evidence-based strategies into daily teaching paves way to enhanced learners' engagement.

Learning Environment. Table 5 presents the data on the level of curriculum leadership skills of the teachers along learning environment. Generally, the level of curriculum leadership skills of the teachers along learning environment was assessed as highly skilled with an overall weighted mean of 3.86

Table 5. Level of Curriculum Leadership Skills of the Teachers along Learning Environment

Indicators	Weighted Mean	Interpretation
1. I establish a safe, secure and supportive learning environment for my learners.	3.92	HS
2. I maintain classroom discipline through positive and constructive behavior management strategies.	3.93	HS
3. I create an inclusive learning environment that respects learners' diverse backgrounds.	3.71	HS
4. I use classroom space, seating arrangements and learning resources effectively to support engagement and interaction.	3.81	HS
5. I promote learner-centered environment that encourages active participation among learners.	3.90	HS
6. I establish clear classroom routines and procedures that maximize instructional time.	3.87	HS
7. I lead or support initiatives that improve the learning environment at the classroom or school level.	3.78	HS
8. I promote a safe, respectful and inclusive classroom where learners feel valued and supported in expressing their ideas and knowledge.	3.93	HS
9. I utilize strategies and approaches that actively involve learners and	3.85	HS

improve their learning motivation and enthusiasm.		
10. I establish clear and specific expectations and routines and addresses learners' behavior in a fair and supportive manner.	3.92	HS
Overall Weighted Mean	3.86	HS

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00	-	Highly Skilled (HS)
2.50 – 3.24	-	Moderately Skilled (MS)
1.75 – 2.49	-	Poorly Skilled (PS)
1.00 – 1.74	-	Very Poorly Skilled (VPS)

The findings suggest that the leading curriculum leadership skills in terms of learning environment were maintaining classroom discipline through positive and constructive behavior management strategies and promoting a safe, respectful and inclusive classroom where learners feel valued and supported in expressing their ideas and knowledge, which both obtained the highest weighted mean of 3.93, interpreted as highly skilled. It implies that teachers sustainably utilize positive and constructive behavior management approaches that concentrate on guidance rather than on punishment. By establishing clear standards and offering timely feedback, teachers enable the learners to recognize consequences of actions and behavior while promoting positive discipline.

These conformed by Diaz (2023) which also cited that training on positive discipline, behavior management and inclusive education enables teachers enhance their effectiveness in handling diverse learners.

However, the least indicator was creating an inclusive learning environment that respects learners' diverse backgrounds, which obtained the lowest weighted mean of 3.71, but still interpreted as highly skilled. This may imply that teachers still encounter challenges in fully addressing the wide range of learners' cultural backgrounds, learning styles, language differences, abilities, and socio-emotional needs within the classroom.

These were affirmed by Estanislao (2023) that teachers' inclusive practices like differentiated teaching, behavior strategies and positive disciplinary management significantly enhance learning engagement, participation and outcomes of students.

Diversity of Learners. Table 6 presents the data on the level of curriculum leadership skills of the teachers along diversity of learners. in general, the level of curriculum leadership skills of the teachers along diversity of learners was assessed as overall weighted mean 3.79, interpreted as highly skilled.

It was found that the leading curriculum leadership skills of the teachers in terms of diversity of learners were adapting lessons, materials and assessments to respond to learners' diverse needs, abilities and backgrounds and demonstrating appreciation and respect for the individual diversity of my learners and offer them with accurate support system, which both gained the highest weighted mean of 3.93, interpreted as highly skilled. It implies that teachers align lessons, educational resources and learning assessment to respond to learners' diverse needs.

These are supported by the provisions of the DepEd Order No. 42, s. 2016-Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program that provides support to the DepEd teachers in terms of trainings in adapting lessons, materials and assessments to diverse learners. These practices require student-centered instruction, differentiated learning and flexible assessment.

These were confirmed by Dulay (2024) which cited that teachers trained in differentiated instruction and inclusive practices are more effective in responding to the learning needs and demands of diverse learners. It was also concluded that teachers' experiences and training acquired enable them to offer targeted support and

interventions and design inclusive learning environment for diverse learners.

However, the least indicator under diversity of learners was monitoring learner progress and adjusts instruction based on individual learning needs and circumstances, which gained the lowest weighted mean of 3.60, but still interpreted as highly skilled. This may imply that teachers experience challenges in consistently monitoring the progress of every learner and providing individualized instructional adjustments due to large class sizes, diverse learner needs, limited instructional time, and multiple teaching responsibilities.

Table 6. Level of Curriculum Leadership Skills of the Teachers along Diversity of Learners

Indicators	Weighted Mean	Interpretation
I demonstrate understanding of learners' differences in gender, culture, language, religion and socio-economic background.	3.87	HS
2. I use differentiated instructional strategies to address varying learner abilities, readiness levels and learning styles.	3.68	HS
3. I adapt teaching methods and learning materials to support learners with special educational needs.	3.71	HS
4. I implement teaching strategies that are responsive to learners from indigenous communities.	3.78	HS
5. I use appropriate language strategies to support learners with different levels of language proficiency.	3.80	HS
6. I create an inclusive classroom environment where all learners feel valued, respected and encouraged to participate.	3.78	HS
7. I monitor learner progress and adjust instruction based on individual learning needs and circumstances.	3.60	HS
8. I collaborate with parents, specialists and colleagues to address the diverse learning needs of students.	3.85	HS
9. I adapt lessons, materials and assessments to respond to learners' diverse needs, abilities and backgrounds.	3.93	HS
10. I demonstrate appreciation and respect for the individual diversity of my learners and offer them with accurate support system.	3.93	HS
Overall Weighted Mean	3.79	HS

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00	-	Highly Skilled (HS)
2.50 – 3.24	-	Moderately Skilled (MS)
1.75 – 2.49	-	Poorly Skilled (PS)
1.00 – 1.74	-	Very Poorly Skilled (VPS)

These are aligned with the study of Bibon (2022) that also concluded that teachers who consistently evaluate and monitor students' learning progress and adapt instruction recognize the salient improvements in the

learners' performance and engagement. It was also concluded that the teachers' use of formative assessment practices and sustainable feedback allow them to determine learning gaps and align targeted interventions to the needs of diverse learners.

Curriculum and Planning. Table 7 indicates the data on the level of curriculum leadership skills of the teachers along curriculum and planning. In general, the level of curriculum leadership skills of the teachers along curriculum and planning was assessed as highly skilled, with an overall weighted mean of 3.82.

It was revealed that the leading curriculum leadership skill of the respondents along curriculum and planning were reflecting concepts on local values and community expectations and practices in curriculum-based instructional plans and contents, which gained the highest weighted mean of 3.91, interpreted as highly skilled. It implies that to effectively plan and implement lessons, teachers need to incorporate localized aspects of community and culture into curriculum contents and instruction

These are aligned with the provisions of the DepEd Order No. 21, s. 2019 or the Policy Guidelines on the Implementation of the Mother Tongue-Based Multilingual Education Program which stresses the importance of localization and globalization of instruction and teaching in the learners' first languages while incorporating global perspectives.

Table 7. Level of Curriculum Leadership Skills of the Teachers along Curriculum and Planning

Indicators	Weighted Mean	Interpretation
1. I engage in the development and adaptation of curriculum goals with the national and school standards.	3.78	HS
2. I design educational experiences that address learners' diverse needs, interests and skills.	3.77	HS
3. I incorporate cross-disciplinary connections in instructional planning units.	3.90	HS
4. I review and update lesson plans to ensure relevance and coherence.	3.83	HS
5. I apply feedback from peers and students to enhance curriculum content and structure.	3.87	HS
6. I adapt instructional materials and activities with targeted learning outcomes.	3.76	HS
7. I integrate local cultural concepts, community scenarios and real-life problems in curriculum-based instruction.	3.74	HS
8. I align lesson plans to curriculum-prescribed competencies adapted to learners' educational needs.	3.87	HS
9. I utilize local educational materials and community resources when aligning curriculum-based instruction.	3.81	HS
10. I reflect concepts on local values and community expectations and practices in curriculum-based instructional plans and contents.	3.91	HS
Overall Weighted Mean	3.82	HS

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00

-

Highly Skilled (HS)

2.50 – 3.24	-	<i>Moderately Skilled (MS)</i>
1.75 – 2.49	-	<i>Poorly Skilled (PS)</i>
1.00 – 1.74	-	<i>Very Poorly Skilled (VPS)</i>

These are confirmed by Culajara and Buenaventura (2023) that teachers who incorporate local values and global perspectives in curriculum plans and contents are more likely to effectively foster support to learners' engagement and understanding. It was also concluded that localization of curriculum planning tasks allows teachers to establish balance between the local and global relevance of learning and the targeted support anchored to the curriculum.

However, the least indicator under curriculum and planning was integrating local cultural concepts, community scenarios and real-life problems in curriculum-based instruction, which obtained a lowest weighted mean of 3.74, but still interpreted as highly skilled. This may imply that teachers experience challenges in consistently contextualizing lessons using local cultural experiences and community-based situations due to limited localized instructional materials, time constraints in lesson preparation, and the need to prioritize prescribed curriculum competencies and standards.

These were conformed by David et al. (2025) that teachers who are competent in incorporating local culture, community aspects and daily life situations significantly improve students' access to more relevant and meaningful education. It was also concluded that teachers enrich their competence in contextualizing curriculum plans and materials through their acquired knowledge and skills from DepEd trainings and professional development programs.

Relationship between Curriculum Leadership Skills of Teachers in Basic Education and their Instructional Management Practices

The results presented in Table 8 show the test of significant relationship between the curriculum leadership skills of teachers in basic education and their instructional management practices. The results indicated that the data failed to meet the normality assumption, thereby justifying the use of the Spearman Rank-Order Correlation (ρ) as a nonparametric statistical measure to determine the relationship between the variables.

The findings reveal that all components of curriculum leadership skills are significantly correlated with instructional management practices, as indicated by the positive correlation coefficients and p-values less than 0.01. This suggests that improvements in teachers' curriculum leadership skills are associated with improvements in their instructional management practices. It implies that both the instructional management practices and curriculum leadership skills of the teachers are both grounded on their ability to translate educational objectives into practical and meaningful teaching experiences.

Additionally, Content knowledge and pedagogy demonstrated a weak positive correlation with lesson planning ($\rho = .258$), a moderate positive correlation with structured and well-sequenced lessons ($\rho = .330$), and a moderate positive correlation with instructional strategies and assessment ($\rho = .329$). These findings imply that teachers who promote positive use of ICT to support teaching, learning and curriculum implementation tend to integrate varied teaching strategies and instructional resources to address the diverse learner's needs during lesson planning. Likewise, they implement lessons with clear and logical progression from introduction, development and practice as well as integrate technology and other learning resources to enhance teaching and facilitate understanding.

However, the moderate strength of the relationships suggests that while content knowledge contributes to instructional management, other factors such as experience, professional development, and institutional support can also influence instructional practices.

Table 8. Test for Significant Relationship between the Curriculum Leadership Skills and the Instructional Management Practices of Teachers

Instructional Management Practices						
	Planning Lesson		Structured and Well-Sequenced Lesson		Instructional Strategies and Assessment	
Curriculum Leadership Skills						
	□	<i>p-value</i>	□	<i>p-value</i>	□	<i>p-value</i>
Content Knowledge and Pedagogy	.258**	.001	.330**	.000	.329**	.000
Learning Environment	.610**	.000	.591**	.000	.448**	.000
Diversity of Learners	.559**	.000	.600**	.000	.440**	.000
Curriculum and Planning	.613**	.000	.321**	.000	.578**	.000

****Correlation is significant @ 0.01 level (2-tailed).**

The learning environment component exhibited a strong positive relationship with planning lessons ($\rho = .610$, $p < .01$), structured and well-sequenced lessons ($\rho = .591$, $p < .01$), and instructional strategies and assessment ($\rho = .448$, $p < .01$). These results indicate that teachers who maintain classroom discipline through positive and constructive behavior management strategies promote a safe, respectful and inclusive classroom where learners feel valued and supported in expressing their ideas and knowledge are more likely to demonstrate effective instructional planning, logical lesson organization, and appropriate instructional strategies.

Similarly, diversity of learners was significantly correlated with planning lessons ($\rho = .559$, $p < .001$), structured and well-sequenced lessons ($\rho = .600$, $p < .001$), and instructional strategies and assessment ($\rho = .440$, $p < .001$). This suggests that teachers who adapt lessons, materials and assessments to respond to learners' diverse needs, abilities and backgrounds as well as demonstrate appreciation and respect for the individual diversity of learners and offer them with accurate support system tend to design lessons more effectively and utilize appropriate instructional strategies and assessment methods.

Furthermore, curriculum and planning showed significant positive correlations with planning lesson ($\rho = .613$, $p < .001$), structured and well-sequenced lessons ($\rho = .321$, $p < .001$), and instructional strategies and assessment ($\rho = .578$, $p < .001$). These results imply that teachers who reflect concepts on local values and community expectations and practice in curriculum-based instructional plans and contents more likely to implement effective instructional management practices.

The consistent positive and statistically significant correlations across all variables suggest that curriculum leadership skills play a crucial role in shaping teachers' instructional management practices. The findings indicate that teachers who demonstrate stronger curriculum leadership competencies tend to plan lessons more effectively, structure learning experiences more logically, and implement appropriate instructional strategies and assessment methods.

These were confirmed by Mendoza (2024) that the significant positive relationship between the teachers' curriculum leadership skills and their instructional management practices lies on the fact that teachers with strong curriculum skills are better equipped with skills and competencies in planning, instructional organization and structuring, utilization of learning assessment and enhancing students' learning outcomes.

Curriculum Leadership Skills of Teachers that Affect their Instructional Practice in Basic Education and the Teaching-Learning Process

Understanding teachers' curriculum leadership skills is vital for fostering enhancement in instructional practices and ensuring that instruction and lessons adhere with curriculum and education standards. This study highlights how

these competencies affect the educational process and instructional management of teachers.

Alignment Between Instruction and Learning Standards. Table 9 presents the data on the curriculum leadership skills that affect their instructional practices in basic education and the teaching-learning process. In general, the effects of the curriculum leadership skills of the teachers to their instructional practices and the teaching-learning process along alignment between instruction and learning standards were assessed as highly affect, with an overall weighted mean of 3.78, interpreted as highly affect.

Table 9. Curriculum Leadership Skills that Affect Instructional Practices and the Teaching Learning Process along Alignment Between Instruction and Learning Standards

Indicators	Weighted Mean	Interpretation
1. I can accurately interpret learning standards and adapt lesson objectives to instruction.	3.76	HA
2. My curriculum leadership skills help me plan instruction more systematically.	3.73	HA
3. My curriculum leadership competence allows me to effectively engage in curriculum mapping.	3.79	HA
4. My curriculum leadership helps me to effectively develop formative and summative assessments.	3.82	HA
5. I can effectively analyze student performance data in relation to learning standards with the aid of my curriculum leadership skills.	3.79	HA
6. I am able to promote reflective practice and collaborative teaching with my colleagues.	3.79	HA
7. I ensure that lesson objectives, activities, and assessments are consistently aligned with learning standards.	3.79	HA
8. I collaborate with colleagues to ensure alignment of instruction across grade levels.	3.80	HA
9. I review curriculum guides to strengthen lesson alignment.	3.79	HA
10. I reflect on curriculum standards to improve future lesson planning and instruction.	3.73	HA
Overall Weighted Mean	3.78	HA

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00

-

Highly Affect (HA)

2.50 – 3.24

-

Moderately Affect (MA)

1.75 – 2.49

-

Poorly Affect (PA)

1.00 – 1.74

-

Do not Affect (DE)

The findings showed that the leading indicator under the alignment between instructional practices and the teaching-learning process was knowing that curriculum leadership helps teachers to effectively develop formative and summative assessments, which obtained the highest weighted mean of 3.82, interpreted as highly affect. It implies that this was attained by the teachers because they have in-depth understanding of educational standards, goals and growth of students' competencies.

These were confirmed by Santos and Bautista (2025) that teachers skilled in designing formative and summative assessments are more capable of proving effective instructional support to the learners. It was also concluded that sustainable learning assessment help educators determine learning gaps and offer targeted interventions to diverse learners.

However, the lowest indicators were the observations that teachers' curriculum leadership skills help them to plan instruction more systematically and to reflect on curriculum standards to improve future lesson planning and instruction, which both obtained the lowest weighted mean of 3.73, interpreted as highly affect. This may imply that teachers experience challenges in consistently engaging in reflective instructional planning due to time constraints, heavy teaching workloads, multiple ancillary responsibilities, and the extensive preparation required in aligning lessons, assessments, and instructional activities with curriculum standards.

These are supported by the study of Bibon (2022) that also concluded that teachers with strong command of curriculum leadership are more capable of organizing lesson plan and in engaging in in-depth reflective teaching practices. It was also concluded that teachers with high level of curriculum leadership competence are more effective and proficient in adapting instruction with curriculum guidelines and in evaluating learners' outcomes and creating informed instructional modifications.

Quality of Differentiated and Inclusive Teaching Strategies. Table 10 shows the data on the curriculum leadership skills that affect the instructional practices of teachers and the teaching-learning process along the quality of differentiated and inclusive teaching strategies. Generally, the effects of curriculum leadership skills of the teachers to their instructional practices and teaching-learning process were assessed as highly evident in terms of quality of differentiated and inclusive teaching strategies, with an overall weighted mean of 3.88, interpreted as highly affect.

The findings showed that the leading indicator under quality of differentiated and inclusive teaching strategies was the ability to ensure that curriculum contents align with my learners' needs, which gained the highest weighted mean of 4.00, interpreted as highly affect. It implies that teachers attain this because of their advanced competencies in examining learners' competence, learning styles and backgrounds.

These are conformed by Mancio (2023) that also concluded that teachers with strong competence in differentiated instruction and inclusive education effectively adapt the curriculum contents to address the diverse student's needs. It was also concluded that teachers' experiences and acquired training established their expertise in lesson adaptation, material design and assessment implementation to support learners' needs.

However, the lowest indicators were modifying instructional activities to accommodate learners with different abilities and learning styles and providing additional learning support or enrichment based on learners' individual needs, which gained the lowest weighted mean of 3.80, interpreted as highly affect. This may imply that teachers experience challenges in consistently differentiating instruction and providing individualized support due to large class sizes, varied learner abilities, limited instructional time, and the extensive preparation needed to develop modified and enrichment activities for diverse learners.

Table 10. Curriculum Leadership Skills that Affect Instructional Practices and the Teaching Learning Process along Quality of Differentiated and Inclusive Teaching Strategies

Indicators	Weighted Mean	Interpretation
1. I am able to ensure that curriculum contents align with my learners' needs.	4.00	HA
2. I improve the consistency and quality of my differentiated teaching practices and sharing of inclusive practices.	3.82	HA
3. I am able to effectively use assessment data to guide my curriculum practices.	3.95	HA

4. I am able to improve my confidence in utilizing strategies that address learners' needs.	3.90	HA
5. I am able to engage in positive and inclusive workplace climate in support of curriculum implementation.	3.93	HA
6. I am able to refine my inclusive instructional strategies.	3.88	HA
7. I modify instructional activities to accommodate learners with different abilities and learning styles.	3.80	HA
8. I provide additional learning support or enrichment based on learners' individual needs.	3.80	HA
9. I design learning tasks that allow learners to demonstrate understanding in different ways.	3.86	HA
10. I promote an inclusive classroom environment that encourages participation of all learners.	3.90	HA
Overall Weighted Mean	3.88	HA

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00	-	Highly Affect (HA)
2.50 – 3.24	-	Moderately Affect (MA)
1.75 – 2.49	-	Poorly Affect (PA)
1.00 – 1.74	-	Do not Affect (DE)

These are conformed by Bongco (2020) that also concluded that instructional practices of teachers like differentiated instruction, formative evaluation and targeted feedback posed positive effects on the educational outcomes of learners, especially when lessons are adjusted to address individual learning needs of students.

Data-Informed Instructional Decision-Making. Table 11 indicates the data on the curriculum leadership skills of teachers that affect the instructional practices and the teaching learning process in terms of data informed instructional decision-making. In overall, the curriculum leadership of the teacher-respondents was assessed as highly evident in terms of data-informed instructional decision-making with an overall weighted mean of 3.82, interpreted as highly affect.

It was found that the leading indicator under data-informed instructional decision- making was the observation that professional learning becomes more effectively aligned with learners' needs, which gained the highest weighted mean of 3.91, interpreted as highly affect. It implies that the data-informed instructional decision-making is generally highly evident among teachers because it enables them to adapt professional learning and pedagogies practically with the learning needs of the diverse students.

Table 11. Curriculum Leadership Skills that Affect Instructional Practices and the Teaching Learning Process along Data Informed Instructional Decision Making

Indicators	Weighted Mean	Interpretation
1. The instruction becomes more responsive to learners' needs.	3.84	HA

2. The curriculum content becomes more accessible and inclusive.	3.86	HA
3. I am able to use strategies that are equitable and effective.	3.71	HA
4. I am able to apply personalized efforts to reduce achievement gaps of my learners.	3.88	HA
5. I am able to ensure consistency in understanding and integrating learners' data in my inclusive teaching practices.	3.88	HA
6. I observe that professional learning becomes more effectively aligned with learners' needs.	3.91	HA
7. I am able to use assessment results to adjust my instructional strategies.	3.90	HA
8. I am able to plan remediation or enrichment activities based on learners' performance data.	3.86	HA
9. I am able to reflect on learner data to improve future instructional decisions.	3.78	HA
10. I collaborate with colleagues to analyze learner data and improve inclusive teaching practices.	3.63	HA
Overall Weighted Mean	3.82	HA

Rating Scale:

Descriptive Interpretation:

3.25 – 4.00	-	Highly Affect (HA)
2.50 – 3.24	-	Moderately Affect (MA)
1.75 – 2.49	-	Poorly Affect (PA)
1.00 – 1.74	-	Do not Affect (DE)

However, it was also found that the least indicator under data-informed instructional decision-making was collaborating with colleagues to analyze learner data and improve inclusive teaching practices, which gained the lowest means of 3.63, but still interpreted as highly evident.

This may imply that teachers experience challenges in sustaining regular collaboration due to differences in schedules, heavy workloads, time constraints, and multiple school responsibilities that limit opportunities for frequent professional discussions and collaborative analysis of learner performance data.

These were confirmed by the study of Mancio (2023) that also concluded that the active and consistent engagement of teachers in PLCs define the reasons why professional collaborative practices remain highly evident in schools.

Collaboration and Innovation in Lesson Delivery. Table 12 indicates data on the curriculum leadership skills that affect the instructional practices of teachers and the teaching-learning process along collaboration and innovation in lesson delivery. Generally, the curriculum leadership skills that affect the instructional practices of teachers and the teaching-learning process were assessed as highly evident in terms of collaboration and innovation in lesson delivery, which gained an overall weighted mean of 3.76, interpreted as highly affect. It was revealed that the leading indicator under collaboration and innovation in lesson delivery was the effective integration of new tools and methods in teaching and curriculum-based instruction, which gained the highest weighted mean of 3.88, interpreted as highly affect. This may be attributed to the teachers' participation in diverse training and professional

development programs that enhance their ability to incorporate new tools and strategies in teaching.

Table 12. Curriculum Leadership Skills that Affect Instructional Practices and the Teaching Learning Process along Collaboration and Innovation in Lesson Delivery

Indicators	Weighted Mean	Interpretation
1. I am able to promote shared curriculum leadership with my colleagues.	3.69	HA
2. I am able to share advanced pedagogical knowledge with my peers.	3.70	HA
3. I am able to effectively identify strengths and gaps in lesson delivery.	3.84	HA
4. I am able to stimulate new ideas in curriculum innovation.	3.62	HA
5. I effectively integrate new tools and methods in teaching and curriculum-based instruction.	3.88	HA
6. I am able to influence my colleagues to experiment with new technological tools and pedagogies that align with the curriculum.	3.64	HA
7. I collaborate with colleagues in planning and improving lesson delivery.	3.83	HA
8. I apply feedback from peers to enhance my instructional strategies.	3.79	HA
9. I participate actively in professional learning communities to promote instructional innovation.	3.76	HA
10. I reflect on collaborative teaching experiences to continuously improve lesson delivery.	3.85	HA
Overall Weighted Mean	3.76	HA

Rating Scale: *Descriptive Interpretation:*

3.25 – 4.00 - Highly Affect (HA)

2.50 – 3.24 - Moderately Affect (MA)

1.75 – 2.49 - Poorly Affect (PA)

1.00 – 1.74 - Do not Affect (DE)

These are aligned with the provisions of the DepEd Order No. 42, s. 2016-Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program that states teachers need to utilize appropriate and innovative teaching methods and strategies, including the application of new tools and methods, to deliver curriculum-based teaching effectively. It highlights the significance of learner-centered strategies, use of technology and localized and contextualized materials to enhance learners' engagement and achievement. Furthermore, these findings are conformed by Mendoza (2024) that when teachers effectively incorporate new tools and innovative methods into curriculum-based instruction, student learning outcomes and engagement are significantly enhanced. It was also concluded that the teachers' competence and proficiency in technological utilization and innovation can be attributed to their acquired professional development training on technological adaptation in teaching and best practices in educational innovation.

However, the least response under collaboration and innovation in lesson delivery was the ability to stimulate new ideas in curriculum innovation, which gained the lowest weighted mean of 3.62, interpreted as highly affect.

This may imply that teachers experience challenges in consistently generating and implementing innovative curriculum ideas due to heavy teaching workloads, limited time for collaborative planning, insufficient access to innovative instructional resources, and the demands of complying with curriculum standards and administrative responsibilities.

Relatively, these aligned with the provisions of the DepEd Order No. 35, s. 2016 of the Learning Action Cell (LAC) as a K to 12 Basic Education Program School-based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. It states that the Learning Action Cell (LAC) as a professional learning community where educators regularly collaborate, share best practices, reflect deeply on their pedagogical and teaching practices and collaboratively address educational challenges.

These are also supported by David et al. (2025) that the teachers' collaborative participation in the school Learning Action Cell (LAC) sessions potentially enhanced teachers' collaborative initiatives and practices and professional development skills. It was also concluded that educators' participation in LAC helps educators share knowledge on best practices, respond to educational issues and enhance collaborative teaching competencies.

CONCLUSIONS

The findings demonstrate that teachers exhibited high levels of instructional management practices and curriculum leadership skills. Significant positive relationships were found between curriculum leadership skills and instructional management practices, indicating that stronger curriculum leadership is associated with more effective lesson planning, instructional delivery, and assessment. Thus, the null hypothesis was rejected. Moreover, curriculum leadership skills positively influenced teachers' instructional practices by promoting alignment with learning standards, differentiated and inclusive instruction, data-informed decision-making, and collaborative lesson delivery. These findings highlight the importance of continuous professional development and support the implementation of the proposed intervention booklet to strengthen teachers' instructional management and curriculum leadership competencies.

RECOMMENDATIONS

Teachers may further enhance their instructional management and curriculum leadership through continuous professional development, reflective practice, collaboration, and innovative teaching strategies. School heads may support these efforts by providing sustained training, mentoring, and collaborative learning opportunities focused on curriculum planning, instructional alignment, inclusivity, and pedagogical competence. Future researchers may explore innovative and context-responsive approaches that strengthen instructional management and curriculum leadership to improve teaching effectiveness and learner outcomes.

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