

Interplay of Teachers' Affective Commitment, Caring School Leadership and Teachers' Performance

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Abstract

This study examines how a caring school leadership style influences teacher performance through affective commitment, focusing on areas such as content knowledge, diversity of learners, curriculum planning, assessment, and professional development. Using a quantitative approach, data were collected from 150 public elementary teachers currently employed in 23 schools of Sariaya West District, Division of Quezon. The results were analyzed to determine the relationship between leadership support and teacher dedication. The findings reveal that teachers who feel emotionally supported by their school leaders show greater commitment and engagement, particularly in handling diverse learners. The strongest correlation was found in assessment and reporting under psychological leadership, highlighting the importance of emotional intelligence in fostering effective teaching practices. However, areas like curriculum planning, differentiated instruction, and collaborative assessment require further development. These results underscore the need for school leaders to provide not only professional guidance but also emotional support to create a more motivated and high-performing teaching workforce. Based on the findings, the study recommends strengthening leadership training, fostering mentorship programs, and promoting continuous professional growth to enhance both teacher performance and student outcomes. Ultimately, the research reinforces the vital role of supportive and empathetic leadership in creating a positive and effective learning environment.

Keywords: Caring School Leadership, Affective Commitment, Teacher's Performance, Emotional Support, Educational Leadership

1. Introduction

In an educational institution, the principal plays a vital role. They are the ones who are responsible for all the decisions and school affairs. The head leader of the institution is the principal. They are responsible for managing the school's performance and other school activities. Principals directed the organization in meeting its goal. Their attitudes greatly affect the teachers' and the school's performance. The fundamental purposes of leadership include "providing direction" and "exercising influence" as cited in the journal of Shepherd-Jones, 2018. However, these qualities can seem deceptively basic if not contextualized within the complex nature of learning organizations such as schools.

However, this important matter seems to be overlooked over the past years and focuses mainly on the problem of getting an acceptable teaching and learning result but gives little importance on some factors that may affect the teacher's performance and may consequently affect the learning of the students. Findings from research on the effects of school administrators' leadership styles suggest that leaders who collaborate with teachers solicit their input and include them in decision-making, promote open communication, and is concerned with their professional development, fostering a positive school culture and positive relationships with teachers will greatly affect their performance. According to Ertem 2021, there are also many studies showing the effect of leadership on positive educational outcomes, and other modern practitioners seem to agree. The concept of caring has been well-established in helping professions such as education; however, much of the educational literature is centered on the role of the teacher in caring for students but is limited to principals caring for teachers Eldor & Shoshani (2016). In 2014, Forbes Magazine published an article titled "Engage Your Employees or Lose Billions." Meaning that the heads should invest and engage in the welfare of their teachers because an engaged employee is committed to accomplishing something valuable for the world, the organization for herself, and ideally for the three. Alvino (2014) and Davies (2015), in The Atlantic article "All the Happy Workers" further examined the modern organizational and societal need for happy and emotionally committed employees.

Leadership is an important issue to deal with to have a better education system. An organization needs quality school leaders to build a sound education system while teachers' emotional bond to their organization, especially their affective commitment, has been considered an important determinant of dedication and loyalty. Because an affectively committed teachers are those who have a sense of belonging and identification that increases their involvement in the organization's activities, willingness to pursue the organization's goals, and desire to remain with the organization. The study of Risher 2014, observed that poor morale, an attitude or feeling, can consequently impair employee commitment, particularly in the teaching profession. As cited by Van der Werf, R. 2020, Affective commitment is an important component of organizational commitment. This commitment refers to an employee's emotional attachment to their company and is found when an employee's values and priorities align with the company's mission and they feel at home in the organization. This means that the employees or the teachers usually want to be at work when they have a personal connection to the organization and enjoy the culture in it. In return, it can transform teachers into great brand ambassadors who are motivated to do their best with passion and are open to learning through continued professional development for both the goodness of the teacher and the organization as well.

1.1 Statement of the Problem

The focus of the study is to describe the interplay of affective commitment, caring school leadership style and performance of the public school teacher respondents of Sariaya West District.

Specifically, this seeks to answer the following questions:

1. How do the teacher-respondents describe their affective commitment in school in terms of:
 - 1.1 Identification;
 - 1.2 Participation; and
 - 1.3 Loyalty?
2. How do the teacher-respondents perceive the caring school leadership style of their school head in terms of:
 - 2.1 Psychological;
 - 2.2 Workplace; and
 - 2.3 Management?
3. How do the teacher-respondents describe their performance commitment in terms of:
 - 3.1 Content Knowledge and Pedagogy;

- 3.2 Diversity of Learners & Assessment & Reporting;
- 3.3 Curriculum and Planning; and
- 3.4 Personal and Professional Development?
- 4. Is there a significant relationship between affective commitment and teachers' performance?
- 5. Is there a significant relationship between the caring school leadership style and teachers' performance?

1. Methodology

This study adopted a descriptive-correlational research design to explore the relationship between caring school leadership, affective commitment, and teachers' performance among public elementary school teachers in the Sariaya West District, Division of Quezon. The descriptive aspect allowed the researcher to capture the current state of affective commitment and perceptions of leadership without manipulating variables, while the correlational aspect was used to determine the degree of relationship among the three major variables. This approach was chosen to better understand how emotional and relational factors in school leadership relate to the professional engagement and performance outcomes of teachers in real-world educational settings.

A total of 150 public school teachers from 23 schools were selected as respondents through random sampling, ensuring fair representation from different school contexts, levels of teaching experience, and professional backgrounds. This sample was drawn from a population of 407 teachers in the district. Data collection was conducted using a structured survey questionnaire designed to measure the variables under study. The instrument was both researcher-made and adapted from existing tools developed by Van der Vyver (for caring leadership), Rhoades (for affective commitment), and DepEd Order No. 2, s. 2015 (for teacher performance standards). The questionnaire was divided into four sections: personal information, affective commitment (covering identification, participation, and loyalty), caring school leadership (psychological, workplace, and management dimensions), and teacher performance (including pedagogical knowledge, learner diversity, assessment and planning, and professional growth).

To ensure the instrument's quality, it underwent multiple layers of validation and reliability testing. It was reviewed by the research adviser, panel members, and expert educators—including master teachers and a language specialist from the district. A pilot test was conducted with 50 public school teachers outside the target district. The internal consistency of each subscale was measured using Cronbach's Alpha, with all values exceeding .90, indicating excellent reliability across all dimensions.

Before implementation, the researcher secured the necessary permissions from the Schools Division Superintendent and school principals. The survey was distributed digitally through Google Forms, allowing for efficient and timely data collection. Participants were informed about the purpose of the study and were assured of their anonymity and confidentiality. Participation was entirely voluntary, and no personally identifying information was collected.

After data collection, responses were carefully organized and forwarded to the university's statistics center, where a licensed statistician conducted the analysis. Descriptive statistics such as mean and standard deviation were used to summarize teachers' responses, while Pearson's Product-Moment Correlation Coefficient was employed to assess the relationships between variables.

Throughout the study, the researcher upheld strict ethical considerations, ensuring that the dignity, rights, and privacy of the respondents were respected. All data were used exclusively for

academic purposes and were handled with utmost care to avoid any misuse or misrepresentation. This rigorous methodology was designed not only to ensure the accuracy and credibility of the findings but also to reflect a deep respect for the voices and experiences of the teachers involved.

2.Results and Discussion

Table 3

Level of Affective Commitment in School in terms of Identification

	Indicators	Mean	SD	Verbal Interpretation
1.	feel a strong sense of belongingness to my organization	3.68	0.51	Highly Evident
2.	feel like I am part of a family at my organization	3.73	0.49	Highly Evident
3.	feel emotionally attached to my work group	3.65	0.52	Highly Evident
4.	My work group means a lot to me	3.72	0.49	Highly Evident
5.	take pride of my organization as one of the best places to work for	3.66	0.52	Highly Evident
6.	find that me and the organization have shared values.	3.64	0.53	Highly Evident
	Overall	3.68	0.44	Highly Evident

Legend: 4.00-3.00 (Highly Evident); 2.99-2.00 (Substantially Evident); 1.99-1.00 (Seldom Evident), 1.00-0.99 (Not at all)

The statements regarding identification, "I feel like I am part of a family at my organization" received the highest mean score (3.73, SD = 0.49), indicating that teachers feel a strong sense of belonging. The lowest mean score (3.64, SD = 0.53) was received by "I find that I and the organization have shared values." It suggests that while teachers feel connected, there is a mismatch in their value alignment with their schools.

The findings suggest that teachers have a strong emotional connection on their workplace, but have low shared values which implies that some teachers may not fully align their personal beliefs with the organization's mission. This could therefore affect long-term commitment and motivation.

This is highly evident among teachers of Sariaya West District, where creating strong emotional bond between teachers and their schools has always been more than just a target. Various activities, such as values related workshops, school-based vision-mission program and activities, and leadership development programs, are carried out to create a sense of unity and shared purpose among teachers and school leaders. It is aligned on the School-Based Management (SBM) framework and anchored on DepEd's core values of Maka-Diyos, Maka-Tao, Makakalikasan, and Makabansa. These practices aims to strengthen not just professional relationships but also the strong personal commitment of teachers to their tasks. Through meetings, planning that give opportunities for teachers to help them to achieve the school's goal, a stronger sense of belonging and identification is raised.

The focus on emotional connection and shared values finds strong research support. He et al. (2014) emphasize that identification with an organization strengthens engagement and motivation,

making employees more dedicated. Similarly, Anttila (2015) emphasizes that commitment can stem from identification with leaders and teams rather than just from institutional values.

Table 4

Level of Affective Commitment in School in terms of Participation

	Indicators	Mean	SD	Verbal Interpretation
1.	I do my task with willingness	3.71	0.50	Highly Evident
2.	I would be happy if I am entrusted with a certain task	3.71	0.50	Highly Evident
3.	I would be grateful if I am corrected	3.73	0.49	Highly Evident
4.	I feel proud to work with my supervisor	3.70	0.50	Highly Evident
5.	I am committed to put significant effort beyond what is normally expected in this organization to achieve success	3.70	0.50	Highly Evident
6.	I would accept almost any type of job assignment to keep working for this company.	3.64	0.56	Highly Evident
7.	This company inspires the best in me in the way of job performance	3.64	0.55	Highly Evident
	Overall	3.69	0.43	Highly Evident

Legend: 4.00-3.00 (Highly Evident); 2.99-2.00 (Substantially Evident); 1.99-1.00 (Seldom Evident), 1.00-0.99 (Not at all)

The highest mean score (3.73, SD = 0.49) was observed in "I would be grateful if I am corrected," highlighting teachers' open to feedback and improvement. This indicates that teachers value professional growth through constructive feedback, but may not be willing to accept any role indiscriminately. Institutions should ensure that job assignments align with teachers' skills and career aspirations.

The results reflect a real picture of the teaching community in DepEd Quezon, Sariaya West District. That teachers in are open-minded, willing to grow, and receptive to feedback. In everyday school life, this can be seen through attending a learning action cells (LAC sessions), in-service trainings, and peer mentoring activities. Many teachers willingly seek advice through a number of FGD (focused group discussions) from colleagues, master teachers, and school heads, showing humility and with a genuine desire to improve their practice for the benefit of their learners.

The lowest score (3.64, SD = 0.56) was in "I would accept almost any type of job assignment to keep working for this company," telling that while commitment is high, teachers may prefer tasks aligned with their expertise. This reveals a very realistic and balanced perspective among teachers. While they are committed to their schools and to DepEd's mission, they value being assigned to tasks where their skills, training, and passion are properly matched. In the real setting, this is often visible when teachers express preferences for assignments that fit their specialization, for example, a licensed elementary teacher with specialization in Science requesting to remain in a science class rather than being assigned to unrelated duties does not shows or reflects a lack of dedication, but a professional desire to maximize their impact and effectiveness in roles where they can truly excel.

In general, these findings suggest that teachers are both committed and thoughtful as they welcome opportunities for growth while also ensuring things they can excel. It sees the importance for school leaders to continue providing constructive feedback and to consider teachers' strengths and

expertise when assigning roles, clarifying a balance between organizational needs and personal fulfillment. In doing so, schools can maintain high levels of morale, professionalism, and performance across the district.

Asaare (2021) found that employee participation in decision-making enhances commitment and work satisfaction, which aligns with these findings.

Table 5

Level of Affective Commitment in School in terms of Loyalty

	Indicators	Mean	SD	Verbal Interpretation
1.	I am pleased to continue working at my organization until my retirement	3.57	0.54	Highly Evident
2.	I feel proud to be a member of my group	3.69	0.50	Highly Evident
3.	I am proud to tell others I work in my organization	3.66	0.52	Highly Evident
4.	I consider the problems encountered by my organization as my problem too.	3.59	0.56	Highly Evident
5.	I am extremely glad I chose this organization to work for over others I was considering when I joined.	3.61	0.55	Highly Evident
6.	I care about the fate of this organization	3.67	0.51	Highly Evident
7.	This organization encourages me to perform at my highest level	3.65	0.52	Highly Evident
	Overall	3.64	0.46	Highly Evident

Legend: 4.00-3.00 (Highly Evident); 2.99-2.00 (Substantially Evident); 1.99-1.00 (Seldom Evident), 1.00-0.99 (Not at all)

The highest-rated statement was "I feel proud to be a member of my group" (Mean = 3.69, SD = 0.50), showing strong group cohesion. The findings paint a familiar and meaningful picture of public school life in DepEd Sariaya West District. This highlights the strong sense of camaraderie and teamwork that many teachers experience. In reality, this is very evident in how teachers collaborate during school events, such as lesson planning, helping each other during Brigada Eskwela activities, and exchanging of ideas through Learning Action Cell (LAC) sessions. Teachers in public schools find strength and support in their colleagues, forming bonds that go beyond professional duties. They become a family, sharing both challenges and victories, and celebrate each win even outside the school. This strong group cohesion is very essential in maintaining motivation, especially amidst the demands and pressures of work in public.

However, the lowest mean (3.57, SD = 0.54) was found in "I am pleased to continue working at my organization until my retirement," indicating that while teachers are loyal, long-term retention is uncertain which reveals an important concern. While loyalty and dedication are present, some teachers may feel uncertain about staying in the system in the long run. In real, this is commonly seen in conversations about job stress, heavy workloads, limited career advancement opportunities, or financial pressures that lead some teachers to consider shifting careers, moving to private institutions, or even seeking opportunities abroad whether teacher or domestic. This suggests that while teachers are engaged to their colleagues and students, challenges in the organization could impact their willingness to stay

until retirement.

These results suggest that teachers take pride in their roles and teams but may not see themselves staying with the organization indefinitely. Career growth opportunities and workplace conditions may influence retention.

According to Jaros & Culpepper (2014), employees may stay in an organization due to emotional ties rather than absolute career satisfaction, which aligns with the findings of this study.

Table 6

Summary Table of Affective Commitment

	Indicators	Mean	SD	Verbal Interpretation
1.	Identification	3.68	0.44	Highly Evident
2.	Participation	3.69	0.43	Highly Evident
3.	Loyalty	3.64	0.46	Highly Evident
	Overall	3.67	0.44	Highly Evident

Legend: 4.00-3.00 (Highly Evident); 2.99-2.00 (Substantially Evident); 1.99-1.00 (Seldom Evident), 1.00-0.99 (Not at all)

Based on the results of the study, all three indicators of affective commitment: Identification, Participation, and Loyalty, were rated as “Highly Evident” among public school teachers in the Sariaya West District. This suggests that teachers in the district generally feel a strong emotional connection to their schools and their roles as educators. Among the indicators, Participation received the highest average rating ($M = 3.69$, $SD = 0.43$), indicating that teachers feel most committed when they are actively involved in school activities and decision-making.

This supports the view of Asaare (2021), who described participation as more than just following orders; it involves giving employees the autonomy to contribute meaningfully and confidently to the organization’s goals. In practice, this is seen in many teachers in Sariaya West willingly take on leadership roles in school programs like Brigada Eskwela, Learning Action Cells, and school improvement planning, where they serve as a chairman or coordinator where their opinions and efforts have a visible impact.

Loyalty, while still rated as “Highly Evident” ($M = 3.64$, $SD = 0.46$), had the lowest mean score among the three indicators. While the score remains high, it may give some of the real challenge’s teachers face, such as limited resources, increasing workloads, and delays in benefits. These issues can sometimes strain even the most dedicated educators. Loyalty, as noted by Irawanto (2015), involves standing by the organization even during difficult times. Many teachers still demonstrate this loyalty choosing to stay and serve their students despite hardships. They continue to work tirelessly through curriculum changes, resource shortages, and the ongoing demands of emerging education. Their dedication shows that loyalty is present, but also highlights the importance of ongoing support from school leaders and the Department of Education to maintain and strengthen it.

In summary, the overall affective commitment score ($M = 3.67$, $SD = 0.44$) reflects a workforce that is not only engaged but also deeply connected to the mission of their schools. Participation, identification, and loyalty all play a vital role in shaping the commitment of teachers and each aspect reflects the realities of their everyday experiences as public servants in education.

Table 7*Perceive Level on Caring School Leadership in Terms of Psychological*

	Indicators	Mean	SD	Verbal Interpretation
1.	Can manages his/her emotions	3.64	0.53	Highly Evident
2.	Understands my feelings by displaying: Sympathy; (have feeling for what I am going through)	3.63	0.54	Highly Evident
3.	Understands my feelings by displaying: Empathy; (put herself/himself with my situation)	3.63	0.55	Highly Evident
4.	Understands my feelings by displaying: Concern; (supports me in difficult situation)	3.62	0.58	Highly Evident
5.	Understands my feelings by displaying: Attention; (contributes positively to my welfare where I interact with and serve)	3.63	0.55	Highly Evident
6.	Understands my feelings by displaying: Compassion; (offers help when I'm in need)	3.67	0.51	Highly Evident
7.	Meets my psychological needs (autonomy, competence, relatedness)	3.59	0.55	Highly Evident
8.	Inspires me to be self-driven	3.67	0.51	Highly Evident
9.	Treats me with respect	3.73	0.50	Highly Evident
10.	Maintains transparency and professionalism Relationship	3.69	0.53	Highly Evident
11.	Decides based on morality	3.68	0.52	Highly Evident
12.	Demonstrates care for others	3.67	0.54	Highly Evident
13.	Embraces individuality and uniqueness	3.71	0.51	Highly Evident
14.	Celebrates for my achievement	3.67	0.53	Highly Evident
Overall		3.66	0.47	Highly Evident

Legend: 4.00-3.00 (Highly Evident); 2.99-2.00 (Substantially Evident); 1.99-1.00 (Seldom Evident), 1.00-0.99 (Not at all)

"Treats me with respect" received the highest rating (Mean = 3.73, SD = 0.50), highlighting the importance of professional dignity in leadership. In DepEd public schools, particularly in Sariaya West District, treating them with respect from school heads and supervisors is very evident in maintaining a positive school climate. Teachers are motivated by principals who recognize their efforts, listen to their concerns, and involve them in decision-making processes. Simple acts, such as acknowledging a teacher's hard work and efforts during meetings, showing looking after them during evaluations, or valuing their opinions during school planning and meeting, build an environment where teachers feel respected and empowered. This acknowledgement is being practiced yearly in the district through Gawad SINAG.

On the other hand, the lowest mean (3.59, SD = 0.55) was for "Meets my psychological needs (autonomy, competence, relatedness)," suggesting a need for leaders to address intrinsic motivation. In real-life settings, while teachers are treated with kindness and respect, they may still feel

that their psychological aspects need to be strengthened as their freedom to innovate in their teaching. Feeling truly capable and successful in their role, and feeling deeply connected to their peers and leaders (relatedness) are not fully met. Public school teachers often face hardship in the system, heavy administrative workloads, and limited opportunities for creativity or professional growth, which can hamper their intrinsic motivation.

These findings suggest that teachers appreciate leaders who maintain respect, but leaders should improve support for intrinsic motivation and professional individuality to sustain engagement. Van der Vyver (2011) stated that leaders should address both psychological and professional needs to maintain motivation, reinforcing the importance of these results.

Table 8
Perceive Level on Caring School Leadership in Terms of Workplace

Indicators		Mean	SD	Verbal Interpretation
1.	Ensures that I work in a safe environment	3.69	0.52	Highly Evident
2.	Ensures to it that healthy discipline is maintained	3.74	0.48	Highly Evident
3.	Ensures to it that there is a school safety policy	3.69	0.52	Highly Evident
4.	Ensures to it that there is an adequate physical infrastructure	3.67	0.53	Highly Evident
5.	Ensures to it that I am secured with my job	3.69	0.50	Highly Evident
6.	Ensures to it that all the resources needed are available	3.64	0.55	Highly Evident
7.	Ensures to it that I am in a caring environment	3.66	0.53	Highly Evident
Overall		3.68	0.45	Highly Evident

Legend: 4.00-3.00 (Highly Evident); 2.99-2.00 (Substantially Evident); 1.99-1.00 (Seldom Evident), 1.00-0.99 (Not at all)

Table 8 presents the perceived level of caring school leadership in terms of workplace conditions. The overall mean of 3.68 (SD = 0.45) indicates that caring leadership behaviors are *highly*

evident among school leaders, as perceived by teachers in the Sariaya West District. This implies a generally strong perception of a supportive, respectful, and well-managed work environment.

The highest-rated indicator was “*Ensures that healthy discipline is maintained*” ($M = 3.74$, $SD = 0.48$), emphasizing the value placed on an organized and well-disciplined school climate. In public school settings, especially in Sariaya West, maintaining discipline is essential for effective teaching and learning. Teachers experience this through the clear implementation of rules, consistent behavioral expectations, and leadership interventions that promote order and positive behavior among students. A structured environment reduces disruptions, ensures safety, and fosters mutual respect, all of which contribute to a conducive teaching atmosphere.

Closely following are items such as “*Ensures that I work in a safe environment*” ($M = 3.69$, $SD = 0.52$) and “*Ensures that I am secured with my job*” ($M = 3.69$, $SD = 0.50$), reflecting the strong emphasis school leaders place on safety and job stability—critical aspects of teacher morale and well-being. These findings align with the principle that physical and emotional security are foundational for workplace satisfaction and professional engagement.

Conversely, the lowest-rated item was “*Ensures that all resources needed are available*” ($M = 3.64$, $SD = 0.55$), which still falls under the *highly evident* category but suggests relatively lower satisfaction regarding resource provision. This reflects a recurring challenge in public education systems—teachers frequently face limitations in instructional materials, classroom equipment, and technological tools. While school leaders endeavor to maximize available resources, systemic constraints such as budget limitations often hinder full support for teaching needs. As a result, many educators resort to using personal funds or improvisation to meet classroom requirements.

These results underscore a generally positive perception of caring leadership in the workplace, particularly in areas of discipline, safety, and job security. However, they also highlight an opportunity for school leaders to improve resource availability. According to Louis and Murphy (2017), both environmental safety and resource access are significant drivers of teacher effectiveness and organizational success. Addressing these aspects can further enhance job satisfaction and strengthen the professional capacity of teachers.

Table 9*Perceive Level on Caring School Leadership in Terms of Management*

	Indicators	Mean	SD	Verbal Interpretation
1.	Delegates certain tasks to me	3.69	0.49	Highly Evident
2.	Encourages me to develop and learn new skills	3.71	0.50	Highly Evident
3.	Demonstrates appreciation for the work I do as an educator	3.65	0.53	Highly Evident
4.	Protects and acknowledges me as a human	3.69	0.49	Highly Evident
5.	Gives fair judgment	3.65	0.53	Highly Evident
6.	Listens to my idea	3.65	0.51	Highly Evident
7.	Takes responsibility/accountability for me and the team's output	3.64	0.51	Highly Evident
8.	Allows me to collaborate with my colleagues	3.74	0.47	Highly Evident
9.	Treats me and my colleagues with pair and justice	3.68	0.51	Highly Evident
10.	Empowers me through participative decision-making	3.67	0.51	Highly Evident
11.	Provides me with moral, emotional and professional support	3.69	0.48	Highly Evident
12.	Encourages me to attend trainings and seminars for professional development	3.75	0.47	Highly Evident
13.	Determine the best way to aid me in completing my tasks	3.67	0.49	Highly Evident
14.	Encourages me to exceed expectations in my performance.	3.69	0.48	Highly Evident
	Overall	3.68	0.43	Highly Evident

Legend: 4.00-3.00 (Highly Evident); 2.99-2.00 (Substantially Evident); 1.99-1.00 (Seldom Evident), 1.00-0.99 (Not at all)

As shown in Table __, the highest mean score ($M = 3.75$, $SD = 0.47$) was for the item "Encourages me to attend trainings and seminars for professional development," reflecting a strong perception among teachers that their school leaders actively support their professional growth. This aligns with observable practices in many schools where teachers regularly participate in Learning Action

Cell (LAC) sessions, division-led workshops, and national-level seminars. School heads often take an active role in promoting and endorsing such participation, underscoring the value placed on continuous learning. This support fosters a culture of professional improvement, which not only enhances teacher competencies but also contributes to better learning outcomes for students. These findings affirm Van der Vyver's (2011) assertion that transformational leadership fosters a developmental environment that motivates teachers to pursue growth opportunities.

In contrast, the lowest-rated item ($M = 3.64$, $SD = 0.51$) was “*Takes responsibility/accountability for me and the team's output*,” pointing to a potential area of concern in leadership accountability. While the overall rating remains within the “satisfied” range, the slightly lower score suggests that some teachers may feel the burden of performance outcomes rests disproportionately on their shoulders. This perception may stem from situations where issues such as low student performance, incomplete reports, or program setbacks are attributed primarily to teachers, with limited shared responsibility from leadership. In these instances, the absence of visible leader accountability can hinder collective efficacy and may negatively affect morale. Louis and Murphy (2017) stress that effective school leadership not only inspires growth but also models accountability and supports teachers, especially during challenges.

Overall, the data imply that while transformational leadership is perceived as effective in promoting professional development, there is room to strengthen leadership practices related to shared accountability. Addressing this could contribute to a more balanced and supportive school culture, reinforcing both individual and collective responsibility for educational outcomes.

Table 10*Summary Table of Caring School Leadership*

Indicators		Mean	SD	Verbal Interpretation
1.	Psychological	3.66	0.47	Highly Evident
2.	Workplace	3.68	0.45	Highly Evident
3.	Management	3.68	0.43	Highly Evident
Overall		3.67	0.45	Highly Evident

Legend: 4.00-3.00 (Highly Evident); 2.99-2.00 (Substantially Evident); 1.99-1.00 (Seldom Evident), 1.00-0.99 (Not at all)

The results of the summary table on caring school leadership show that all three indicators: Psychological, Workplace, and Management, are rated as “Highly Evident” by public school teachers in the Sariaya West District, with a consistent overall mean score of 3.67 ($SD = 0.45$). This suggests that teachers perceive their school leaders as caring, supportive, and responsive to their personal and professional needs. The indicators Workplace and Management both received the highest mean scores of 3.68, indicating that school leaders are perceived to be effective in maintaining a positive work environment and demonstrating sound administrative practices. This aligns with studies emphasizing the importance of leadership behaviors that foster trust, fairness, and open communication. According to Luthans and Avolio (2003), supportive leadership enhances employee well-being, job satisfaction, and performance by creating an environment where individuals feel valued and respected. Moreover, Muijs and Reynolds (2017) highlight that teacher performance is not only influenced by in-classroom dynamics but also by the broader school leadership climate.

This leadership is reflected in how principals regularly communicate with the teachers, listen to their concerns, and implement strategies that support teaching and learning. Examples include adjusting class schedules to reduce teacher burnout, providing professional development opportunities, and recognizing outstanding performance during flag ceremonies or year-end celebrations. These actions contribute to a workplace culture that acknowledges the contributions of teachers and promotes shared responsibility. Key characteristics of caring leadership, which Van der Vyver and Meyer (2014) define as the genuine interest in the well-being of others, including the physical, emotional, and professional needs of teachers.

The Psychological aspect, while still rated as “Highly Evident” ($M = 3.66$, $SD = 0.47$), had the lowest mean score among the three indicators. This dimension relates to how leaders attend to the emotional and mental well-being of their teachers. Although principals in the district are generally seen as empathetic and understanding, the slightly lower score may suggest that there is room for improvement in addressing teacher stress, anxiety, and burnout, especially in light of recent challenges such as the curriculum shifts and increasing workload. As Noddings (2005) emphasized in her ethics of care theory, effective school leadership should move beyond administrative concerns and cultivate genuine, relational connections with those they lead. Teachers in Sariaya West benefit from psychological support such as yearly check-ups, peer counseling, or school-led wellness initiatives that reaffirm their value as individuals and professionals.

Overall, the data reflect a strong presence of caring leadership in Sariaya West District, with principals and school heads playing a crucial role in shaping positive school climates. Research by Louis et al. (2016) supports this finding, indicating that caring principal leadership has significant positive effects on student support systems and teachers' shared responsibility. By continuing to enhance psychological support and nurturing professional relationships, school leaders can further reinforce a culture of care that sustains teacher motivation, strengthens organizational commitment, and ultimately improves educational outcomes.

Table 11

Level of Performance Commitment in terms of Content Knowledge and Pedagogy

Indicators		Mean	SD	Verbal Interpretation
1.	Apply knowledge of content within and across curriculum teaching areas.	3.67	0.51	Outstanding
2.	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	3.67	0.53	Outstanding
3.	Apply range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	3.63	0.52	Outstanding
Overall		3.66	0.47	Outstanding

Legend: 4.00-3.00 (Outstanding); 2.99-2.00 (Very Satisfactory); 1.99-1.00 (Satisfactory), 1.00-0.99 (Unsatisfactory)

The highest mean (3.67, $SD = 0.51$) was for "Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills" and "Apply knowledge of content within and across curriculum teaching areas," indicating strong subject mastery. It suggests that teachers are confident and skilled in core subject areas. In practice, this is evident through their consistent focus on foundational

competencies, aligned lesson plans, and structured approaches like the Most Essential Learning Competencies (MELCs) and Results-Based Performance Management System (RPMS) tools. Teachers often prioritize improving reading comprehension and numeracy skills through drills, guided practice, remediation, and appropriate intervention. All of which are essential in addressing the learning gaps many students face, and it's the teacher's task to deal with.

However, the slightly lowest mean (3.63, SD = 0.52) was for "Apply a range of teaching strategies to develop critical and creative thinking," suggesting room for improvement in fostering higher-order thinking. While teachers can deliver content effectively, they may have fewer opportunities, time, or resources to go beyond the basics and engage learners in higher-order thinking tasks. In real-life settings, this could be due to large class sizes, limited access to interactive learning materials, or the pressure to focus on performance-based indicators such as varied assessments being handed down by the Department. As a result, activities like problem-solving, project-based learning, or open-ended discussions are given less attention, which are essential in nurturing critical and creative thinking and may receive less emphasis in the classroom.

While teachers demonstrate subject expertise, efforts should be made to enhance strategies that develop students' critical and creative thinking skills. Hattie's Visible Learning Research (2024) supports the importance of differentiated teaching strategies to improve student outcomes.

Table 12

Level of Performance Commitment in terms of Diversity of Learners

	Indicators	Mean	SD	Verbal Interpretation
1.	Manage classroom structure engages learners, individually or in groups, in meaningful exploration discovery and hands-on activities within a range of physical learning environments.	3.70	0.50	Outstanding
2.	Manage learning behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	3.68	0.51	Outstanding
3.	Use differentiated, developmentally appropriate learning experiences to address the learner's gender, needs, strengths, interests, and experiences.	3.65	0.52	Outstanding
4.	Plan, manage and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	3.66	0.52	Outstanding
Overall		3.67	0.47	Outstanding

Legend: 4.00-3.00 (Outstanding); 2.99-2.00 (Very Satisfactory); 1.99-1.00 (Satisfactory), 1.00-0.99 (Unsatisfactory)

The highest mean (3.70, SD = 0.50) was for "Manage classroom structure engages learners,

individually or in groups, in meaningful exploration discovery and hands-on activities within a range of physical learning environments." The results present a meaningful reflection of the realities faced by public school teachers in Sariaya West District. It highlights teachers' strength in creating dynamic and interactive classroom environments for every learner. In practice, this is visible in how teachers transform limited resources into engaging learning experiences using improvised materials in a certain topic, group work in literacy stations by providing localized intervention reading materials, or outdoor activities that connect lessons with real-life scenarios. Despite challenges such as large class sizes and minimal instructional materials, teachers show creativity and adaptability in keeping learners actively involved, which helps sustain motivation and improves participation.

The lowest mean (3.65, SD = 0.52) was for "Use differentiated, developmentally appropriate learning experiences to address the learner's gender, needs, strengths, interests, and experiences," suggesting a need to enhanced personalized instruction. While teachers are effective in group-based and general instruction, they may find it quite difficult to personalize learning. In real classroom settings, many teachers handle 30 to 50 learners at a time, with varying learning needs, socio-emotional backgrounds, and levels of support at home. This makes it challenging to consistently tailor lessons to each child's unique profile. Although teachers are aware of the importance of differentiation, the demands of the curriculum, time constraints, and a lack of training or resources often limit how deeply they can implement it.

These findings indicate that teachers excel in managing student engagement but require further training in differentiated instruction to cater to diverse learning needs. Schweisfurth (2015) emphasized that learner-centered education is key to quality education, while Hattie (2024) supports differentiated instruction for effective learning.

Table 13

Level of Performance Commitment in terms of Assessment and Reporting

Indicators		Mean	SD	Verbal Interpretation
1.	Participate in collegial discussions that teachers use teacher-learner feedback to enrich teaching practice.	3.63	0.52	Outstanding
2.	Select, develop, organize and use appropriate teaching and learning resources including ICT, to address learning goals.	3.67	0.51	Outstanding
Overall		3.65	0.48	Outstanding

Legend: 4.00-3.00 (Outstanding); 2.99-2.00 (Very Satisfactory); 1.99-1.00 (Satisfactory), 1.00-0.99 (Unsatisfactory)

The highest-rated item (3.67, SD = 0.51) was for "Select, develop, organize, and use appropriate teaching and learning resources including ICT, to address learning goals." It shows that teachers are very resourceful and purposeful in designing lessons with appropriate materials, even though they have limited resources. In real-life classroom settings, this is evident in how teachers creatively adapt and produce instructional materials: printing their own worksheets, preparing lessons using PowerPoint presentations, integrating mobile apps or DepEd Commons, and maximizing even simple tools like Manila paper and visual aids to meet learning competencies. Despite constraints in internet access and outdated equipment, teachers find ways to integrate ICT and other meaningful resources to make

learning more accessible and engaging for learners.

The lowest mean (3.63, SD = 0.52) was for "Participate in collegial discussions that teachers use teacher-learner feedback to enrich teaching practice," suggesting a need to strengthen collaborative assessment practices. This points to an area that needs to be solved. While feedback mechanisms such as written outputs, classroom observations, and learner reflections are in place, there is less engagement in collaborative reflection based on this feedback. In reality, many teachers are overloaded with paperwork and administrative tasks, leaving limited time for meaningful peer dialogue. LAC sessions and performance reviews may happen, but these are sometimes treated as compliance rather than opportunities for deep professional growth. As a result, feedback from learners, which could otherwise offer rich insights for improving instruction and providing proper intervention, may not be systematically analyzed or discussed among colleagues.

While teachers effectively utilize ICT and assessment tools, there is room to improve collaborative discussions to enhance assessment literacy and student feedback integration. Meij & Merx (2018) stress that effective assessment strategies are crucial for student success, reinforcing the importance of improving collaborative assessment practice.

Table 14

Level of Performance Commitment in terms of Curriculum and Planning

	Indicators	Mean	SD	Verbal Interpretation
1.	Design, select, organize, and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	3.69	0.50	Outstanding
2.	Monitor and evaluate learner progress and achievement using learning attainment data.	3.75	0.48	Outstanding
3.	Communicate promptly and clearly the learner's needs, progress, and achievement to key stakeholders, including parents/guardians.	3.70	0.52	Outstanding
	Overall	3.71	0.46	Outstanding

Legend: 4.00-3.00 (Outstanding); 2.99-2.00 (Very Satisfactory); 1.99-1.00 (Satisfactory), 1.00-0.99 (Unsatisfactory)

The highest-rated item was "Monitor and evaluate learner progress using learning attainment data" (3.75, SD = 0.48), showcasing strong assessment strategies. The results reflect a highly familiar scenario for public school teachers in Sariaya West District, where day-to-day realities shape both strengths and growth areas in assessment practices. In real classroom settings, this is reflected in how teachers regularly review scores from written outputs, quizzes, and summative tests, and encode them into systems like automated grading sheets and other DepEd-mandated tools. These practices allow them to identify students who need remediation or enrichment, and many teachers even conduct home visits or one-on-one consultations when they spot persistent learning gaps, where they spend extra effort and time to reach learners in need. Their ability to keep close tabs on learner performance underscores their dedication to support every child's academic progress.

The lowest mean (3.69, SD = 0.50) was for "Design, select, organize, and use diagnostic, formative, and summative assessment strategies," indicating a need for improved assessment literacy.

While teachers are doing their best to collect and monitor learner data, they may not always have the training or time to design high-quality, varied assessments that truly align with learning outcomes. For instance, diagnostic tests may not be fully utilized at the start of each unit to tailor instruction, and formative assessments might take the form of simple recall questions rather than deeper tasks that assess understanding or critical thinking. This is often due to heavy workloads, a packed curriculum, and limited access to professional development focused specifically on assessment design.

These results indicate that teachers effectively track student progress but may need additional support in assessment design and planning. Meij & Merx (2018) emphasized that effective assessment strategies are crucial for student success, which aligns with the study findings.

Table 15

Level of Performance Commitment in terms of Personal and Professional Development

	Indicators	Mean	SD	Verbal Interpretation
1.	Apply a personal philosophy of teaching that is learner-centered.	3.67	0.51	Outstanding
2.	Set professional development goals based on the Philippine Professional Standards for Teachers.	3.67	0.51	Outstanding
3.	Identify career lines based on professional development and career progression.	3.66	0.52	Outstanding
	Overall	3.66	0.47	Outstanding

Legend: 4.00-3.00 (Outstanding); 2.99-2.00 (Very Satisfactory); 1.99-1.00 (Satisfactory), 1.00-0.99 (Unsatisfactory)

The highest mean (3.67, SD = 0.51) was for "Apply a personal philosophy of teaching that is learner-centered," and "Set professional development goals based on the Philippine Professional Standards for Teachers," indicating that teachers strongly align their teaching methods with student needs. In real-life classroom settings, this is evident in how teachers consistently adjust their instruction to suit the diverse learning levels and different backgrounds of their learners. Many of them tries to integrate learner-centered strategies such as group activities, contextualized instruction, and differentiated activities, even with large class sizes and limited resources. Teachers also take seriously and prepare their Individual Performance Commitment and Review Form (IPCRF) and self-assessment tools aligned with the PPST, which guide them in setting personal goals for continuous growth, wherein this form shows their strength and weaknesses in certain areas such as improving digital literacy or adopting inclusive teaching strategies.

The lowest mean (3.66, SD = 0.52) was for "Identify career lines based on professional development and career progression," suggesting that while professional growth is recognized, career advancement pathways may need further clarity. signals an area where teachers may need more support and clarity. While there is a clear willingness to grow professionally, many teachers are uncertain about how this development connects to in-life career advancement. In real scenarios, teachers often attend numerous training sessions, complete graduate studies, or take leadership roles, but the pathway toward promotion, such as movement from Teacher I to Master Teacher levels, can seem unclear or difficult to achieve. This may be due to limited item, lack of mentoring, or insufficient understanding of the career progression framework within the Department of Education.

These findings suggest that teachers of Sariaya West District are committed to lifelong learning and improving their teaching methodologies, but there is a need for more structured career progression pathways to enhance motivation and retention. According to Gepila Jr. (2020), continuous professional development enhances teacher performance and retention, aligning with the findings of this study. Additionally, DepEd Order No. 42, s. 2017 highlights the importance of structured career

progression for sustaining high-quality teaching.

Table 16

Summary Table of Teachers' Performance

Indicators	Mean	SD	Verbal Interpretation
1. Content Knowledge & Pedagogy	3.66	0.47	Outstanding
2. Diversity of Learners	3.67	0.47	Outstanding
3. Assessment & Reporting	3.65	0.48	Outstanding
4. Curriculum & Planning	3.71	0.46	Outstanding
5. Personal & Professional Development	3.66	0.47	Outstanding
Overall	3.67	0.47	Outstanding

Legend: 4.00-3.00 (Outstanding); 2.99-2.00 (Very Satisfactory); 1.99-1.00 (Satisfactory), 1.00-0.99 (Unsatisfactory)

The summary table on Teachers' Performance reveals that all five indicators—content Knowledge and pedagogy, Diversity of Learners, Assessment and reporting, Curriculum and planning, and Personal and professional Development, were rated as “Outstanding” by teachers in the Sariaya West District, with a consistent overall mean score of 3.67 (SD = 0.47). This reflects the strong professional competencies, commitment, and instructional effectiveness of teachers in the district.

Among all indicators, Curriculum & Planning received the highest mean ($M = 3.71$), highlighting the teachers' strength in organizing and delivering instruction aligned with curriculum standards. This confirms Suharsaputra's (2013) view that teachers, at the micro level, function as educational leaders whose success is shown through their ability to meet tasks and responsibilities in the classroom. Teachers in Sariaya West demonstrate this leadership by carefully crafting lesson plans, integrating localized and contextualized materials, and engaging in collaborative planning through Learning Action Cells (LACs) and Focused Group Discussions (FGD).

On the other hand, the lowest, though still “Outstanding,” score was seen in Assessment & Reporting ($M = 3.65$). This suggests a continuing need to strengthen teachers' skills in developing and interpreting assessments to ensure alignment with learning outcomes. According to Black and Wiliam (2009), high-quality assessment practices are essential to improve teaching and learning. In Sariaya West, teachers use both digital (e.g., LIS, E-SAT) and traditional tools, though they may still benefit from more focused support on formative assessment strategies and higher-order questioning techniques.

From a broader organizational lens, teacher performance is a key factor in achieving educational quality and institutional goals. Andriani et al. (2018) emphasize that performance is the result of applying knowledge, skills, and motivation in line with organizational objectives. In this regard, teacher effectiveness is deeply connected to affective commitment, or their emotional investment in school goals and values. As highlighted by organizational commitment theories reviewed by Meyer & Allen (1991) and subsequent researchers, teachers with strong affective commitment show deeper loyalty and willingness to contribute to school success, even beyond financial compensation. This is evident in the Sariaya West District, where teachers often go beyond their duties, mentoring students after hours, organizing community activities, and collaborating to solve school-based challenges, and other extended programs that benefit learners.

Ultimately, the outstanding performance ratings affirm that public school teachers in the Sariaya West District are competent, committed, and aligned with educational priorities. Continued support through training, instructional supervision, and wellness initiatives will help sustain this excellence and

strengthen their ability to adapt to ongoing educational reforms and societal needs.

Table 17

Test of Relationship Between Affective Commitment and Teachers' Performance

Affective Commitment	Teachers' Performance									
	Content Knowledge		Diversity		Assessment		Curriculum		Personal	
Identification	0.720	***	0.719	***	0.673	***	0.747	***	0.735	***
Participation	0.716	***	0.719	***	0.745	***	0.718	***	0.731	***
Loyalty	0.687	***	0.760	***	0.717	***	0.728	***	0.738	***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The correlation findings give a meaningful glimpse into the professional lives of public school teachers in Sariaya West District. The strong positive correlation between affective commitment and teacher performance, particularly in managing the diversity of learners ($r = 0.760$, $p < .001$), reflects a reality seen in many classrooms wherein teachers who feel emotionally connected to their school communities tend to go above and beyond to meet the diverse needs of their learners. In real practice, this means that committed teachers are willing to adapt their teaching strategies, accept learners with varying abilities and backgrounds, and create inclusive learning environments, despite challenges like large class sizes, limited resources, and time constraints. Their deep sense of belonging and loyalty to their schools ignites their patience, creativity, and persistence in addressing learning diversity.

However, the slightly lower yet still significant correlation in assessment-related tasks ($r = 0.673$, $p < .001$) reveals a critical insight. While emotionally attached teachers strive to support every learner, they may still struggle with the technical aspects of assessment, such as creating valid, varied tools or interpreting data to guide instruction. In the real-world context of Sariaya West, teachers are often burdened with heavy paperwork, making it difficult to consistently design high-quality formative and summative assessments tailored to learners needs. Additionally, access to regular training especially focused on assessment literacy and numeracy remains limited, contributing to gaps in confidence and effectiveness in this area.

These insights point to a powerful effect in affective commitment has on motivating teachers to do their best for every learner, particularly in managing classroom diversity. However, to be fully equipped for this commitment and improve learner outcomes, schools and leaders must provide targeted support in assessment design and data use. Doing so will empower teachers not only to care deeply but to assess accurately. A combination that strengthens the entire teaching and learning process. According to Coyle-Shapiro & Morrow (2006), teachers with higher affective commitment are more likely to engage in student-centered approaches, supporting these findings.

Table 18*Test of Relationship Between Caring School Leadership and Teachers' Performance*

Caring School Leadership	Teachers' Performance									
	Content Knowledge		Diversity		Assessment		Curriculum		Personal	
Psychological	0.711	***	0.719	***	0.758	***	0.699	***	0.714	***
Workplace	0.710	***	0.696	***	0.679	***	0.688	***	0.694	***
Management	0.695	***	0.697	***	0.684	***	0.669	***	0.691	***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The correlation results highlight a significant reality experienced by many teachers. Caring and emotionally intelligent leadership has a measurable impact on teacher performance. The strongest correlation was found between emotionally intelligent leadership and the domain of assessment ($r = 0.758$, $p < .001$), underscoring how school leaders' emotional support and professional guidance are strongly associated with improved teacher performance in evaluating and monitoring student learning.

This result suggests that when school heads practice open communication, demonstrate empathy, and exercise fairness in decision-making, teachers feel psychologically safe, professionally valued, and intrinsically motivated. Such an environment fosters a culture where teachers are more likely to engage in collaborative assessment planning, attend training sessions, and innovate in using varied assessment tools appropriate for diverse learners. For instance, when school leaders provide clear expectations, constructive feedback, and recognize teachers' efforts, educators respond with heightened investment in assessment quality and take ownership in tracking learner progress.

However, the correlation between emotionally intelligent leadership and curriculum and planning, while still statistically significant, was slightly lower ($r = 0.699$, $p < .001$). This suggests that although leadership positively contributes to curriculum implementation, it may not be sufficient to address all instructional challenges. Teachers may still encounter difficulties with curriculum design and lesson planning, particularly in light of shifting DepEd mandates, such as the transition from the Basic Education Curriculum to the MATATAG Curriculum. These evolving frameworks require a deeper level of instructional support.

In practical terms, many teachers manage heavy workloads that include lesson preparation, student assessment, and administrative tasks. Without direct instructional leadership—such as coaching sessions, model teaching demonstrations, and collaborative planning meetings—teachers may struggle to fully align their lessons with expected learning outcomes. While emotionally intelligent leadership boosts morale and engagement, it must be supplemented by targeted pedagogical guidance to ensure instructional effectiveness.

Overall, the findings affirm what many educators already perceive: school leaders who lead with care and emotional intelligence cultivate an environment where teachers can thrive. Yet, to maintain and enhance this growth, emotional support must be balanced with concrete instructional leadership. This

dual approach ensures that teachers are both mentally supported and professionally equipped to meet the demands of high-quality education. These conclusions align with the findings of Balyer and Yildiz (2017), who emphasized that leadership that empowers and supports teachers leads to improved instructional practices and elevated teacher performance.

3.Recommendations

Based on the findings of the study, several recommendations are put forward to strengthen teacher commitment, performance, and leadership effectiveness in schools. First, schools should cultivate a stronger sense of belonging and professional engagement among teachers by implementing mentorship and peer support programs, as well as establishing clear career development pathways that align with both personal aspirations and institutional goals. Recognizing teachers' efforts through well-designed reward systems can also enhance motivation and loyalty. Equally important is providing school leaders with training in emotional intelligence and motivational strategies to better support their teams. Investments in classroom resources, professional development, and leadership feedback mechanisms are essential to create a responsive and empowering environment. To boost instructional quality, teachers are encouraged to pursue ongoing professional growth, including training in differentiated instruction, critical thinking, and reflective practices such as action research. Collaborative learning activities like focus group discussions and co-teaching should also be promoted. Moreover, school leaders are urged to foster a supportive, communicative, and emotionally nurturing climate where teachers are actively involved in decision-making. Integrating wellness programs and mental health support can further contribute to a positive work atmosphere. Enhancing teachers' emotional commitment also involves structured training in curriculum development and assessment, alongside support for teacher-led innovation and research. To maximize leadership impact, administrators should strive for a balanced approach between guidance and authority, ensuring transparency and inclusivity in decision-making. Personalized professional development plans, assessment literacy, and data-driven practices should be prioritized to help teachers refine their instructional approaches. Ultimately, fostering a holistic and caring leadership model that values emotional intelligence, growth, and accountability will help strengthen teacher engagement, performance, and student outcomes across the board.

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