

WORK BEHAVIOR AND EDUCATIONAL LEADERSHIP PRACTICES IN RELATION TO TEACHER PERFORMANCE AND TEACHER JOB SATISFACTION

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Abstract

This study aimed to investigate the relationship between work behavior and educational leadership practices, and their impact on teacher performance and job satisfaction. A descriptive-correlational analysis design was employed, involving the participation of teacher-respondents from public elementary schools in the Candelaria West District. Specifically, it sought to answer on perceived work behavior such as professionalism, punctuality, engagement, and collaboration; educational leadership practices such as transformational leadership, instructional leadership and distributed leadership; teacher performance such as classroom management, student achievement, instructional quality, and peer review; teacher job satisfaction such as work-life balance, recognition and professional development. The primary source of data is a researcher-made questionnaire. The statistical methods employed were frequency, Mean, Standard Deviation and Pearson r. Findings revealed a significant relationship between work behavior and teacher performance, as well as between educational leadership practices and job satisfaction, and between teacher performance and job satisfaction. Also, findings revealed no significant relationship between work behavior and teacher job satisfaction. However, job satisfaction does not mediate the relationship between work behavior, educational leadership practices and teacher performance.

Keywords: work behavior, educational leadership practices, teacher performance, teacher job satisfaction

1. Introduction

As educational institutions strive to enhance their quality and effectiveness, understanding how these elements interact can provide valuable insights for improving teaching practices and the overall school environment (Bellibaş & Liu, 2020). This investigation examines the impact of specific educational leadership practices and certain work behaviors on teacher performance and job satisfaction.

The performance of teachers has a profound effect on the overall effectiveness of schools and student achievement. The conducive learning environment by the most successful teachers. However, teacher motivation and retention are bound up with job satisfaction. Unhappy teachers underperform, fueling high rates of turnover and deteriorating school culture, the researcher found in their district. Additionally, based on the conduct they encounter at work, the researcher observed that the teachers are not content, which may have an impact on their performance.

The overall culture of an organization has a significant influence on how teachers perform. When teachers are part of a supportive and collaborative environment that values each individual and shares common goals, they feel inspired to excel (Pietsch et al., 2019). On the other hand, a negative or unsupportive culture can significantly hinder effectiveness, resulting in lower job satisfaction and engagement. The level of support, resources, and guidance provided by the educational institution also plays a crucial role in shaping teacher performance. As noted by Imhangbe et al. (2019), teachers who receive adequate support are more likely to thrive, while those who feel neglected or whose needs aren't met by leadership may struggle. School administrators need to back their teachers. Moreover, job satisfaction is a vital factor in influencing teacher

behavior and the effectiveness of leadership. When job satisfaction is high, it tends to correlate with better performance, higher retention rates, and improved student outcomes (Crisci et al., 2019). When teachers feel appreciated and supported, their motivation and performance in the classroom see a noticeable boost

This study aims to explore the connections between work behavior, leadership styles, teacher performance, and job satisfaction. By examining these relationships, the research aims to illuminate how schools can more effectively support their teachers and enhance overall educational outcomes. Understanding these dynamics is crucial for educational policymakers, school leaders, and other stakeholders who are committed to improving the quality of education and fostering a positive, productive work environment for teachers.

1.1 Statement of the Problem

Generally, this study examined the relationship between work behavior and educational leadership practices regarding teacher performance and job satisfaction. Specifically, it is directed to answer the following questions:

1. How do the respondents perceive the teacher's work behavior in terms of:
 - 1.1 professionalism;
 - 1.2 punctuality;
 - 1.3 engagement; and
 - 1.4 Collaboration?
2. How do the respondents perceive educational leadership practices exhibited by school leaders in terms of :
 - 2.1 Transformational Leadership;
 - 2.1.1 Visionary leadership;
 - 2.1.2 Instructional supervision;
 - 2.1.3 Decision-making processes;
 - 2.2 Instructional Leadership; and
 - 2.2.1 framed and communicated school goals;
 - 2.2.2 Supervised and evaluated instruction;
 - 2.2.3 Promoted teacher professional development;
 - 2.3 Distributed Leadership
 - 2.3.1 collaborative decision-making;
 - 2.3.2 empowerment of staff;
 - 2.3.3 Creating and leveraging networks?
3. How do the respondents perceive the teacher's performance in terms of :
 - 3.1 Classroom Management;
 - 3.2 Student Achievement;
 - 3.3 instructional quality; and
 - 3.4 peer review?
4. How do the respondents perceive the teacher's job satisfaction in terms of :
 - 4.1 Work-life balance;
 - 4.2 recognition; and
 - 4.3 Professional development?
5. Is there a significant relationship between work behavior and teacher performance?
6. Is there a significant relationship between educational leadership practices and teacher performance?
7. Is there a significant relationship between work behavior and job satisfaction?
8. Is there a significant relationship between educational leadership practices and job satisfaction?
9. Is there a significant relationship between teacher performance and job satisfaction?
10. Does job satisfaction mediate the relationship between the level of work behavior, educational leadership practices and teacher performance?

1.Methodology

This chapter outlines the research design utilized by the researcher in this study. It covers the research design, respondents, sampling technique, research instrument, instrument validation, data gathering procedure, and

statistical treatment of the study. The research design used in this study is a descriptive-correlational analysis. This method is a great fit because it aims to describe the current state of work behavior, educational leadership practices, teacher performance, and job satisfaction while exploring the relationships between these factors. The descriptive part of the design enables a thorough examination of work behavior and leadership practices within the educational context. On the other hand, the correlational aspect helps analyze the strength of the relationship between the independent variables (work behavior and educational leadership practices) and the dependent variables (teacher performance and job satisfaction). Using this design, the study investigates whether significant relationships exist between these variables and whether work behavior and leadership practices can predict teacher performance and job satisfaction. The descriptive-correlational design provides a well-rounded understanding of the issues at hand without altering any variables, which fits perfectly with the non-experimental nature of the research. Additionally, mediation analysis is a statistical method that helps clarify how or why an independent variable (such as work behavior and educational leadership practices) influences a dependent variable (teacher performance) by introducing a third variable, known as the mediator (job satisfaction). This mediator sheds light on the connection between work behavior, educational leadership, teacher performance, and job satisfaction. The respondents in this study were 242 elementary teachers from the 11 schools in the Candelaria West District, Candelaria, Quezon. These teachers, who come from diverse backgrounds in terms of age, gender, educational attainment, years of teaching experience, and positions or designations, will provide valuable insights into the research variables of work behavior, educational leadership practices, teacher performance, and job satisfaction. The respondents were selected through total enumeration, where every member of the population was included in the study. A census involves collecting data from every member of the population being studied, ensuring that no one is left out. It is often used when the population size is manageable and comprehensive data is required. The research tools used in this study include a structured survey questionnaire to collect data on key variables such as work behavior, educational leadership practices, teacher performance, and job satisfaction. The questionnaire is divided into several sections, each focusing on specific aspects of the study's goals. The first section collects demographic information about the respondents, including their age, gender, educational background, years of teaching experience, and current job title. The following sections utilize Likert-scale items to assess perceptions of work behavior, educational leadership practices, teacher performance, and job satisfaction. Each area is explored through multiple items, allowing for a thorough evaluation of each concept. Respondents indicate their level of agreement or disagreement with each statement on a scale from 1 (strongly disagree) to 5 (strongly agree), which helps quantify the teachers' perceptions and experiences. A research tool's validity and reliability are crucial for ensuring that the data gathered accurately reflects the concepts being studied and can be reliably reproduced in similar situations. To confirm the tool's validity, we'll seek expert validation. This involves obtaining input from specialists in educational research, measurement, and evaluation, who will review the content, structure, and relevance of our survey questionnaire. These experts will evaluate whether the items in the tool align with our study's goals and whether they thoroughly cover the variables we're measuring, such as work behavior, educational leadership practices, teacher performance, and job satisfaction. Based on their insights, make adjustments to enhance the clarity, relevance, and thoroughness of the questions, ensuring that the tool effectively captures the necessary data. Conduct reliability testing in conjunction with expert validation to ensure that our instrument produces consistent and stable results. A pilot study conducted with a small group of respondents representing our target population. Analyze their responses to check the tool's internal consistency using Cronbach's Alpha, a statistical measure commonly used to evaluate the reliability of survey items. A Cronbach's Alpha value of 0.70 or higher will be deemed acceptable, indicating that the items in each questionnaire section are well correlated and measure the same underlying concept. The data collection process for this study was carefully structured to ensure that accurate and trustworthy information was gathered from the participants. First, sought permission from the relevant authorities, including school administrators and district supervisors, to conduct the research in their institutions. This formal approval ensures study aligns with institutional policies and ethical standards. Once received the green light, distributed consent forms to the participants. These forms explained the study's goals, procedures, and the rights of the participants, ensuring fully informed and voluntarily participating, while maintaining their confidentiality. After distributing the consent forms, administered the survey questionnaires to the teachers using digital tools, such as Google Forms. Ensured that the respondents had plenty of time to complete the questionnaire, allowing them to reflect thoughtfully on each question. To avoid confusion, included clear instructions with the questionnaire to help participants understand how to complete the survey correctly. Throughout the data collection phase, the researcher was available to address any questions respondents had about the survey. Once all the questionnaires were filled out and collected, carefully reviewed the data to ensure everything was complete and accurate. Any

incomplete or incorrectly filled-out questionnaires were noted, and might follow up with the respondents if needed. After gathering all the responses, encoded the data and prepared it for statistical analysis. The researcher ensured that the data was securely stored and that the confidentiality of the respondents was maintained throughout the process. This systematic and ethical approach to data collection is designed to minimize errors and biases, ensuring that the study's results are reliable and valid. Ethical considerations are crucial in ensuring that the research process respects the rights, dignity, and well-being of the participants involved. This study is grounded in the ethical framework of key principles, including informed consent, confidentiality, voluntary participation, and a commitment to avoid harm. Before the kick-off, each participant received a thorough explanation of the study's goals, methods, and any potential risks and benefits through a consent form, which was also used for data collection purposes. This form clearly states that participants have the right to withdraw from the study at any time without facing any penalties or negative repercussions. Using consent forms ensures that participants are fully informed and willingly agree to participate. Also took confidentiality very seriously throughout the research process. Participants' details, including their identities and specific responses, were kept anonymous to safeguard their privacy. Any identifiable information was coded, and the data was securely stored to prevent unauthorized access. Only the researcher and a few authorized individuals involved in the data analysis had access to this data, which was used solely for this study. Once the research was completed, the data was securely archived or destroyed in line with institutional policies, further protecting the participants' information. Another important ethical consideration was the responsibility to prevent harm or discomfort to the participants. This study posed minimal risk to respondents, as it primarily involved completing a questionnaire. However, the researcher ensured that all questions were respectful, non-intrusive, and culturally sensitive. If participants felt uncomfortable with any part of the questionnaire, they could skip that question or withdraw from the study altogether. Lastly, the study adhered to all institutional and professional ethical guidelines for conducting research with human participants. This included obtaining approval from the relevant ethics review board before commencing data collection. By upholding these ethical standards, the study ensured that the research process was conducted with integrity, respect, and responsibility toward the participants. The statistical methods used to analyze the data for the research questions are as follows: Descriptive statistics help summarize and organize data in a way that reveals patterns. They provide a clear snapshot of your dataset without jumping to conclusions beyond what the data reveals. The mean was applied to assess teachers' perceptions of their work behavior regarding their performance and job satisfaction, as well as their views on the educational leadership practices of school leaders concerning these same factors. Standard deviation was calculated by taking the square root of the variance, which involves measuring how each data point deviates from the mean. This helps quantify the level of variation present in the data. Inferential statistics takes data from a sample to make predictions or inferences about a larger population. They enable researchers to test hypotheses and explore relationships or differences between variables. The Pearson Correlation Coefficient is a key statistical measure that gauges the strength and direction of the linear relationship between two datasets. It provides valuable insights into the relationships between variables. Mediation analysis examines how or why one variable influences another through a third variable, known as the mediator, addressing questions about indirect effects.

2. Results and Discussion

Table 2 . Work behavior of the teachers in terms of Professionalism

Indicators	Mean	SD	VI
1I complete my teaching responsibilities on time.	4.68	0.502	HM
2. I maintain punctuality in attending classes and school events.	4.48	0.502	M
3. I foster positive relationships with my colleagues.	4.60	0.492	HM
4. I treat all students with equal respect and fairness.	4.57	0.514	HM
5. I actively seek opportunities for professional development.	4.62	0.505	HM
Overall	4.59	0.199	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 2 provides insight into how respondents view the professionalism of teachers, revealing an impressive overall mean score of 4.459 (SD = 0.199), which falls into the highly manifested category. The standout indicator is statement 1, boasting a mean of 4.68 (SD = 0.502), highlighting teachers' strong commitment to their responsibilities. This finding aligns with Hoy's (2024) focus on the importance of self-regulation in maintaining professional standards, a crucial aspect of teacher professionalism.

Additionally, teachers are eager to pursue professional development. Opportunities, reflected in a mean score of 4.62 (SD = 0.505), showcase their commitment to ongoing improvement. They also prioritize building positive relationships with their colleagues, as indicated by a mean of 4.60 (SD = 0.492), which underscores the value of collaboration in the educational setting. The OECD points out peer networks can enhance teaching practices and foster a supportive professional community.

Moreover, treating all students with equal respect and fairness is highly regarded, with a mean score of 4.57 (SD = 0.514), demonstrating educators' dedication to ethical standards. This practice aligns with the OECD's framework for teacher professionalism, which emphasizes maintaining high teaching standards and ethical conduct.

On the other hand, statement 2 received the lowest mean score of 4.48 (SD = 0.502), indicating a potential area for improvement. Effective time management is crucial for maintaining professionalism, especially when faced with heavy workloads, as highlighted by the Massachusetts Department of Elementary and Secondary Education. In conclusion, the findings suggest that teachers in this study uphold high standards of professionalism, particularly in terms of responsibility and collaboration. However, ongoing efforts in equity-centered teaching and professional growth are vital for further enhancing their effectiveness.

Table 3. Work Behavior of the Teachers as to Punctuality

Indicators	Mean	SD	VI
1. I arrive at school on time every day.	4.66	0.494	HM
2. I begin my lessons promptly as per the class timetable.	4.57	0.498	HM
3. I respect the allocated time for each lesson and avoid overrunning.	4.56	0.515	HM
4. I am punctual for staff meetings and professional development sessions.	4.65	0.529	HM
5. I submit lesson plans and other documents within the set deadlines.	4.64	0.482	HM
Overall	4.62	0.201	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M/M); 4.50-5.0 (Highly Manifested/HM).

Table 3 provides a glimpse into the punctuality of teachers, showcasing an impressive overall mean of 4.62 (SD = 0.201), which comfortably places it in the "highly manifested" category. This suggests that teachers are generally diligent about managing their time, which is essential for maintaining efficiency in their roles. Among the various indicators, statement 1 stands out with a mean of 4.66, highlighting teachers' strong commitment to being on time. As noted by Stronge (2018), punctuality is vital to a teacher's effectiveness, as it significantly influences classroom management and student discipline. Statement 5, which boasts a mean of 4.64 (SD = 0.482), also received a high rating, reflecting a strong commitment to professional responsibilities. This finding echoes Darling-Hammond's (2021) assertion that meeting deadlines is a key indicator of teacher accountability and organizational skills.

On another note, statement 4, with a mean of 4.65 (SD = 0.529), further reinforces the notion that teachers appreciate the value of time and recognize its importance in fostering collaboration and ongoing learning. Research by Guskey (2020) suggests that engaging in professional development activities can significantly boost teachers' instructional effectiveness and contribute to overall school improvement.

Interestingly, statements 2 and 3, although still falling within the highly manifested category, recorded the lowest means of 4.57 (SD = 0.498) and 4.56 (SD = 0.515), respectively. These results suggest that although teachers generally adhere to their schedules, there is room for minor adjustments in lesson pacing and time management that could further enhance instructional efficiency. Marzano and Toth (2019) emphasized that effective time management during lessons improves student engagement and maximizes learning outcomes.

The findings indicate that teachers are generally punctual, which is crucial for creating a well-organized learning environment and promoting professionalism. Schools may want to implement time

management training programs or establish policies that encourage consistent punctuality in all teaching activities to enhance this quality further.

Table 4. Work Behavior of the Teachers as to Engagement

Indicators	Mean	SD	VI
1. I consistently strive to improve my teaching practices.	4.67	0.470	HM
2. I dedicate extra time to ensure my students understand the lesson content.	4.49	0.534	M
3. I actively participate in team meetings and school activities.	4.72	0.467	HM
4. I collaborate with colleagues to improve teaching strategies.	4.65	0.479	HM
5. I maintain a positive attitude, even during challenging times.	4.65	0.479	HM
Overall	4.64	0.222	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 4 illustrates the work behavior of teachers in terms of engagement, revealing a positive outcome from the respondents' survey, with an impressive overall weighted mean of 4.64 (SD = 0.22) and a verbal interpretation of "highly manifested." This suggests that teachers are deeply committed to refining their teaching practices, collaborating with their peers, and fostering a positive work environment. Among the various indicators, Statement 3 has the highest mean of 4.72 (SD = 0.467), indicating teachers' eagerness to participate in collaborative activities that foster school development. Hargreaves and Fullan (2021) emphasize that participation in professional learning communities has a significant impact on both instructional practices and student outcomes.

Similarly, Statement 1 received a mean of 4.67 (SD = 0.470), indicating strong agreement. These results resonate with the findings of Kraft and Papay (2022), who noted that teachers in collaborative and supportive settings experience enhanced professional growth and job satisfaction. Meanwhile, statements 4 and 5 yielded a mean of 4.65 (SD=0.479), reflecting the resilience and dedication of teachers. Skaalvik and Skaalvik (2021) argue that maintaining a positive outlook is essential for sustaining teacher motivation and preventing burnout.

Lastly, the lowest mean was for statement 2, which scored 4.49 (SD = 0.534), with a verbal interpretation of "manifested," suggesting an area that could be improved. Research indicates that additional instructional time can enhance student learning outcomes (Darling-Hammond & Hyler, 2021). Schools may want to explore strategies such as structured remedial sessions or flexible learning schedules to better support teachers in this regard.

Overall, the findings confirm that teachers demonstrate a high level of engagement, which is crucial for enhancing educational quality and student success. Schools should continue to foster collaborative cultures and provide professional development programs to enhance teacher engagement further.

Table 5. Work Behavior of the Teachers in Collaboration

Indicators	Mean	SD	VI
1. I actively participate in team discussions to improve teaching outcomes.	4.63	0.486	HM
2. I contribute ideas during group planning sessions.	4.70	0.478	HM
3. I maintain clear and respectful communication with my colleagues.	4.65	0.479	HM
4. I openly share information and resources with my team.	4.72	0.453	HM
5. I collaborate with others to address challenges in the classroom.	4.72	0.453	HM
Overall	4.68	0.241	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 5 presents the collaborative work behavior of teachers, indicating that they excel in teamwork, with an impressive overall weighted mean of 4.68 (SD = 0.241), placing them firmly in the highly manifested category. This indicates that teachers are actively involved in teamwork, communication, and shared problem-solving—key ingredients for creating a positive school atmosphere and enhancing teaching practices. The standout scores come from statements 4 and 5, with a mean of 4.72 (SD = 0.453). These results underscore the importance of knowledge sharing and collective problem-solving in achieving effective teaching outcomes. As noted by Harris and Jones (2022), collaboration among educators fosters professional growth and boosts student learning by encouraging innovative teaching strategies.

Similarly, statements 2 and 3 scored 4.70 (SD = 0.478) and 4.65 (SD = 0.479), respectively, reinforcing the importance of open dialogue and teamwork in strengthening professional relationships. Research by Ronfeldt et al. (2021), highlights that teachers who engage in collaborative planning and decision-making tend to experience higher job satisfaction and instructional effectiveness.

On the other hand, the lowest mean comes from statement 1, which, although still rated at 4.63 (SD = 0.486), suggests that teachers generally engage in collaborative discussions, but there is room for improvement. Initiatives such as structured professional learning communities (PLCs) could further enhance participation. Kraft et al. (2022) argue that well-organized collaboration efforts provide teachers with ongoing support, feedback, and opportunities for instructional enhancement.

In summary, the findings suggest that teachers foster a robust culture of collaboration, which is essential for maintaining an effective and cohesive teaching workforce.

Table 6. Summary Table on Perception of Teacher Work Behavior

Indicators	Mean	SD	VI
1. Professionalism	4.59	0.199	Highly Manifested
2. Punctuality	4.62	0.201	Highly Manifested
3. Engagement	4.64	0.222	Highly Manifested
4. Collaboration	4.68	0.241	Highly Manifested
Overall	4.63	0.216	Highly Manifested

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

The insights presented in Table 6 shed light on how respondents view teacher work behavior, homing in on four main aspects: professionalism, punctuality, engagement, and collaboration. The average score was 4.63 (SD = 0.216), indicating that teacher work behavior is strongly evident among those surveyed. When examining the individual aspects, collaboration stood out with the highest mean score of 4.68 (SD = 0.241). This suggests that teachers are widely perceived as effectively collaborating with their colleagues and stakeholders. This finding echoes the work of García-Martínez et al. (2021), who noted that collaborative efforts can significantly enhance teaching quality and improve student outcomes.

Engagement was a close second, with a mean score of 4.64 (SD = 0.222), showcasing teachers' consistent dedication to being actively involved in both classroom activities and extracurricular events. This aligns with the observations made by Bubb and Jones (2020), who highlighted that teacher engagement is crucial for ongoing student success, particularly during challenging times such as the COVID-19 pandemic.

Punctuality and professionalism also scored well, with averages of 4.62 (SD = 0.201) and 4.59 (SD = 0.199) respectively, both landing in the "highly manifested" category. The high professionalism score reflects a strong commitment to ethical standards and teaching skills, reinforcing the idea of teachers as role models (Zhou & Yuen, 2020). On the other hand, punctuality indicates a solid grasp of time management, which is crucial for keeping classroom routines on track and maximizing instructional time (Khan et al., 2021).

The fairly consistent high scores across all indicators suggest a generally positive perception of teacher work behavior. This could be linked to ongoing professional development efforts and supportive school leadership, both of which have been shown to impact teacher attitudes and behaviors positively. (Skaalvik & Skaalvik, 2020).

Table 7. Transformational Leadership as to Visionary Leadership

Indicators	Mean	SD	VI
1. The school head communicates a compelling vision for the future of our school.	4.64	0.482	HM
2. The school head ensures that everyone understands the school's mission and goals.	4.44	0.499	M
3. The school head motivates us to align our work with the school's vision.	4.62	0.537	HM
4. The school head fosters collaboration to achieve long-term school goals.	4.53	0.517	HM
5. The school head demonstrates foresight in planning for the school's future.	4.69	0.482	HM
Overall	4.58	0.217	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 7 shows that respondents believe school leaders demonstrate a strong sense of visionary

leadership, reflected in an impressive overall mean of 4.58 (SD = 0.217), which places it firmly in the highly manifested category. This indicates that school heads are not just talking the talk; they effectively share a clear vision, inspire alignment with the school's mission, and exhibit foresight in their strategic planning. Among the statements, statement 5 stands out with the highest mean of 4.69 (SD = 0.482), emphasizing the crucial role of proactive leadership in achieving long-term success. Leithwood et al. (2021) emphasize that visionary leadership is a crucial component of transformational leadership, enabling school leaders to anticipate challenges and implement strategic initiatives for ongoing improvement.

On another note, Statement 1, with a mean of 4.64 (SD = 0.482), further highlights the importance of effective communication in leadership. Fullan (2022) argues that a well-defined vision cultivates collective commitment and motivates educators to strive for shared educational goals.

Additionally, statements 3 and 4, with means of 4.62 (SD = 0.537) and 4.53 (SD = 0.517), respectively, also received high ratings. This reinforces the notion that transformational leaders not only craft a vision but also foster collaborative cultures that promote teamwork and shared responsibility (Bass & Riggio, 2021).

However, statement 2 has the lowest mean at 4.44 (SD = 0.499), suggesting a potential area for improvement. Although it still holds a high rating, this finding suggests that more structured efforts, such as regular discussions, workshops, or clear documentation, could further enhance mission clarity. Research by Robinson et al. (2023), highlights that leaders who align teachers' roles with the school's mission tend to boost organizational commitment and performance.

Overall, the findings confirm that school leaders exhibit strong visionary leadership, which is essential for organizational success and sustained educational improvement. Schools should continue to support leadership development programs that focus on strategic visioning, mission alignment, and collaborative goal-setting.

Table 8. *Transformational Leadership as to Instructional Supervision*

Indicators	Mean	SD	VI
1. The school head inspires teachers to strive for excellence in their teaching practices.	4.52	0.550	HM
2. The school leader communicates a clear vision of academic success that motivates teachers to improve their teaching.	4.54	0.533	HM
3. The school head encourages teachers to question their teaching methods and try new approaches.	4.70	0.478	HM
4. Teachers are encouraged to engage in critical thinking and innovative classroom practices.	4.61	0.507	HM
5. The school head provides personalized support to teachers, helping them address their specific challenges.	4.64	0.531	HM
Overall	4.60	0.252	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M/M); 4.50-5.0 (Highly Manifested/HM).

Table 8 shows that school leaders are significantly stepping up their game in instructional supervision, boasting an impressive overall weighted mean of 4.60 (SD = 0.252), which places them firmly in the highly effective category. This highlights the vital role school leaders play in supporting teachers, sparking innovation, and driving academic success through effective supervision. The standout here is statement 3, which scored the highest at 4.70 (SD = 0.478). This highlights the importance of continuous improvement and reflective teaching practices, both of which are essential for fostering a growth mindset among educators. Hallinger and Heck (2022) note that school leaders who champion instructional innovation and encourage pedagogical reflection have a significant impact on teaching effectiveness and student outcomes.

Moreover, statement 5, with a mean of 4.64 (SD = 0.531), highlights the importance of personalized mentoring and coaching in instructional leadership. Research by Hattie and Donoghue (2023) suggests that tailored professional support enhances teacher confidence, alleviates burnout, and improves instructional delivery. Statements 4 and 2, with means of 4.61 (SD = 0.507) and 4.54 (SD = 0.533), respectively, further reinforce the idea that effective leadership cultivates a culture of ongoing learning and motivation. Leithwood et al. (2021) argue that leaders who set clear academic goals and provide structured support systems empower teachers to refine their instructional strategies, creating a more engaging learning environment.

On the other hand, statement 1, with a mean of 4.52 (SD = 0.55), while still in the highly manifested category, suggests that there is some room for improvement in leadership strategies aimed at boosting teacher

motivation and excellence. Robinson et al. (2023) highlight that leadership effectiveness reaches its peak when school heads actively engage with teachers through mentorship, collaborative decision-making, and professional development initiatives.

To summarize, the findings suggest that school leaders excel in instructional supervision practices, which play a vital role in developing teachers, enhancing instructional quality, and promoting student success. It's essential for schools to continue investing in leadership training programs that prioritize mentorship, innovative teaching methods, and ongoing support for teachers to maintain high teaching effectiveness.

Table 9. Transformational Leadership as to Decision-Making Processes

Indicators	Mean	SD	VI
1. The school head seeks input from teachers and staff before making important decisions.	4.61	0.539	HM
2. The school head encourages collaboration and collective problem-solving during decision-making.	4.63	0.533	HM
3. The school head empowers teachers to take responsibility for decisions within their areas of expertise.	4.58	0.574	HM
4. The school head delegates decision-making authority to staff members when appropriate.	4.61	0.539	HM
5. The school head ensures that decisions are communicated clearly to all stakeholders.	4.52	0.534	HM
Overall	4.59	0.289	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M); 4.50-5.0 (Highly Manifested/HM).

Table 9 highlights how school leaders make decisions under transformational leadership, revealing an impressive overall weighted mean of 4.59 (SD = 0.289). The results suggest that respondents feel strongly about the effectiveness of leadership in this context. As Bass and Riggio (2021) point out, transformational leadership fosters a collaborative decision-making process, ensuring that everyone involved has a voice in shaping the institution's direction. Among the statements, statement 3 stands out with the highest mean of 4.63 (SD = 0.53), reinforcing the notion that transformational leaders cultivate an environment where teamwork and collective intelligence lead to innovative solutions. Research by Bush and Glover (2023), highlights that this collaborative approach enhances teachers' sense of ownership and accountability, ultimately leading to improved educational outcomes.

Moreover, statements 1 and 4, both scoring a mean of 4.61 (SD = 0.539), also received top ratings. This suggests that practices such as inclusive decision-making and shared leadership are highly valued within the school system. Leithwood et al. (2022) suggest that distributing leadership roles and involving teachers in decision-making can enhance organizational trust, job satisfaction, and overall school performance.

On the other hand, statement 5 has the lowest mean at 4.52 (SD = 0.534), indicating an area that could use improvement. For effective decision-making, it's crucial to have clear and accessible communication channels so that all stakeholders are on the same page and can support the policies being implemented (Fullan, 2023).

Overall, the findings suggest that school leaders are successfully applying transformational leadership strategies in their decision-making processes, fostering a culture of collaboration, empowerment, and shared responsibility. To further enhance leadership effectiveness, schools should continue to invest in professional development programs that focus on improving communication, participatory governance, and strategic planning among school leaders.

Table 10. Summary Table for Transformational Leadership

Indicators	Mean	SD	VI
1. Visionary Leadership	4.58	0.217	HM
2. Instructional Supervision	4.60	0.252	HM
3. Decision-Making Processes	4.59	0.289	HM
Overall	4.59	0.253	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 10 showcases how respondents view transformational leadership as demonstrated by school leaders, focusing on three key areas: visionary leadership, instructional supervision, and decision-making processes. The overall average score was 4.59 (SD = 0.253), which we interpret as Highly Manifested (HM). This suggests that the behaviors associated with transformational leadership are prevalent in the educational environments of the respondents. Among the specific areas, instructional supervision received the highest rating (M = 4.60, SD = 0.232), suggesting that school leaders are seen as actively engaged in guiding, assessing, and enhancing instructional practices. This finding aligns with the research by Supovitz et al. (2021), who emphasize that effective instructional leadership plays a crucial role in supporting teacher development and boosting student achievement through regular feedback and skill-building.

Following closely behind, decision-making processes had a mean score of 4.59 (SD = 0.29), highlighting the participative and inclusive leadership style prevalent in these schools. Research by Leithwood and Sun (2021) supports the idea that transformational leaders often cultivate a sense of ownership among teachers by involving them in decision-making, which in turn enhances organizational commitment and sparks innovation.

On the flip side, visionary leadership scored just a tad lower at 4.58 (SD = 0.217), yet it still falls into the highly manifested category. This reflects the leaders' knack for articulating a compelling vision that inspires and brings together school stakeholders. According to Ng (2020), visionary leadership is a fundamental aspect of transformational practices that motivates long-term dedication to school improvement objectives.

In summary, the consistently high ratings across all areas underscore the effectiveness of transformational leadership implementation. These findings underscore the crucial role of leadership in shaping school culture, energizing staff, and fostering an environment that promotes ongoing improvement (Gumus et al., 2020). In instructional leadership, it is composed of sub-variables such as framed and communicated school goals, supervised and evaluated instruction, and promoted teachers' professional development.

Table 11. *Instructional Leadership as to Framed and Communicated School Goals*

Indicators	Mean	SD	VI
1. The school head sets clear and measurable instructional goals for the school year.	4.59	0.542	HM
2. The school head ensures that instructional goals are focused on improving teaching and student learning outcomes.	4.41	0.542	M
3. The school head communicates instructional goals to all staff at the beginning of the school year.	4.70	0.528	HM
4. The school head regularly updates staff on progress toward achieving school goals.	4.58	0.528	HM
5. The school's goals are aligned with the school's broader mission and vision for student success.	4.70	0.495	HM
Overall	4.60	0.267	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

The insights shared in Table 11 delve into the instructional leadership practices tied to how school goals are framed and communicated. With an impressive overall weighted mean of 4.60 (SD=0.267), it's clear that respondents feel strongly about this aspect. This finding aligns with Hallinger and Murphy's (2021) view that effective instructional leadership is founded on setting clear goals, aligning them with the school's mission, and consistently communicating these objectives to foster a unified educational atmosphere. Notably, statements 3 and 5 stood out with the highest mean of 4.70 (SD = 0.495), indicating that school leaders are particularly skilled at conveying a clear vision that fosters a shared sense of purpose among staff. Leithwood et al. (2022) support this by noting that a well-articulated and strategically aligned school vision boosts teacher commitment, instructional consistency, and ultimately, student performance.

On the other hand, statements 1 and 4, with means of 4.59 (SD = 0.542) and 4.58 (SD = 0.528), respectively, highlight the critical role of ongoing feedback and assessment. This is essential for data-driven school improvement strategies, as noted by Fullan (2022). Providing teachers with timely updates and adjustments regarding school objectives can significantly enhance motivation, accountability, and overall instructional effectiveness.

Additionally, statement 2, which received the lowest mean of 4.41 (SD=0.542), suggests there's room

for growth in aligning instructional goals with pedagogical improvements and student success. Research by Robinson et al. (2023) emphasizes that instructional leadership should not only prioritize goal-setting but also focus on actively supporting teachers and fostering their professional development to translate these goals into classroom practices effectively.

Overall, the results indicate that school leaders are quite adept at setting, communicating, and aligning instructional goals.

Table 1. *Instructional Leadership as to Supervised and Evaluated Instruction*

Indicators	Mean	SD	VI
1. The school head regularly observes classroom instruction to assess teaching practices.	4.41	0.558	M
2. The school head provides clear expectations for effective classroom instruction during supervision.	4.69	0.499	HM
3. The school head provides constructive and actionable feedback to teachers after classroom observations.	4.62	0.553	HM
4. Feedback from the school head focuses on areas where I can improve my teaching practices.	4.54	0.533	HM
5. The school head uses a structured approach to evaluate teaching effectiveness.	4.70	0.495	HM
Overall	4.59	0.297	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M/M); 4.50-5.0 (Highly Manifested/HM).

The data presented in Table 12 sheds light on the level of educational leadership practices, particularly in the realm of supervised and evaluated instruction. With an overall weighted mean of 4.59 (SD = 0.297), it's clear that respondents are demonstrating these practices at a high level. This finding aligns well with the principles of instructional leadership, which emphasize the importance of structured supervision and effective feedback in enhancing teaching practices (Hallinger & Wang, 2021). Among the various statements, statements 5 and 2 stand out with impressive means of 4.70 (SD=0.495) and 4.69 (SD=0.499), respectively. This indicates that teachers truly appreciate having clear standards and systematic evaluation methods, both of which are vital for ensuring high teaching performance and positive student outcomes (Marzano et al., 2022).

On the other hand, statement 1, with a mean of 4.41 (SD = 0.558), received the lowest score, suggesting that there may be some hurdles when it comes to the frequency or consistency of classroom observations. Research by Robinson et al. (2023), highlights that regular instructional supervision is crucial for giving teachers timely feedback and support, indicating that more observation opportunities could significantly boost teaching effectiveness.

Additionally, statement 4, which has a mean of 4.54 (SD=0.533), underscores the importance of targeted and constructive feedback in fostering teacher growth. Danielson (2022) points out that feedback that is specific, actionable, and focused on growth can directly enhance instructional strategies and student engagement.

In summary, the findings suggest that school leaders are performing a commendable job in supervising and evaluating instruction, particularly in establishing clear expectations and utilizing structured evaluation processes. However, there's still some room for improvement in the consistency of classroom observations to ensure ongoing teacher development and instructional enhancement.

Table 13. *Instructional Leadership for Promoting Teachers' Professional Development*

Indicators	Mean	SD	VI
1. The school head regularly assesses teachers' professional development needs through surveys or discussions.	4.52	0.580	HM
2. The school head considers student performance and teacher feedback when planning professional development opportunities.	4.72	0.484	HM
3. The school head provides various professional development opportunities tailored to teaching needs.	4.62	0.568	HM
4. Teachers are given ample time to attend professional development sessions during the school year.	4.63	0.549	HM

5. Professional development opportunities are aligned with the school's instructional goals and priorities.	4.66	0.527	HM
Overall	4.63	0.292	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

The insights presented in Table 13 shed light on how educational leadership practices are fostering teacher professional development in the Philippines. With an impressive overall weighted mean of 4.63 (SD = 0.292), it's clear that respondents strongly value the support they receive for their professional growth. This aligns perfectly with the Department of Education (DepEd) Order No. 21, s. 2019, which highlights the crucial role of continuous professional development (CPD) in enhancing teaching quality and student learning outcomes.

Among the various statements, the one with the highest mean score of 4.72 (SD = 0.484) indicates that teachers truly value data-driven and teacher-centered professional development (PD) programs. This aligns with the Philippine Professional Standards for Teachers (PPST), which advocates for evidence-based approaches in professional learning (DepEd, 2020).

On the other hand, the statement with the lowest mean score of 4.52 (S = =0.580) suggests possible shortcomings in the frequency or effectiveness of these assessments. Research by Bernardo et al. (2021) highlights that tailored, teacher-driven professional development (PD) programs can lead to greater engagement and a long-lasting impact, suggesting that school leaders should focus on more systematic and inclusive professional development needs assessments.

Moreover, statement 5, with a mean of 4.66 (SD = 0.527), underscores the necessity for coherence between PD programs and institutional goals. Salandanan (2022) argues that effective PD initiatives must align with curriculum reforms, DepEd mandates, and the latest educational trends to maximize their effectiveness.

Meanwhile, the finding related to statement 4, with a mean of 4.63 (SD = 0.549), suggests that while PD opportunities are available, their accessibility and relevance should be examined more closely.

In summary, the results suggest that teacher professional development is well-supported in Philippine schools, with programs that align with instructional goals and incorporate teacher feedback. However, there's a clear need for more systematic needs assessments and improvements to ensure these programs are as effective as possible.

Table 14. Summary Table for Instructional Leadership

Indicators	Mean	SD	VI
1. Framed and Communicated School Goals	4.60	0.267	HM
2. Supervised and Evaluated Instruction	4.59	0.252	HM
3. Promoted Teachers' Professional Development	4.63	0.292	HM
Overall	4.61	0.270	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 14 showcases how respondents view instructional leadership, highlighting three main areas: (1) the establishment and communication of school goals, (2) the supervision and evaluation of instruction, and (3) the promotion of teachers' professional development. With an overall mean score of 4.01 (SD = 0.270), this falls into the Highly Manifested (HM) category, indicating that instructional leadership is quite apparent within the school environment. Among these areas, the supervision and evaluation of instruction stood out with the highest mean score of 4.35 (SD = 0.252). This suggests that school leaders are seen as actively engaged in monitoring teaching practices and offering feedback to enhance effectiveness. This aligns with the findings of Qadach et al. (2021), who noted that effective instructional supervision is essential for fostering a culture of ongoing improvement and ensuring adherence to educational standards.

Furthermore, promoting teachers' professional development ranked second with a mean score of 4.30 (SD = 0.229), indicating a strong commitment to building capacity among educators. This supports the insights of Day and Gu (2020), who noted that investing in teacher development not only boosts instructional quality but also aids in retaining teachers and enhancing their job satisfaction.

On the flip side, framing and communicating school goals received a mean score of 4.00 (SD = 0.267). While this was the lowest among the indicators, it still falls within the highly manifested category. This

suggests that school leaders are generally effective in conveying a shared vision, although there may be opportunities to improve their strategic communication practices. Klar et al. (2021) emphasized that effectively communicating school goals is vital for aligning instructional efforts and nurturing a cohesive school culture.

Overall, these findings highlight the substantial impact of instructional leadership on shaping the learning environment and fostering academic success. When leaders clearly articulate goals, they set the stage for a more effective educational experience. In distributed leadership, the sub-variables comprise collaborative decision-making, staff empowerment, and creating and leveraging a network.

Table 15. Distributed Leadership as to Collaborative Decision-Making

Indicators	Mean	SD	VI
1. The school head involves teachers and staff in school policy and initiative decisions.	4.60	0.525	HM
2. Parents and other community stakeholders are included in decision-making processes related to school development.	4.59	0.494	HM
3. Decision-making responsibilities are shared among multiple leaders and teachers, not just the principal.	4.63	0.503	HM
4. Teachers have a significant role in making important decisions about curriculum and instruction.	4.72	0.453	HM
5. The decision-making process is transparent, and everyone involved understands how decisions are made.	4.67	0.473	HM
Overall	4.64	0.188	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 15 illuminates how collaborative decision-making is conducted within the framework of distributed leadership. With an impressive overall weighted mean of 4.64 (SD = 0.188), the data indicate that school heads actively involve various stakeholders in the decision-making process. This approach reinforces the principles of shared governance and participatory leadership in the Philippine education system.

The standout statement is number 4, which has a mean of 4.72 (SD = 0.453). This suggests that educators feel empowered and engaged in shaping instructional policies, aligning perfectly with the Department of Education's (DepEd) commitment to promoting teacher agency in curriculum development (DepEd, 2020). Similarly, statement 5, with a mean of 4.67, indicates that school leaders prioritize openness and inclusivity in governance—an essential factor in building trust within the school community (Hallinger & Heck, 2011).

Conversely, statement 2 has the lowest mean at 4.59 (SD = 0.494), indicating a potential gap in community engagement and partnership building. Research indicates that effective school leadership extends beyond internal stakeholders; it should also involve parents and community representatives to ensure well-rounded, context-driven decision-making (Bryk et al., 2010).

Additionally, statement 3, with a mean of 4.63 (SD = 0.503), emphasizes the practice of distributing leadership roles, which aligns with the Philippine Schools Governance Act (RA 9155), which advocates for decentralized and participatory leadership models (Republic of the Philippines, 2001).

The results suggest that Philippine schools demonstrate strong collaborative decision-making practices, especially in empowering teachers and maintaining transparency in leadership processes. However, there's a clear need to enhance parental and community involvement in school development decisions. Moving forward, school heads should establish structured mechanisms for community consultation, ensuring that all stakeholders, including parents and local organizations, have a voice in the process and have meaningful participation in shaping educational policies and initiatives (Leithwood et al., 2020).

Table 16. Distributed Leadership for the Empowerment of Staff

Indicators	Mean	SD	VI
1. The school head delegates leadership tasks to teachers and staff, allowing them to lead school initiatives.	4.62	0.505	HM
2. Teachers are allowed to lead projects and programs within the school.	4.69	0.482	HM
3. The school head provides adequate support and resources to help staff take on leadership roles.	4.74	0.476	HM
4. Teachers have professional development opportunities to enhance their leadership skills.	4.68	0.518	HM

5. Teachers are encouraged to make decisions regarding their teaching methods and classroom management.	4.67	0.508	HM
Overall	4.68	0.247	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 16 highlights how the concept of empowering staff through distributed leadership is taking shape in Philippine schools. With an impressive overall mean of 4.68 (SD = 0.247), it's clear that teachers feel a strong sense of empowerment in their leadership roles and decision-making processes. The standout here is statement 3, which scored the highest at 4.74 (SD = 0.476), underscoring the crucial role of institutional support in fostering teacher leadership. This finding aligns with the Department of Education's (DepEd) emphasis on school-based management and providing professional growth opportunities for educators (DepEd, 2021).

Moreover, statement 2, with a mean of 4.69 (SD = 0.482), suggests that teachers are indeed trusted with leadership responsibilities, thereby reinforcing the ideals of collaborative leadership and participatory decision-making (Hallinger, 2022). Professional development is a vital component of teacher empowerment, and Statement 4, with a mean of 4.68 (SD = 0.518), reflects the dedication of school leaders to ongoing professional learning and skill enhancement (Sun & Leithwood, 2021). Additionally, statement 5, with a mean of 4.67 (SD = 0.508), further emphasizes the importance of teacher autonomy and instructional leadership (Nguyen et al., 2021).

Conversely, the lowest mean is found in statement 1, which stands at 4.62 (SD = 0.503). This suggests that while some leadership delegation occurs, there is still room for improvement in establishing structured leadership pathways. Research indicates that effective distributed leadership thrives on clearly defined roles, mentoring systems, and capacity-building initiatives to maximize its impact (Harris & Jones, 2021).

In summary, the findings suggest that school leaders in the Philippines are actively working to empower teachers by delegating leadership roles, providing professional development opportunities, and encouraging collaborative decision-making.

Table 17 . Distributed Leadership in Creating and Leveraging Networks

Indicators	Mean	SD	VI
1. The school head encourages collaboration and leadership among teachers and staff across departments.	4.56	0.547	HM
2. Teachers can work together and share ideas for improving student learning.	4.66	0.510	HM
3. The school head actively builds relationships with external partners to support school improvement.	4.72	0.488	HM
4. Teachers are encouraged to engage with external networks to bring new ideas and resources into the school.	4.78	0.439	HM
5. Staff members freely share resources and best practices.	4.67	0.491	HM
Overall	4.67	0.249	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 17 illustrates how school leaders in the Philippines adopt distributed leadership by establishing and leveraging networks to achieve their goals. With an impressive overall weighted mean score of 4.67, it's clear that respondents believe school leaders are effectively promoting collaboration and networking. Among the various indicators, statement 4 stands out with a mean of 4.78, highlighting the crucial role of external partnerships in enhancing the educational experience. This aligns with recent research that underscores the positive impact of networked learning communities on school improvement and professional growth (Hargreaves & Fullan, 2021).

Similarly, statement 3, which has a mean of 4.72, reinforces how school leaders are instrumental in encouraging collaboration beyond their immediate school community. Collaborations with external entities, such as NGOs, local businesses, and academic institutions, are vital for mobilizing resources and sharing knowledge (Bush, 2022). Additionally, statement 5, with a mean of 4.67, suggests a robust culture of professional collaboration within schools, aligning with distributed leadership models that prioritize collective

learning and shared decision-making (Spillane, 2006).

Statement 2, scoring 4.66, further emphasizes the significance of peer collaboration in improving instructional strategies and student outcomes (Hallinger, 2022). On the other hand, while statement 1 has the lowest mean at 4.56, it still strongly agrees that school leaders are fostering cross-departmental teamwork. However, there's room for improvement in strengthening interdepartmental leadership structures (Nguyen et al., 2021).

These findings indicate that school leaders in the Philippines are taking the initiative to foster collaboration among teachers and staff within their schools and with external organizations. By strengthening professional learning communities, encouraging collaboration between schools, and engaging with industry partners, they can significantly boost the effectiveness of distributed leadership in education (Sun & Leithwood, 2021).

Table 18. Summary Table for Distributed Leadership

Indicators	Mean	SD	VI
1. Collaborative Decision-Making	4.64	0.188	HM
2. Empowerment of Staff	4.68	0.247	HM
3. Creating and Leveraging Networks	4.67	0.249	HM
Overall	4.66	0.228	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M/M); 4.50-5.0 (Highly Manifested/HM).

As illustrated in Table 18, the average score stands at 4.90 (SD = 0.228), indicating that distributed leadership is strongly evident across the various indicators measured. Among the three main indicators, the creation and utilization of networks received the highest average score of 4.97 (SD = 0.249), highlighting the crucial role of fostering relationships and collaborative connections both within and outside the organization. This observation aligns with recent studies that emphasize the importance of networked leadership in driving innovation and collaborative problem-solving (Harris & Jones, 2020). Following closely is collaborative decision-making, which has an average score of 4.94 (SD = 0.181). This finding reinforces the idea that effective distributed leadership flourishes in settings where decision-making is shared and inclusive. As noted by Wenner and Campbell (2021), shared decision-making is a vital process that makes the distribution of leadership both meaningful and impactful.

Lastly, the indicator with the lowest, yet still commendable, average score is staff empowerment at 4.80 (SD = 0.247). While this score still reflects a high level of manifestation, it suggests potential areas for organizations to enhance their efforts in granting autonomy and professional agency to their staff. Empowerment is a key aspect of distributed leadership, as it nurtures teacher agency and commitment to the organization's goals (Spillane, 2022).

These findings highlight the widespread and effective nature of distributed leadership in fostering shared responsibility and engagement across the system. This supports the growing evidence that distributed leadership has a positive impact on school improvement and the development of professional learning communities (Nguyen et al., 2023).

Table 19. Summary Table for Educational Leadership Practices

Indicators	Mean	SD	VI
1. Transformational leadership	4.59	0.253	HM
2. Instructional leadership	4.61	0.270	HM
3. Distributed leadership	4.66	0.228	HM
Overall	4.62	0.250	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M/M); 4.50-5.0 (Highly Manifested/HM).

The data presented in Table 19 clearly shows that all three aspects of educational leadership are strongly represented, with an overall average of 4.62 (SD = 0.250). This indicates that those surveyed believe

educational leadership practices are widely implemented in their environments. Among the various indicators, distributed leadership stands out with the highest average score of 4.66 (SD = 0.228). This finding aligns with recent studies that highlight the increasing importance of distributed leadership in promoting collaborative school cultures and shared accountability (Harris & Jones, 2020; Nguyen et al., 2023). Schools that adopt distributed leadership tend to be more adaptable and responsive to change, particularly in rapidly evolving educational settings.

On the other hand, instructional leadership also shows a strong presence, with a mean score of 4.61 (SD = 0.270). This type of leadership has a direct impact on teaching and learning, influencing areas such as curriculum development, instructional oversight, and academic outcomes. Robinson et al. (2021) emphasize that instructional leadership is crucial for student success, especially when principals take an active role in guiding teaching practices.

Meanwhile, transformational leadership, while slightly lower, still boasts a commendable mean of 4.59 (SD = 0.263). This style of leadership is centered on inspiring and motivating staff towards a shared vision and ongoing improvement. Leithwood and Sun (2020) note that transformational leaders foster supportive school environments, build trust, and enhance the capabilities of their staff, all of which contribute positively to the organization's effectiveness.

The high scores across all leadership styles suggest that educational leaders in this study demonstrate a balanced approach, effectively blending transformational, instructional, and distributed practices. This combination is crucial for promoting ongoing school development and fostering professional learning communities (Hallinger, 2021).

Table 20. Teacher Performance in Classroom Management

Indicators	Mean	SD	VI
1. I organize the classroom to create an effective learning environment.	4.61	0.507	HM
2. I have established clear routines that help students understand what to do at all times.	4.53	0.501	HM
3. I address disruptive behaviors consistently and fairly.	4.68	0.467	HM
4. I use a variety of strategies to prevent and manage disruptive behaviors in my classroom.	4.67	0.488	HM
5. I make sure class time is used effectively with minimal downtime or distractions.	4.67	0.505	HM
Overall	4.63	0.210	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 20 illustrates how teachers perform in classroom management through various indicators. The overall weighted mean score of 4.63 (SD = 0.21) indicates that teachers are quite proficient in managing their classrooms. This suggests that they are effective at creating an organized and supportive learning environment. Among the statements, statement 3 stands out with the highest mean score of 4.68 (SD = 0.467), which focuses on consistently and fairly addressing disruptive behaviors. This highlights the teachers' dedication to maintaining discipline and ensuring a structured classroom atmosphere. Additionally, statement 4, which scored 4.67 (SD = 0.488), emphasizes the use of various strategies to prevent and manage disruptive behaviors, reinforcing the importance of proactive behavior management for effective teaching (Marzano et al., 2021).

Moreover, Statement 5, with a mean of 4.67 (SD = 0.505), aligns with best practices for maximizing instructional time (Stronge, 2018). Meanwhile, statements 1 and 2, with mean scores of 4.61 (SD = 0.507) and 4.53 (SD = 0.501), respectively, were also rated positively, indicating that teachers understand the importance of structure in promoting student engagement.

These findings suggest that teachers in this study demonstrate strong classroom management skills, which are essential for fostering a positive learning environment. Effective classroom management leads to improved student behavior, enhanced academic performance, and increased overall classroom efficiency (Jones & Jones, 2021). Future research could look into how professional development programs can further enhance these skills among teachers in the Philippines.

Table 21. Teacher Performance in Student Achievement

Indicators	Mean	SD	VI
1. I effectively communicate key concepts and learning objectives to my students.	4.51	0.534	HM
2. I use various teaching methods to engage all students in learning.	4.68	0.502	HM
3. I regularly assess student progress to ensure they meet learning goals.	4.74	0.440	HM
4. I provide timely and constructive feedback to students to help them improve.	4.63	0.486	HM
5. I actively encourage students to take ownership of their learning.	4.70	0.478	HM
Overall	4.65	0.224	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M/M); 4.50-5.0 (Highly Manifested/HM).

Table 21 highlights the performance of teachers in terms of student achievement, with an overall weighted mean score of 4.65 (SD = 0.224). This suggests that teachers generally perceive their performance as quite strong, based on the provided rating scale. Among the five statements evaluated, statement 3 stood out with the highest mean score of 4.74 (SD = 0.44). This suggests that teachers place a high priority on monitoring student progress, which aligns well with best practices in formative assessment (Darling-Hammond et al., 2021). Similarly, statement 5, with a score of 4.70 (SD = 0.478), also ranked high, indicating a strong focus on student-centered learning approaches.

On the other hand, statement 1 had the lowest mean score, at 4.51 (SD = 0.534). While this score still falls within the highly manifested range, it indicates a slight area for improvement, especially in making lesson delivery clearer and more accessible (Magsayo & Rivera, 2022).

These findings back up previous research on teacher effectiveness in the Philippines, where student achievement is closely tied to instructional strategies and feedback mechanisms (Bernardo et al., 2021).

Table 22. Teacher Performance in Instructional Quality

Indicators	Mean	SD	VI
1. I ensure that my lesson plans are well-structured and aligned with curriculum standards.	4.63	0.501	HM
2. I prepare all materials and resources in advance to support my lessons.	4.69	0.464	HM
3. I clearly explain each lesson's key concepts and learning objectives.	4.68	0.485	HM
4. I present information in a way that is easy for students to understand.	4.69	0.482	HM
5. I actively engage students in lessons by encouraging questions and discussion.	4.72	0.448	HM
Overall	4.68	0.208	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M); 4.50-5.0 (Highly Manifested/HM).

Table 22 provides insight into how respondents evaluate teacher performance in terms of Instructional Quality, focusing on five key indicators. The overall weighted mean score of 4.68 (SD = 0.208) indicates that teachers perceive their instructional quality as quite strong, reflecting a solid commitment to effective teaching strategies. Among the various statements, statement 5 stood out with the highest mean score of 4.72 (SD = 0.448). This suggests that teachers really value interactive learning, which is in line with the best practices of student-centered teaching (Freeman et al., 2021).

Additionally, statements 2 and 4 both scored impressively, with means of 4.69 (SD = 0.464) and 4.69 (SD = 0.482), respectively, highlighting the importance of being well-prepared for lessons and providing clear instruction. On the other hand, Statement 1 had the lowest mean score, at 4.63 (SD = 0.501). While this still falls within the highly manifested range, it highlights a potential area for improvement in aligning more closely

with curriculum standards (DepEd, 2022).

These findings align with previous research on instructional effectiveness in the Philippines, which emphasizes the significance of structured lesson planning, resource preparation, and interactive engagement in boosting student outcomes (Bernardo et al., 2021). The results indicate that professional development programs should keep to focus on active student engagement, clear communication of key concepts, and well-structured lesson planning.

Table 23. *Teacher Performance in Peer Review*

Indicators	Mean	SD	VI
1. My peers provide clear and constructive feedback on my teaching practices	4.63	0.486	HM
2. The feedback I receive from my peers is relevant and actionable.	4.68	0.485	HM
3. I regularly engage in collaborative discussions with my peers about teaching strategies and challenges.	4.68	0.485	HM
4. I actively seek input from colleagues to improve my teaching methods.	4.75	0.489	HM
5. I reflect on the feedback I receive from my peers and adjust my teaching based on their suggestions.	4.66	0.494	HM
Overall	4.68	0.219	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

The data in Table 23 indicate that peer review is vital for enhancing teacher performance, with an impressive average score of 4.68 (SD = 0.219). This indicates that teachers appreciate feedback and collaboration with their peers. Notably, Statement 4 received the highest mean score of 4.75 (SD = 0.489), which underscores how teachers actively seek to improve their teaching methods. This is a significant finding, as it highlights a growth mindset among educators who are committed to continuous improvement, rather than working in isolation. Research supports this, showing that teachers who actively seek feedback are generally more adaptable and open to trying new teaching strategies (Hattie & Timperley, 2021).

In a similar vein, statements 2 and 3 also scored 4.68 (SD = 0.485), reinforcing the strong culture of collaboration among teachers. Engaging in collaborative discussions is crucial within professional learning communities, as it enables teachers to exchange best practices and gain new insights into addressing classroom challenges. Studies suggest that regular participation in peer discussions not only enhances teaching practices but also has a positive impact on student learning outcomes (Vescio et al., 2021).

On the other hand, the lowest mean score was for statement 1, which came in at 4.63 (SD = 0.486). While still a strong score, it suggests that not all peer feedback is structured or specific enough to lead to meaningful improvements. This could be due to a lack of a formal peer review system or insufficient training on how to give effective feedback. Constructive peer feedback is crucial for professional development, and schools might benefit from establishing structured peer coaching programs to ensure that teachers receive specific, actionable, and evidence-based feedback (Gore et al., 2021).

The findings yield several key takeaways for schools and teacher development programs. Offering training on how to give and receive constructive feedback can enhance the benefits of peer review. Strengthening professional learning communities (PLCs) through organized discussions and collaborative activities can also foster a culture of ongoing learning and growth.

Table 24. *Summary Table for Teacher Performance*

Indicators	Mean	SD	VI
1. Classroom management	4.63	0.210	HM
2. Student achievement	4.65	0.224	HM
3. Instructional quality	4.68	0.208	HM
4. Peer review	4.68	0.219	HM
Overall	4.66	0.215	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

The information in Table 24 shows that all the indicators of teacher performance are quite strong, with an overall average of 4.66 (SD = 0.215). This indicates that the teachers involved in the study are performing well across key areas of their professional roles. Among these indicators, instructional quality stands out with the highest average score of 4.68 (SD = 0.208). This reflects a strong focus on effective teaching methods, clear instruction, and the ability to engage students in meaningful ways. Recent research has highlighted that instructional quality is a crucial factor in predicting student success and long-term academic achievement (Kraft & Hill, 2021).

On a similar note, peer review also scored an impressive average of 4.68 (SD = 0.219), showcasing the importance of collegial feedback and collaborative professional growth. Studies indicate that peer review encourages a culture of ongoing improvement, supports reflective teaching practices, and fosters trust among educators (Taylor & Harding, 2020).

In contrast, student achievement received a score of 4.65 (SD = 0.224), reinforcing the idea that effective teacher performance is closely tied to student learning outcomes. A growing body of evidence suggests that teaching practices—especially those focusing on differentiated instruction and formative assessment—have a positive impact on student achievement (Darling-Hammond et al., 2021).

Finally, classroom management, with an average of 4.63 (SD = 0.21), remains a high level of skill, although it is slightly lower. Effective classroom management is crucial for fostering a safe and orderly learning environment. According to Marzano and Simms (2020), well-managed classrooms lead to improved student engagement and a reduction in behavioral problems.

In summary, the results show that the respondents demonstrate a high level of proficiency across all aspects of teacher performance.

Table 25. Teacher Job Satisfaction in Work-Life Balance

Indicators	Mean	SD	VI
1. I can manage my time between work and personal commitments effectively.	4.58	0.496	HM
2. I rarely feel overwhelmed by my personal workload.	4.46	0.548	M
3. I have the flexibility to adjust my work schedule when personal matters arise.	4.70	0.478	HM
4. I am able to take personal time off when needed without affecting my work performance.	4.62	0.505	HM
5. The demands of my job often leave me feeling stressed and unable to focus on my personal life.	4.65	0.560	HM
Overall	4.60	0.194	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M); 4.50-5.0 (Highly Manifested/HM).

Table 25 highlights the level of satisfaction teachers have with their work-life balance, reporting an impressive overall weighted mean score of 4.60 (SD = 0.194). This suggests that teachers generally feel they have a solid work-life balance. Among the various statements, statements 3 and 4 stood out with the highest mean scores of 4.70 (SD=0.478) and 4.62 (SD=0.505), respectively, indicating they received particularly high ratings. These results imply that teachers enjoy a certain level of autonomy in managing their schedules, which can lead to improved well-being and productivity. Research has shown that when educators have more control over their time, they tend to experience greater job satisfaction and lower stress levels (Bakker & Demerouti, 2020).

In a similar vein, statement 1 scored 4.58 (SD=0.496), suggesting that most teachers feel they can juggle their professional duties alongside personal commitments. This is a promising finding, as maintaining a healthy work-life balance is crucial for preventing burnout and ensuring long-term job satisfaction (Kim & Windsor, 2021). On the other hand, statement 2 had the lowest mean score, at 4.46 (SD = 0.548), indicating that some teachers do indeed feel stressed by their workload. This aligns with previous studies that point out how overwhelming work demands can lead to teacher burnout, affecting both their professional performance and personal well-being (Day & Gu, 2021).

Overall, these findings suggest that while teachers generally enjoy a positive work-life balance, there's a clear need for institutional support in managing workload and stress. Schools could benefit from implementing time management workshops, stress reduction programs, and policies that encourage flexible scheduling to enhance teacher well-being. Furthermore, future research could explore the long-term effects of

workload management on teacher retention and job performance. In summary, the results indicate that teachers are quite satisfied with their work-life balance, with flexibility and effective time management being key factors. However, addressing workload-related stress remains essential in ensuring that educators maintain their well-being while effectively fulfilling their responsibilities.

Table 26. Teacher Job Satisfaction in Recognition

Indicators	Mean	SD	VI
1. I regularly receive verbal praise from my school leadership for my contributions.	4.52	0.594	HM
2. I feel that my peers recognize my efforts in the classroom through positive feedback.	4.72	0.471	HM
3. I have been formally recognized (e.g., awards, certificates) for my achievements in teaching.	4.67	0.473	HM
4. My school has clear systems for recognizing outstanding teaching performance.	4.75	0.435	HM
5. I feel appreciated by my students for the effort I put into teaching.	4.61	0.490	HM
Overall	4.65	0.207	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

Table 26 highlights teacher job satisfaction in terms of recognition, reporting an impressive overall weighted mean score of 4.65 (SD = 0.207). This suggests that teachers generally feel valued and appreciated in their roles. Among the various indicators, statement 4 stands out with a mean score of 4.75 (SD = 0.435), indicating that schools have effective systems in place to recognize and reward teachers' contributions. Recognition methods such as awards, certificates, and structured appreciation programs have been proven to boost teacher motivation and commitment (Ryan & Deci, 2020).

Similarly, Statement 2, which scored 4.72 (SD = 0.471), received high marks, indicating that teachers feel supported and acknowledged by their peers. Peer recognition is crucial for creating a collaborative work environment, enhancing job satisfaction, and alleviating feelings of isolation (Collie et al., 2021)

On the other hand, statement 1 had the lowest mean score, at 4.52 (SD = 0.594). While still considered high, this suggests that some teachers believe there is room for improvement in receiving direct, verbal acknowledgment from administrators. Research shows that regular and personalized praise from leadership can significantly boost teacher morale and motivation (Kutsyuruba et al., 2021). Furthermore, Statement 5, which scored 4.61 (SD = 0.490), indicates that while student recognition is relatively high, there is potential for improvement in encouraging students to express their gratitude to their teachers.

Overall, the study reveals that teacher recognition plays a crucial role in job satisfaction, particularly when formal recognition systems and peer support are in place. However, enhancing verbal praise from leadership and promoting student appreciation could further elevate teachers' sense of value and motivation.

Table 27. Teacher Job Satisfaction in Professional Development

Indicators	Mean	SD	VI
1. I have easy access to professional development opportunities relevant to my teaching.	4.61	0.490	HM
2. My school offers enough professional development programs to support my teaching growth.	4.58	0.529	HM
3. The professional development programs offered are relevant to the challenges I face in the classroom.	4.73	0.444	HM
4. The professional development opportunities align with my personal and professional goals.	4.64	0.482	HM
5. The professional development programs I attend are of high quality.	4.72	0.471	HM
Overall	4.66	0.196	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

As highlighted in Table 27, teacher job satisfaction regarding professional development is measured using five indicators.

The overall mean score is 4.66 (SD = 0.196), which falls within the highly satisfied range (4.50–5.00). This clearly shows that teachers are quite pleased with the professional development opportunities available to them. Among the various indicators, the highest mean score of 4.73 (SD = 0.444) was recorded for statement 3, indicating that teachers truly appreciate how well these programs align with their actual classroom needs. In a similar vein, Statement 1 received a score of 4.61 (SD = 0.49), suggesting that accessibility isn't generally a concern for teachers.

On the other hand, the lowest mean score of 4.58 (SD = 0.529) was for statement 2. While this still falls within the highly satisfied range, it points to a potential area for improvement. Schools may want to evaluate whether the number of professional development opportunities meets teachers' expectations.

These findings align with earlier research that highlights the importance of professional development in enhancing teacher effectiveness and job satisfaction. In the Philippines, professional development is particularly vital due to the changing educational landscape and the ongoing need for teacher training (DepEd, 2025). With such high satisfaction levels, schools should continue to offer relevant and high-quality professional development programs.

However, school administrators should consider increasing the frequency or variety of these opportunities better to address the slightly lower rating regarding program availability. Future research could explore the specific elements of professional development that have the most significant impact on teacher motivation and retention.

Table 28. Summary Table for Teacher Job Satisfaction

Indicators	Mean	SD	VI
1. Work-life balance	4.60	0.194	HM
2. Recognition	4.65	0.207	HM
3. Professional Development	4.66	0.196	HM
Overall	4.64	0.199	HM

Legend: 1.0-1.49 (Not Manifested/NM); 1.50-2.49 (Somewhat Manifested/SM); 2.50-3.49 (Moderately Manifested/MM); 3.50-4.49 (Manifested/M /M); 4.50-5.0 (Highly Manifested/HM).

The information in Table 28 indicates that teacher job satisfaction is generally high across all the indicators examined, with an impressive average score of 4.64. When we break it down into three key areas—professional development (M = 4.66), recognition (M = 4.65), and work-life balance (M = 4.60)—each one falls comfortably within the "Highly Manifested" range according to the verbal interpretation scale (4.50–5.00). This suggests that the participants generally have a positive view of the teaching profession, considering both intrinsic and extrinsic factors.

The strong score for professional development aligns with current research highlighting the importance of ongoing learning and growth opportunities for teachers. As noted by Torres and Weiner (2021), professional development not only enhances the quality of teaching but also contributes to teacher retention and overall job satisfaction. When educators feel they are growing and that their skills are appreciated, they are more likely to stay in the field. The second-highest-rated aspect, recognition, highlights the importance of acknowledgment and appreciation in boosting teacher morale. Research by Liu et al. (2022) suggests that recognition from administrators, colleagues, and students plays a crucial role in fostering a positive work environment, which in turn enhances job satisfaction and helps mitigate burnout.

Although work-life balance received a slightly lower score than the other areas, it still ranks in the "Highly Manifested" category. This indicates that while teachers generally feel supported in managing their personal and professional lives, there may still be some minor hurdles to overcome. As Zhang and Chen (2023) point out, maintaining a healthy work-life balance is crucial for preventing teacher stress and promoting long-term well-being, particularly in the context of ongoing shifts toward hybrid and remote teaching models.

In summary, these findings highlight the need to consider various aspects of job satisfaction. Providing ongoing development opportunities, recognizing teacher contributions, and supporting a balanced lifestyle can significantly enhance the overall teaching experience.

Table 29. Relationship between Work Behavior and Teacher Performance

Work Behaviors	Teacher Performance			
	Classroom Management	Student Achievement	Instructional Quality	Peer Review
Professionalism	0.323**	0.163	0.199*	0.173
Punctuality	0.076	0.102	0.090	0.133
Engagement	0.196*	0.156	0.241**	0.019
Collaboration	0.225*	0.064	0.142	0.130

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of R-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The data presented in the table reveal interesting relationships between teachers' work behaviors and various aspects of their performance. The analysis reveals that certain work behaviors are indeed significantly correlated with specific performance metrics, although these relationships vary in strength.

Professionalism is found to have the strongest connection to teacher performance, particularly in the area of classroom management, where a moderate positive correlation ($r = 0.323$) exists, significant at the 0.01 level. This suggests that teachers who demonstrate higher levels of professionalism tend to manage their classrooms more effectively. Professionalism also shows a weaker but still significant relationship with instructional quality ($r = 0.199$, $p < 0.05$), indicating that professional conduct may contribute to better quality teaching, though to a lesser extent.

Engagement appears to be another important work behavior, showing significant positive correlations with both instructional quality ($r = 0.241$, $p < 0.01$) and classroom management ($r = 0.196$, $p < 0.05$). This implies that teachers who are more engaged in their work tend to deliver higher-quality instruction and maintain better classroom environments. The stronger relationship with instructional quality suggests that teacher engagement influences the quality of teaching methods and the delivery of content.

Collaboration demonstrates a significant relationship only with classroom management ($r = 0.225$, $p < 0.01$), suggesting that teachers who collaborate effectively with colleagues may develop better classroom management skills, possibly through the use of shared strategies and support systems. Interestingly, punctuality does not show any statistically significant relationships with any performance measures, with all correlation coefficients being relatively low ($r < 0.14$).

Notably, none of the work behaviors show significant relationships with student achievement or peer review measures. This suggests that while certain work behaviors influence how teachers manage their classrooms and deliver instruction, these behaviors don't necessarily translate directly into measurable student outcomes or colleagues' evaluations of performance. The overall pattern suggests that the relationship between work behaviors and teacher performance is complex, with modest to moderate connections in specific areas rather than strong associations across all dimensions.

Table 30. Relationship between Educational Leadership Practices and Teacher Performance

Educational Leadership Practices	Teacher Performance			
	Classroom Management	Student Achievement	Instructional Quality	Peer Review
Transformational Leadership				
Visionary Leadership	0.358**	0.099	0.281**	0.237**
Instructional Supervision	0.247**	0.159	0.170	0.223*
Decision-making Processes	0.295**	0.164	0.221*	0.247**
Instructional Leadership				
Framed and Communicated School Goals	0.248**	0.200*	0.144	0.154
Supervised and Evaluated Instruction	0.231*	0.290**	0.266**	0.217*
Promoted Teacher Professional Development	0.286**	0.192*	0.201*	0.314**
Distributed Leadership				
Collaborative Decision-making	0.281**	0.302**	0.221*	0.313**
Empowerment of Staff	0.481**	0.290**	0.390**	0.447**
Creating and leveraging Networks	0.422**	0.395**	0.349**	0.438**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of R-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 30 examines the relationship between various educational leadership practices and teacher performance in four key areas: classroom management, student achievement, instructional quality, and peer review. The findings reveal strong correlations between leadership practices and teacher performance indicators, demonstrating significance at both the 0.01 and 0.05 levels.

Transformational Leadership and Teacher Performance.

When it comes to transformational leadership, Visionary Leadership stands out with the strongest correlation to classroom management ($r = 0.358$, $p < .01$) and instructional quality ($r = 0.281$, $p < .01$), indicating a moderate positive relationship. This implies that when school leaders articulate a clear vision, teachers tend to excel in managing their classrooms and maintaining high instructional standards. On the other hand, Instructional Supervision showed a weak to moderate correlation with teacher performance, particularly in peer review ($r = 0.223$, $p < .05$). This finding aligns with earlier research that highlights the importance of transformational leadership in enhancing teaching effectiveness.

Instructional Leadership and Teacher Performance

In the realm of instructional leadership, Promoted Teacher Professional Development had the strongest correlation across all performance indicators, particularly in peer review ($r = 0.314$, $p < .01$) and classroom management ($r = 0.286$, $p < .01$). This suggests that ongoing professional development plays a significant role in enhancing teacher performance, echoing findings that stress the value of training in improving instructional effectiveness (DepEd, 2025).

Distributed Leadership and Teacher Performance:

The results reveal that staff empowerment has the strongest overall correlation, particularly in areas such as peer review ($r = 0.447$, $p = 0.01$) and classroom management ($r = 0.481$, $p = 0.01$). This suggests a solid positive relationship—when teachers feel empowered, they tend to be more engaged in both professional collaboration and managing their classrooms effectively. Moreover, the ability to create and leverage networks shows moderate to strong correlations with all indicators of teacher performance, underscoring the significance

of collaborative leadership in education.

These findings underscore the pivotal role of transformational, instructional, and distributed leadership in enhancing teacher performance. School leaders should prioritize visionary leadership, professional development, and empowering their staff to enhance classroom management, instructional quality, and peer collaboration. Looking ahead, future research could explore the causal relationships between leadership practices and teacher performance more thoroughly, particularly across diverse school environments. As a result, we can confidently reject the null hypothesis.

Table 31. Relationship between Work Behavior and Job Satisfaction

Work Behaviors	Job Satisfaction		
	Work-life Balance	Recognition	Professional Development
Professionalism	0.052	0.054	0.144
Punctuality	0.009	0.022	0.022
Engagement	0.023	0.030	0.052
Collaboration	0.057	0.070	0.046

****Correlation is significant at the 0.01 level (2-tailed).** ***Correlation is significant at the 0.05 level (2-tailed).**

Verbal Interpretation of R-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The study examined the relationship between teachers' work behaviors and their job satisfaction, with a particular focus on aspects such as work-life balance, recognition, and professional development. According to Table 31, the correlation coefficients for various work behavior factors, including professionalism, punctuality, engagement, and collaboration, were relatively low, ranging from 0.023 to 0.144. These figures suggest that there is no strong connection between these behaviors and job satisfaction among the respondents, supporting the acceptance of the null hypothesis. This finding stands in contrast to earlier studies that suggested a significant link between teacher professionalism, engagement, and job satisfaction (Bernardo & Mendoza, 2021). However, it resonates with the research by Reyes and Garcia (2023), which pointed out that external elements, such as administrative support, salary, and workload, often play a more crucial role in teacher satisfaction than individual work behaviors.

The weak correlations suggest that job satisfaction in teaching may be influenced by factors beyond work behaviors, including school policies, workload, opportunities for career advancement, and salary structures (Cruz & Santos, 2022). This perspective aligns with Herzberg's Two-Factor Theory, which distinguishes between intrinsic motivators (such as professional growth) and extrinsic factors (like salary and working conditions) in determining job satisfaction (Salandanan, 2021).

Interestingly, the highest correlation coefficient (0.144) was found between professionalism and professional development, although it remains weak. This suggests that while teachers may appreciate professional growth, it doesn't necessarily lead to higher overall job satisfaction. Similar research in the Philippine education sector has highlighted that systemic issues, such as limited career mobility and bureaucratic hurdles, can diminish the effectiveness of professional development programs (Sanchez & Dizon, 2023).

Table 32. Relationship between Educational Leadership Practices and Job Satisfaction

Educational leadership Practices	Job Satisfaction		
	Work-life Balance	Recognition	Professional Development
Transformational Leadership			
Visionary Leadership	0.279**	0.317**	0.146
Instructional Supervision	0.330**	0.250**	0.087
Decision-making Processes	0.354**	0.319**	0.087
Instructional Leadership			
Framed and Communicated School Goals	0.480**	0.265**	0.197*
Supervised and Evaluated Instruction	0.478**	0.319**	0.187*
Promoted Teacher Professional Development	0.398**	0.292**	0.218*
Distributed Leadership			
Collaborative Decision-making	0.157	0.336**	0.095
Empowerment of Staff	0.450**	0.347**	0.305**
Creating and leveraging Networks	0.286**	0.408**	0.308**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).
 Verbal Interpretation of R-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 32 presents the relationship between educational leadership practices and job satisfaction. The study examined the relationship between educational leadership practices and job satisfaction, with a particular focus on work-life balance, recognition, and professional development. The results presented in Table 32 highlight strong positive correlations between leadership practices and job satisfaction indicators, suggesting that effective leadership is crucial in enhancing teachers' job satisfaction. Interestingly, the hypothesis was rejected.

When it comes to transformational leadership and job satisfaction, decision-making processes showed the strongest correlation with work-life balance ($r = 0.354$, $p < 0.01$) and recognition ($r = 0.319$, $p < 0.01$). This suggests that when school leaders include teachers in decision-making, those teachers feel more appreciated and enjoy a better work-life balance, which aligns with earlier research on participative leadership in Philippine education (Sanchez & Dizon, 2023).

Additionally, instructional significance is significantly linked to recognition ($r = 0.250$, $p < 0.01$), supporting the findings of Cruz and Santos (2022), which demonstrate how constructive feedback and professional guidance can enhance teacher motivation. However, it's worth noting that transformational leadership practices had only weak correlations with professional development, implying that while transformational leaders can inspire, they might not always offer clear paths for career growth.

When it comes to job satisfaction, instructional leadership stands out, particularly in areas such as supervised and evaluated instruction ($r = 0.478$, $p < 0.01$) and clearly defined school goals ($r = 0.480$, $p < 0.01$). This highlights the importance of having clear expectations and regular feedback to keep teachers satisfied (Bernardo & Mendoza, 2021). Additionally, professional development for teachers was found to have a moderate correlation with work-life balance ($r = 0.398$, $p < 0.01$) and satisfaction with professional growth ($r = 0.218$, $p < 0.05$), highlighting the importance of ongoing training for teacher well-being.

Distributed leadership, particularly in empowering staff ($r = 0.450$, $p < 0.01$) and building networks ($r = 0.408$, $p < 0.01$), has the strongest association with recognition and satisfaction with professional development. This supports recent studies indicating that collaborative decision-making and professional

learning communities play a significant role in keeping teachers engaged and satisfied (Reyes & Garcia, 2023). These findings suggest that how leadership is practiced can significantly influence teachers' job satisfaction, particularly in terms of recognition and work-life balance. With this in mind, schools should prioritize leadership development programs that focus on collaborative decision-making, instructional support, and empowering teachers to enhance their effectiveness.

Overall, the evidence suggests that transformational, instructional, and distributed leadership practices play a key role in enhancing teacher job satisfaction. This highlights the need for strong, participatory leadership in schools to enhance teacher motivation and retention. Future research should dive deeper into how these leadership styles impact long-term teacher performance and student outcomes in the Philippine education system.

Table 33. Relationship between Teacher Performance and Job Satisfaction

Job Satisfaction	Teacher Performance			
	Classroom Management	Student Achievement	Instructional Quality	Peer Review
Work-life Balance	0.265**	0.155	0.274**	0.277**
Recognition	0.193*	0.225*	0.170	0.279**
Professional Development	0.102	0.157	0.107	0.202*

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).
 Verbal Interpretation of R-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The study examined the relationship between teacher performance and job satisfaction, focusing on key performance indicators such as classroom management, student achievement, instructional quality, and peer review. The findings in Table 33 reveal significant positive correlations between teacher performance and job satisfaction, indicating that teachers who excel in their roles tend to feel more satisfied with their jobs. As a result, the null hypothesis has been rejected.

When it comes to teacher performance and work-life balance, peer review showed the strongest correlation ($r = 0.277$, $p < 0.01$), followed closely by instructional quality ($r = 0.274$, $p < 0.01$) and classroom management ($r = 0.265$, $p < 0.01$). These results suggest that teachers who get constructive feedback from their peers and manage their classrooms effectively tend to enjoy a better work-life balance. This aligns with the research by Santos and Garcia (2023), which highlighted that supportive peer relationships foster a positive teaching environment and help reduce burnout.

In terms of teacher performance and recognition, a noteworthy correlation was found between student achievement and recognition ($r = 0.225$, $p < 0.05$). This suggests that teachers feel more appreciated when their students achieve academic excellence. Additionally, classroom management also showed a significant link to recognition ($r = 0.193$, $p < 0.05$), underscoring the effectiveness of effective classroom discipline in leading to professional acknowledgment. This supports the findings of Cruz and Mendoza (2022), who noted that teachers who effectively manage their classrooms often receive praise and validation from both administrators and colleagues, which in turn boosts their motivation and job satisfaction.

Although professional development had the weakest links to job satisfaction indicators, peer review still had a notable impact ($r = 0.202$, $p < 0.05$). This implies that teachers who participate in peer evaluations and feedback are more likely to seek out opportunities for professional growth. However, the lower correlation values suggest that professional development may be influenced by other factors, such as opportunities for career advancement and institutional support, as noted by Reyes et al. (2023).

Table 34. Mediation Estimates of Work Behavior on Teacher Satisfaction and Teacher Performance

Mediation Estimates

Effect	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Indirect	0.0208	0.0330	-0.0439	0.0855	0.630	0.529
Direct	0.2631	0.0808	0.1047	0.4216	3.256	0.001
Total	0.2839	0.0871	0.1133	0.4546	3.262	0.001

Path Estimates

			95% Confidence Interval		Z	P
			Estimate	SE		
Work Behavior	→	Job Satisfaction	0.0543	0.0853	0.636	0.525
Job Satisfaction	→	Teachers' Performance	0.3831	0.0863	4.436	0.001
Work Behavior	→	Teachers' Performance	0.2631	0.0808	3.256	0.001

The study revealed that teacher performance, especially in areas such as classroom management, instructional quality, and peer review, has a strong, positive correlation with job satisfaction. These results underscore the importance of having robust professional support systems, recognition programs, and ongoing professional development initiatives to boost both teacher performance and overall job satisfaction in the Philippine education sector.

Job satisfaction doesn't play a role in how work behavior affects teacher performance, according to the statistical findings we've looked at. The mediation analysis reveals that while job satisfaction does have a significant impact on teacher performance (estimate = 0.3831, $p = 0.001$), the link between work behavior and job satisfaction isn't statistically significant (estimate = 0.0543, $p = 0.525$). This suggests that work behavior doesn't affect job satisfaction in this context.

On the other hand, the direct effect of work behavior on teacher performance is quite strong and significant (estimate = 0.2631, $p = 0.001$). In contrast, the indirect effect through job satisfaction is minimal and not statistically significant (estimate = 0.0208, $p = 0.529$). This pattern suggests that work behavior directly influences teacher performance, rather than through the expected mediating role of job satisfaction.

When examining the total effect of work behavior on teacher performance (estimate = 0.2839, $p = 0.001$), it's clear that this is primarily driven by the direct effect, with the indirect pathway playing a minor role. These results suggest that work behavior and job satisfaction act as separate predictors of teacher performance, rather than following a causal chain where work behavior affects job satisfaction, which then impacts performance.

Table 35. Mediation of Educational Leadership on Teacher Satisfaction and Teacher Performance

Mediation Estimates

Effect	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Indirect	0.0659	0.0418	0.0161	0.148	1.57	0.115
Direct	0.3542	0.0765	0.2042	0.504	4.63	0.001
Total	0.4201	0.0655	0.2917	0.548	6.41	0.001

Path Estimates

					95% Confidence Interval					
					Estimate	SE	Lower	Upper	Z	p
Educational Leadership Practices	→	Job Satisfaction	0.416	0.0604	0.2978	0.535	6.89	0.001		
Job Satisfaction	→	Teachers' Performance	0.158	0.0979	-0.0335	0.350	1.62	0.106		
Educational Leadership Practices	→	Teachers' Performance	0.354	0.0765	0.2042	0.504	4.63	0.001		

Table 35 presents the statistical results for the mediation of educational leadership on teacher satisfaction and teacher performance. The Path Estimates table reveals that educational leadership practices have a significant impact on job satisfaction (estimate = 0.416, $p < .001$). This suggests a strong positive link between how leadership is practiced and how satisfied teachers feel in their roles. On the flip side, the connection from job satisfaction to teacher performance doesn't hold up statistically (estimate = 0.158, $p = 0.106$), indicating that job satisfaction isn't a reliable predictor of teacher performance in this scenario. However, the direct influence of educational leadership practices on teacher performance is robust and significant (estimate = 0.354, $p = 0.001$). This indicates that leadership practices can have a direct impact on how teachers perform, regardless of their job satisfaction levels. When we dive into the Mediation Estimates table, we see that the indirect effect through job satisfaction (0.0659) isn't statistically significant ($p = 0.115$). In contrast, both the direct effect (0.3542, $p = 0.001$) and the total effect (0.4201, $p = 0.001$) are significant. These findings suggest that job satisfaction doesn't play a crucial mediating role in the relationship between educational leadership practices and teacher performance. While it's clear that leadership practices can enhance both job satisfaction and teacher performance, the route from job satisfaction to performance has not been statistically validated. Educational leaders should keep in mind that even though their practices might boost teacher job satisfaction, this doesn't automatically lead to better performance through that channel. Instead, it appears that leadership practices have a direct

1. Recommendations

In light of the findings and conclusion of the study, the following recommendations are given. The teacher may continue to foster a professional and engaging learning environment by implementing innovative teaching strategies and maintaining a high level of commitment. Seeking continuous professional development through workshops, seminars, and peer collaboration may help sustain excellence. Regular feedback from students and colleagues may also provide insights into potential areas for refinement, ensuring ongoing growth and effectiveness in teaching. The school heads may continue fostering a culture of collaboration, innovation, and professional growth among teachers and staff. Providing ongoing mentorship and leadership development programs may further strengthen instructional and distributed leadership. Regular reflection and feedback sessions may help identify areas for refinement, ensuring continuous improvement in leadership effectiveness through LAC Sessions. The school may continue supporting teachers through professional development programs, workshops, and mentoring initiatives to maintain high instructional quality. Strengthening student-centered learning approaches and integrating innovative teaching strategies can further improve student achievement. Additionally, fostering a culture of collaboration through peer reviews and feedback mechanisms may encourage continuous professional growth among educators. Regular assessments and stakeholder engagement may also ensure that the school remains responsive to the evolving needs of both students and teachers, promoting a culture of excellence in education. For the future researcher, this study may serve as a reference and the information in this study may have something bearing on future research works.

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