

Exploring The Role Of Achievement Motivation On Distributed Instructional Leadership And Teacher Performance

Antonette A. Sagario^a, Delon A. Ching, Ed. D.^b

^a 0321-0405@lspu.edu.ph

^a Dagatan Elementary School, Dagatan, Lipa City, Batangas, Philippines

^b Laguna State Polytechnic University, San Pablo City, Laguna, Philippines

Abstract

This study focused on the role of Achievement Motivation on distributed instructional leadership and teacher performance. This study is to ascertain the degree to which innovative pedagogy methods influence instructional leadership and student outcomes in public primary schools using the descriptive research design. The study utilized a teacher made survey questionnaire, mediation analysis is used to mediate the relationship between distributed instructional leadership and teacher performance, Pearson-Product Moment Correlation was used to determine whether there is a significant relationship between distributed instructional leadership and the achievement motivation, between distributed instructional leadership and teacher performance and between achievement motivation and teacher performance.

The study revealed that significant positive correlations between distributed instructional leadership and achievement motivation, between distributed leadership and teacher performance, and between achievement motivation and teacher performance. The partial mediation means that DIL helps to enhance performance not only by inspiring the teachers but also via direct behaviors such as goal setting and fostering collaboration. It shows the significance of support and inspirational leadership that facilitates teachers, and highlights the crucial role in enhancing educational achievements.

Keywords: distributed instructional leadership; achievement motivation; teacher performance

1. Main text

Introduction

Education is essential for equipping future generations of Filipinos to become active and productive members of society. As the most effective driver of national development, the education system aims to cultivate globally competitive individuals who can foster innovation and progress. To achieve these objectives, curriculum specialists and educators continually strive to implement new approaches and adapt to the evolving demands of global development and contemporary challenges.

Today in education, emphasize the importance of school leadership in improving schools and student achievement. Researchers agree that school leadership is key to implementing initiatives that enhance learning. Many studies highlight effective leadership practices that boost student success, with distributed leadership gaining significant attention. This approach is often seen by school principals as the most effective way to improve student outcomes (Hongde and Ghirmal, 2023).

Teachers at public schools deal with a number of difficulties on a daily basis. Managing various student groups, such as those with different socioeconomic backgrounds, learning preferences, and academic success levels, is one of the biggest issues (Farley, 2021). Classroom management presents a significant obstacle for educators working in public schools. It can be challenging to keep a safe and orderly learning environment, particularly in schools with high poverty rates and traumatized pupils (Terada, 2022). While encouraging a sense of belonging and respect among children, teachers must set clear standards and penalties

for behavior. Managing disciplinary and behavior problems with students is one of the most difficult parts of teaching (National Center for Education Statistics, 2022).

Background of the Study

The effectiveness of teachers and school leadership are two examples of the many variables that affect the quality of education. Motivation is a key factor that influences how well teachers perform, especially accomplishment motivation the desire to reach objectives and succeed in work-related tasks. Teachers' motivation has a direct impact on their efficacy as educators, student results, and strategies.

Distributed instructional leadership is becoming more and more important in the context of educational leadership. A model known as distributed leadership involves different school stakeholders, such as principals, teachers, and other staff members, sharing leadership responsibilities.

There are numerous earlier researches on the impact of teachers' instructional leadership methods on their professional effectiveness (Ismail, SN. 2018). The relationship between teachers' functional competency and the instructional leadership of school leaders has only been the subject of a small number of studies. The issue of how instructors use instructional leadership to improve both instructional leadership and their efficacy and competence in philosophical education must be addressed. As a result, this study will assess teachers' levels of functional competency, instructional leadership, and philosophical education efficiency as well as the relationship between these two variables and their dimensions.

In this situation, teachers continuously develop and improve their leadership style in the classroom in order to meet the diverse needs of the students, and co-teachers make sure that students are making significant progress based on assessments in order to meet the demands of students who must be globally competitive.

Furthermore, the inconsistent application of leadership approaches across schools and districts is the issue with the impact of instructional leadership on teachers' performance and students' achievement. While some schools have great instructional leaders who assist and mentor the teachers, other schools lack good instructional leadership. Variations in teacher professional development, instructional practices, and support systems may result from this discrepancy. Teachers who work in institutions with weak instructional leadership may not get the support and materials they need to advance their methods, which could have a negative impact on student progress.

The ultimate goal of this collaborative method is to enhance the quality of teaching and learning by facilitating group decision-making and encouraging shared accountability for educational objectives. Through better leadership techniques and the creation of a nurturing environment for teacher development, schools in Lipa City, Batangas' North District are working to improve teacher performance. The part that accomplishment motivation plays in this dynamic has not been fully investigated, even though these leadership approaches are acknowledged. Teachers' drive for success and their capacity for teamwork under a distributed leadership structure may include important information for enhancing teaching methods.

This study aims to investigate how achievement motivation affects teacher performance in the North District of Lipa City, Batangas, and how it functions within the framework of distributed instructional leadership.

Additionally, the study will advance our knowledge of how motivational theories—like accomplishment motivation theory can be used in the classroom to improve teacher effectiveness. The study will also shed light on how well distributed leadership works as a model for developing a driven, productive teaching team.

The ultimate goals of this study are to offer practical suggestions for enhancing the educational results in Lipa City, Batangas' North District and to present a model that might be used in other areas dealing with comparable issues in teacher motivation and educational leadership.

Statement of the Problem

The study aims to explore the role of achievement motivation of teachers on distributed instructional leadership and teacher performance.

Specifically, it aims to answer the following:

1. What is the teacher perception in the distributed instructional leadership in terms of:
 - 1.1.1. setting directions;
 - 1.1.2. developing people; and
 - 1.1.3. redesigning the organization?
2. What is the teacher perception in achievement motivation in terms of:
 - 2.1.1. drive for success;
 - 2.1.2. hard work;
 - 2.1.3. taking responsibility;
 - 2.1.4. competition; and
 - 2.1.5. taking initiative?
3. What is the teacher performance in terms of:
 - 3.1.1. students' accomplishment; and
 - 3.1.2. classroom management?
4. Is there a significant relationship between the distributed instructional leadership and the achievement motivation?
5. Is there a significant relationship between distributed instructional leadership and teacher performance?
6. Is there a significant relationship between achievement motivation and teacher performance?
7. Do the achievement motivation significantly mediate the relationship between distributed leadership and teacher performance?

Scope and Limitations of the Study

This study will focus on determining the role of Achievement Motivation in distributed instructional leadership and teacher performance. The researcher will use a questionnaire to obtain accurate results.

The participants will be limited to teachers from the division of Lipa North district. The data will be collected through a survey questionnaire. The researcher will use frequency, percentage to indicate the level of perception of the respondents towards the role of achievement motivation in distributed instructional leadership and teacher performance and Pearson-r to determine if achievement motivation mediate a significant relationship between distributed leadership and teacher performance.

Significance of the Study

The study aimed to investigate the impact of Achievement Motivation on distributed instructional leadership and teacher performance among elementary teachers in the Lipa North district for the academic year 2024-2025

- **School Administrator**

In this study, for administration it offers insightful information on distributed instructional leadership strategies that work. It provides advice on how to empower teacher autonomy, foster teamwork, and assign tasks. It highlights the significance of developing rules and procedures to foster an inclusive atmosphere that values and inspires educators. Recognizing the link between teacher motivation and leadership techniques will

assist foster a positive and rewarding work environment, which will improve school performance.

- **Teachers**

In this study, it may encourage educators to pursue ongoing learning and advancement. Through opportunities to impact school rules and procedures, distributed leadership may help children understand how it may empower them. This might make it easier for them to comprehend what motivates instructors to achieve and help them create demanding yet reasonable goals that would make them feel accomplished and fulfilled in their work.

- **Policy Maker**

In this study, it may serve as evidence to all policy maker of the school on the importance of fostering a motivating and supportive environment for teachers. The insights from this research could lead to the implementation of policies that incentivize and recognize teachers' efforts in both leadership and classroom performance.

- **Future Researcher**

The results of this study could serve as a foundation for further research as well as a comprehensive framework for comprehending the relationship between achievement motivation and distributed instructional leadership. The study opens up new avenues for examining the ways in which different leadership philosophies, cultural contexts, and educational environments affect the relationship between performance and motivation.

Methodology

The purpose of this study is to ascertain the degree to which innovative pedagogy methods influence instructional leadership and student outcomes in public primary schools using the descriptive research design. Since it identified and clarified the information received from respondents regarding the impact of achievement motivation on dispersed instructional leadership and teacher performance study technique, this design will be suitable.

Data are gathered using questionnaires using the characteristics of descriptive research. In order to prevent a succession of contradictory responses, the survey questionnaire will be tailored to the respondents' top concerns based on a pre-established set of questions and response ranges. By employing statistical analysis of the data, suitable conclusions and recommendations based on the findings will be produced to shed light on the study's aims. Therefore, the researcher believes that the most successful way to materialize this research activity is through the use of a descriptive research design.

In order to sample a population and obtain a given confidence interval, the researcher uses Raosoft Stratified sampling to determine the sample size required. When the researcher lacks sufficient knowledge about the behaviour of a population or its distribution, they must resort to this method in order to determine the appropriate sample size needed to achieve desired confidence levels and margins of error in their studies. Teachers in Lipa City, Batangas' North District who teach elementary school are the study's responders.

The survey was conducted thru a google form a, so each participating teachers complete the survey. This study was the quantitative descriptive type of research.

Result and Discussion

This chapter presents the tabulated data and the results of the study, the corresponding analysis as well as the interpretation of the data

1. Perception in the Distributed Instructional Leadership in terms of Setting Directions

Table 1

Perception in the Distributed Instructional Leadership in terms of Setting Directions

Indicators	Mean	SD	VI
My School Head...			
1. provides a clear vision for the school's direction.	3.84	0.37	Highly Manifested
2. sets goals and objectives are well-defined, understandable and aligned with school's vision.	3.87	0.34	Highly Manifested
3. clearly communicated regarding the instructions of curriculum delivery.	3.87	0.34	Highly Manifested
4. shared responsibility among teachers and administrators for setting the school's direction.	3.89	0.31	Highly Manifested
5. maintains open communication about decisions and objectives.	3.87	0.34	Highly Manifested
6. directions are in line with national, state, or district educational standards.	3.89	0.31	Highly Manifested
7. provides opportunities for professional development to enhance instructional practices and build leadership capacity.	3.89	0.31	Highly Manifested
Overall	3.87	0.33	Highly Manifested

Legend: 3.50-4.00 Highly Manifested, 2.50-3.49 Manifested, 1.50-2.49 Less Manifested, 1.00-1.49 Not Manifested

Table 1 shows very clearly the measurement of Distributed Instructional Leadership in terms of Setting Directions with a mean score of 3.87 (SD=0.33) and it falls under "Highly Manifested."

It is clear from the table below that the high level of manifestation implies that school heads not only articulate a common vision, but also engages the teachers in formulating school improvement plans. Teachers' participation in formulating the school development plan and attendance at monthly consultation meetings are an ideal manifestation of shared decision-making. The participation allows the teachers to contribute and give suggestions improving the curriculum delivery and learning outcomes.

Connectively, Hallinger and Wang (2020) hypothesized that distributed instructional leadership, if put into practice in the right manner, triggers a shared comprehension of the school goal and results in improved performance in the entire school.

Likewise, Aron and Amos (2024) carried out a comparative examination of instructional leadership styles and collaborative decision-making in public secondary schools. Their study illustrates how effective leadership ensures quality teaching and enhances student achievement through shared governance and strategic planning.

Respondents showed a highly manifestation of comprehension for all the information given in the table. Interestingly, three particular information got the highest mean score of 3.89. The study shown that school

heads, shared responsibility among teachers and administrators for determining the direction of the school, give directions align with national, state, or district educational standards" and item offers opportunities for professional growth to improve instruction and develop leadership capacity.

But with an average score of 3.84, school heads provide a clear vision for the school's direction scored lowest. This suggests that respondents might need to improve in formulating and communicating a unified and compelling vision for the future of the school. This can reflect challenges with alignment, inclusion, or clarity in the process employed to establish goals in the learning environment.

2. Perception in the Distributed Instructional Leadership in terms of Developing People

Table 2

Perception in the Distributed Instructional Leadership in terms of Developing People

Indicators	Mean	SD	VI
My School Head...			
1.provides ample opportunities for my professional growth through various training programs.	3.90	0.30	Highly Manifested
2. supports my attendance at external professional development opportunities, such as conferences and workshops.	3.91	0.29	Highly Manifested
3. give sufficient mentorship and coaching through the help of experienced educators at my school.	3.89	0.31	Highly Manifested
4. provides the necessary resources (materials, technology, etc.) to support my professional development.	3.79	0.41	Highly Manifested
5. build a strong culture of collaboration with my co-teachers.	3.85	0.36	Highly Manifested
6. give feedback that helps me improve my instructional practices.	3.88	0.33	Highly Manifested
7.provides opportunities for professional development to enhance teachers' skills and knowledge.	3.88	0.33	Highly Manifested
Overall	3.87	0.33	Highly Manifested

Legend: 3.50-4.00 Highly Manifested, 2.50-3.49 Manifested, 1.50-2.49 Less Manifested, 1.00-1.49 Not Manifested

Table 2 shows the perception of respondents on Distributed Instructional Leadership (DIL) to Developing People with a mean of 3.87 (SD=0.33) and rated as "Highly Manifested." The high rating indicates that Lipa City North District school heads highly value the professional growth and continuous development of their teachers.

The table reveals that the administrators in Lipa City North District give teachers sufficient opportunities to professional development, through the implementation of training programs, conferences, and the running of workshops. The opportunities introduce teachers to new trends, techniques, and innovations in the teaching practice, thereby keeping them up to date and effective in their pedagogical activities.

The induction of teachers is a collaborative process where experienced teachers and school leaders provide guided support and mentorship to new teachers and assist them in integrating into the profession and the school's values and vision. Bacon (2020) observes that well-designed induction programs, such as mentoring, professional development, and performance review, significantly boost beginning teachers'

confidence, which results in enhanced instructional practices, increased student engagement, and enhanced classroom management. Similarly, the Department of Education's National Educators Academy of the Philippines (NEAP) observes that induction programs should provide newly appointed teachers with the competencies that they need to excel, enhance their core competencies, and prepare them for career growth.

Furthermore, Abdallah and Alkaabi (2023) conducted a thorough evaluation of induction programs, revealing how well-structured support frameworks boost new teachers' confidence and instructional proficiency, ultimately leading to better student performance. Darling-Hammond, Hyler, and Gardner (2017) pointed out that supporting teachers effectively in reforming instruction requires both sustained professional development support and furnishing proper instructional tools. Without such materials, instructors are likely to fail in the integration of new or novel approaches learned in professional development.

3. Perception in the Distributed Instructional Leadership in terms of Redesigning the Organization

Table 3

Perception in the Distributed Instructional Leadership in terms of Redesigning the Organization

Indicators	Mean	SD	VI
My School Head...			
1. successfully implements structural changes that enhance our educational environment.	3.84	0.37	Highly Manifested
2. give reorganization efforts are in line with the organization	3.85	0.36	Highly Manifested
3. involves teachers in the decision-making processes related to organizational changes.	3.83	0.38	Highly Manifested
4. ensures that resources are allocated effectively to support organizational changes.	3.82	0.39	Highly Manifested
5. provide efforts in redesigning the organization have improved collaboration among the staff.	3.89	0.31	Highly Manifested
6. designed an organizational structure to encourage innovation and ongoing improvement.	3.88	0.36	Highly Manifested
7. assigned leadership roles and responsibilities that are distributed among staff members to enhance involvement in decision-making processes.	3.90	0.30	Highly Manifested
Overall	3.86	0.35	Highly Manifested

Legend: 1.0-1.49 (Not at all); 1.50-2.49 (Rarely Manifested); 2.50-3.49 (Manifested); 3.50-4.0 (Highly Manifested).

Table 3 shows the respondents' perception regarding Distributed Instructional Leadership in Redesigning the Organization, in which it is practiced to a great extent with the total mean of 3.86 (SD = 0.35). It means that school heads engage teachers and staff actively in the development of school change and do not make decisions by themselves. The high scores indicate that school heads realize the necessity of altering structures and processes to improve education. School heads encourage teamwork, allow innovation, and make everyone contribute to the success of the school.

For example, in a school under the Lipa City North District, principals had developed a "Lead Teacher Program" that gives teachers leadership in curriculum coordination and peer-learning communities. This kind of practice enables teachers to engage in decision-making and instructional development, which results in a professional development and collaborative culture.

For instance, in one of the schools that under the Lipa City North District, principals had come up with a "Lead Teacher Program" that provides teachers with leadership in curriculum planning and peer-

learning communities. Such a practice allows teachers to participate in instructional development and decision-making, which gives rise to a professional development and collaborative culture. In the line with this, the Instructional Leadership Training (ILT) of the Advancing Basic Education in the Philippines (ABC+) Project also assists school leaders and mentors in developing collaborative practice and sustained school improvement efforts. The ILT empowers school heads and instructional coaches with pragmatic tools and techniques for promoting teacher involvement and ongoing learning. It also underscores the importance of reflective practice and adaptive leadership, which are of essence in addressing varied classroom needs. The ABC+ Project enables leaders and teachers to be well-positioned to provide quality education and enhance learning for all students.

4. Summary as to Perception in the Distributed Instructional Leadership

Table 4

Summary as to Perception in the Distributed Instructional Leadership

Indicators	Mean	SD	VI
Setting Directions	3.87	0.33	Highly Manifested
Developing People	3.87	0.33	Highly Manifested
Redesigning the Organization	3.86	0.35	Highly Manifested
Overall	3.87	0.34	Highly Manifested

Legend: 3.50-4.00 Highly Manifested, 2.50-3.49 Manifested, 1.50-2.49 Less Manifested, 1.00-1.49 Not Manifested

The total mean score of 3.87, classed as "Highly Manifested" across all three indicators Setting Directions, Developing People, and Redesigning the Organization shows that Distributed Instructional Leadership (DIL) is well-implemented in Lipa City North District schools. This implies that school leaders should not only establish clear goals and expectations that are linked with national and district standards (Setting Directions, 3.87), but also prioritize teacher professional development and empowerment through training and mentorship (Developing People, 3.87). Furthermore, they actively redesign school systems and promote collaboration to guarantee that organizational practices are dynamic and responsive to changing educational demands (Redesigning the Organization, 3.86).

These results are consistent with the study conducted by Liu, Bellibas, and Printy (2021), which highlighted the importance of clear, shared goals in creating teacher commitment and instructional quality. The study reveals that clear goals are crucial to successful school leadership and have a direct effect on staff commitment and student performance. This shared vision in DIL energizes active participation by teachers in decision-making and facilitates a culture of collaboration that fosters ongoing betterment.

The developing people in distributed instructional leadership (DIL) program is essential to enhancing teaching practices and student learning through the focus on organized training, mentorship, and ongoing professional development.

Sims and Fletcher-Wood (2022) demonstrate that productive and frequent professional development, linked to school goals and lubricated by effective leadership, can greatly enhance teaching strategies and student performance. This suggest that enhancing teacher skills and confidence in an open culture, which enables them to create, collaborate, and continuously improve their teaching.

5. Perception in Achievement Motivation in terms of Drive for Success

Table 5

Perception in Achievement Motivation in terms of Drive for Success

Indicators	Mean	SD	VI
In terms of Drive for success, My school head gives...			
1.strongly encourages teachers to set ambitious professional goals.	3.79	0.41	Highly Motivated
2. motivation to persist through challenges in my teaching practice.	3.78	0.42	Highly Motivated
3. determination to overcome obstacles and achieve my professional goals.	3.81	0.39	Highly Motivated
4. supports and enhances my intrinsic motivation to succeed.	3.84	0.40	Highly Motivated
5. acknowledgement and commemorated my accomplishments.	3.78	0.42	Highly Motivated
6. sets an inspiring example of determination for success, motivating teachers to strive for excellence.	3.77	0.42	Highly Motivated
7. passion for success, taking the initiative to achieve my aspirations.	3.81	0.39	Highly Motivated
Overall	3.80	0.41	Highly Motivated

Legend: 3.50-4.00 Highly Motivated, 2.50-3.49 Motivated, 1.50-2.49 Less Motivated, 1.00-1.49 Not Motivated

Table 5 illustrates that the teachers are very motivated to set and attain professional goals with a general mean score of 3.80 (SD = 0.41). All the factors, for example, overcoming challenges, being role models, and receiving accolades, were rated Highly Motivated, signifying a committed focus on professional success. The results show that achievement motivation in the form of drive for success is firmly rooted in the district, with school administrators strongly promoting a goal-setting culture, professional development, and recognition of accomplishment. Teachers' intrinsic motivation at a high level supports an atmosphere that encourages ongoing improvement, innovation, and improved teaching practices.

A great instance of this abiding dedication to success is in a district public school, where principals implemented a Teacher Recognition Program to identify teachers who show extraordinary commitment to student achievement and professional growth. This initiative creates an appreciative and motivational environment by offering monthly rewards, awards, and leadership opportunities, challenging teachers to excel year after year.

Similarly, Lipa City's Schools Division showed this enthusiasm in its end-of-year reporting and recognition activity under the Achieving Curriculum Effectiveness (ACE) program. Under this undertaking, the Curriculum Implementation Division Chief launched Project RAISE (Responsive Assistance to Improve School Effectiveness), which led to the RAISE for the BEST (Bringing Effective Schools Together) program. This annual celebration honours the commitment and efforts of teachers, instructional-related and non-instructional personnel, schools, and division offices who have played decisive roles in the effective enhancement of the basic education curriculum. Together, these strategies create cooperation, enhance motivation, and cultivate an attitude of educational achievement in the school district. This is in line with research evidence indicating the positive effect of recognition and success motivation on teachers' performance. Ningsih et al. (2021) found that reward and achievement motivation significantly contribute to teachers' performance, emphasizing the necessity of acknowledging teachers' efforts to enhance performance.

In terms of Achievement Motivation, the statement "Sets an inspiring example of determination towards success, inspiring teachers to strive for excellence" received the lowest average rating of 3.77, but is still considered to be "Highly Motivated." This illustrates that while school heads traditionally provide a good deal of support, school heads can serve as consistent examples of dedication and achievement in their actions.

Supporting this claim, Liu, Wang, and Brown (2022) found that when school heads intentionally demonstrate these characteristics, teachers' motivational engagement and professional engagement increased, resulting in educational achievement.

In the same view, Kouzes and Posner (2017) argue that school heads who model behavior consistently influence other people to strive for higher standards of performance. School leaders who actively participate in ongoing professional development, demonstrate resilience during adversity, and maintain excellence in practice are effective role models. These leadership programs have a significant impact on teacher motivation and overall performance improvement within the education community.

6. Perception in Achievement Motivation in terms of Hard work

Table 6

Perception in Achievement Motivation in terms of Hard work

Indicators	Mean	SD	VI
In terms of hard work, my Achievement Motivation I ...			
1. believe that hard work is essential for achieving success in teaching.	3.85	0.36	Highly Motivated
2. always put in effort and remain persistent in my teaching practice.	3.83	0.38	Highly Motivated
3. promote a strong work ethic and school values with my co-teachers.	3.83	0.38	Highly Motivated
4. give hard work and dedication are recognized and appreciated by the school leadership.	3.79	0.41	Highly Motivated
5. know that school promotes a culture where hard work is valued and encouraged among teachers.	3.83	0.38	Highly Motivated
6. consistently give best effort and dedication	3.83	0.38	Highly Motivated
7. derive personal satisfaction and fulfillment from diligently working towards achieving my teaching goals.	3.82	0.39	Highly Motivated
Overall	3.83	0.38	Highly Motivated

Legend: 3.50-4.00 Highly Motivated, 2.50-3.49 Motivated, 1.50-2.49 Less Motivated, 1.00-1.49 Not Motivated

Table 6 shows a general mean score of 3.83, which suggests that teachers are highly motivated to work hard. This implies that teachers regard persistent effort and grit as being very important in their teaching. They show consistent commitment, possess a strong work ethic, and perceive themselves as being respected by school administrators who appreciate and value their accomplishments.

This indicates that the respondents are inclined towards achieving high standards and getting personal satisfaction from their work. The school environment promotes this inclination by acknowledging and rewarding effort and hard work. Consequently, teachers remain inspired, enhancing teaching quality and ultimately pupil learning.

In general, the research findings are in line with prior research highlighting the significance of work ethics and motivation in teaching effectiveness. Ladica and Osias (2024) found that the high work ethics among teachers portray more positive behaviour and attitudes towards their workplace, colleagues, and students, leading to better performance. Likewise, Putra, Rahman, and Awaluddin (2021) found that motivation among teachers, especially hard work and purposefulness, significantly contributed to their teaching quality and classroom performance.

7. Perception in Achievement Motivation in terms of Taking Responsibility

Table 7

Perception in Achievement Motivation in terms of Taking Responsibility

Indicators	Mean	SD	VI
In terms of taking responsibility in Achievement Motivation, I am ...			
1. taking full accountability for ensuring the academic advancement of my students.	3.87	0.34	Highly Motivated
2. know school offers comprehensive support to empower and encourage teachers to take initiative and be accountable in their roles.	3.84	0.37	Highly Motivated
3. work effectively with my co-teachers to share responsibility for attaining school objectives.	3.83	0.38	Highly Motivated
4. inspired me to take on new challenges with my colleagues and school head.	3.81	0.39	Highly Motivated
5. taking control of my professional obligations makes me happy and fulfilled.	3.80	0.40	Highly Motivated
6. willing to accept responsibility for the outcomes of my efforts, whether they are positive or negative, and use them as learning experiences.	3.81	0.39	Highly Motivated
7. disciplined in staying focused on my tasks and taking responsibility for meeting deadlines and expectations.	3.81	0.39	Highly Motivated
Overall	3.82	0.38	Highly Motivated

Legend: 3.50-4.00 Highly Motivated, 2.50-3.49 Motivated, 1.50-2.49 Less Motivated, 1.00-1.49 Not Motivated

Table 7 illustrates that respondents are extremely motivated and responsible, which is evidenced by a total mean score of 3.82. Their immense commitment to enhancing the learning of students, refining the teaching methods, and playing a key role in the school's development proves their eagerness to individual as well as collaborative progress. The high scores consistently in many categories prove their strong work ethic as well as an eagerness to take initiative, substantiating their active role in institutional and instructional change.

An empowering school culture, in which leadership encourages teacher autonomy, teamwork, and professional growth, supports this motivation. Teachers take on challenges, accept accountability for their professional endeavors, and derive satisfaction from their efforts to promote academic excellence. Additionally, projects such as peer mentorship initiatives and professional monitoring systems allow teachers to exchange best practices, enhance teaching strategies, and establish an accountable climate.

Table 9's results prove teachers' adherence to fostering high achievement in learning and their heightened sense of accountability for students' academic success. Schools need to balance high demands and adequate resources, recognition, and emotional support for teachers so that they maintain their wellbeing and effectiveness.

Likewise, the present study, similar to Windlinger et al. (2023), shows that school leaders who articulate a clear vision and foster shared aims have a positive effect on teachers' intrinsic motivation and commitment to the school mission. Styles of leadership energize teachers to initiate change, work towards

continuous improvement, and make active contributions to curriculum and institutional reforms.

Table shows that teachers bear full responsibility for students' academic progress, with a mean score of 3.87 showing that the teachers value their role in enhancing students' learning and achievement. This emphasizes the significance of teacher accountability in achieving effective learning environments and in promoting student achievement. Jerrim and Sims (2021) examined the link between school accountability and teacher stress. They found that accountability policies may enhance student performance but could also place greater burdens on teachers. External assessment techniques like performance reviews and standardized tests may raise the level of stress on teachers, impacting their health and lowering their productivity within the classroom.

8. Perception in Achievement Motivation in terms of Competition

Table 8

Perception in Achievement Motivation in terms of Competition

Indicators	Mean	SD	VI
In terms of competition,			
1. I am aware that teacher competition drives me to improve my teaching techniques.	3.59	0.53	Highly Motivated
2. I believe that healthy competition among teachers' benefits student learning outcomes.	3.77	0.42	Highly Motivated
3. The competition for professional recognition in our school is fair and transparent.	3.70	0.46	Highly Motivated
4. My efforts in competitive contexts appear to be judged.	3.70	0.46	Highly Motivated
5. Teacher competition encourages creativity and constant development in instructional approaches.	3.72	0.47	Highly Motivated
6. View competition as an opportunity for personal growth and a chance to showcase my strengths as a teacher.	3.75	0.44	Highly Motivated
7. I believe competition among teachers fosters a culture of continuous learning and improvement in our school.	3.67	0.51	Highly Motivated
Overall	3.70	0.47	Highly Motivated

Legend: 3.50-4.00 Highly Motivated, 2.50-3.49 Motivated, 1.50-2.49 Less Motivated, 1.00-1.49 Not Motivated

Table 8 received an overall mean score of 3.70 (Highly Motivated) shows that educators know the importance of competition in enhancing professional growth and instructional quality. The high ratings on many categories show that teachers view competition in a positive light, utilizing it to encourage self-enhancement, creativeness, and continuous learning. Respondents believe that healthy competition enhances not just their pedagogy, but student achievement as well, by encouraging innovation and collaboration. In addition, the existence of equitable and transparent professional acknowledgment promotes the idea that teachers are appreciated for their work and moves them to become better. Likewise, Ekmekci and Serrano (2022) discovered that teachers who engaged in professional competition were more effective in their instruction.

According to the study, competition encompasses behaviours as well as emotions, illustrating how teachers want to excel, better, and help their school prosper. As per the data, teachers like being challenged

and learning new ways to showcase their skills, and they work effectively with others. This creates a school culture where teachers want to better, approach learning with a positive attitude, and engage in professional training.

These findings indicate that competition is a powerful driver that induces teachers to become proactive in enhancing their competencies. Teachers view competition as a positive test, competitively seeking opportunities to develop and striving to establish an excellence culture in their schools. When schools recognize the ways in which competition can be advantageous, they can foster a healthy, competitive attitude that encourages collaboration, experimentation with new concepts, and continually getting better at teaching.

The belief that competing among teachers helps boost student achievement outcomes received the highest mean rating of 3.77, showcasing educators' confidence that competition can lead to better instruction and student performance. Kwon et al. (2022) studied the effects of observing competition in sports and found that those who watched high-performing athletes reported increased self-efficacy and motivation to perform.

Interestingly, it shows that the teachers are less aware that competition can enhance their teaching methods got only an average rating of 3.59. This indicates that while respondents recognize competition as a motivator, it may not be the most significant factor for everyone when it comes to improving teaching practices. This could stem from varying views on competition, concerns about fairness, or a stronger inclination towards collaboration. Ekmekci and Serrano (2022) found that when instructors engage in competition, it can actually boost their teaching effectiveness, as competition fosters innovation, refines methodologies, and encourages ongoing professional development, all of which ultimately benefit student outcomes. However, too much stress or biased recognition can lead to tension and disengagement among teachers, so it's crucial to maintain a healthy and constructive rivalry. Research shows that schools can amplify the positive effects of competition by encouraging collaborative professional development, peer teaching, and a balanced recognition of achievements. By blending competition with teamwork and shared learning, schools can create a dynamic and effective environment for both teachers and students.

Surprisingly, it reveals that the instructors are less conscious that competition could help improve their teaching style received only an average score of 3.59. This suggests that although the respondents acknowledge competition as a driving force, it might not be the most considerable factor for all regarding enhancing teaching practice. This may be due to differing opinions regarding competition, fear of unfairness, or a greater tendency towards cooperation.

9. Perception in Achievement Motivation in terms of Taking Initiative

Table 9

Perception in Achievement Motivation in terms of Taking Initiative

Indicators	Me an	SD	VI
In terms of Taking Initiative in Achievement Motivation, I			
1. feel empowered to take the lead in introducing new instructional practices or projects.	3.64	0.50	Highly Motivated
2. am aware that school culture encourages teachers to take the initiative in addressing educational issues.	3.74	0.44	Highly Motivated
3. believe school provides appropriate support and resources to teachers who take initiative.	3.74	0.44	Highly Motivated

4. taking the lead in teaching opens prospects for professional development.	3.75	0.44	Highly Motivated
5. am acknowledged and rewarded for my contributions.	3.73	0.49	Highly Motivated
6. take the initiative to improve the teachers approaches, and collaborations.	3.73	0.47	Highly Motivated
7. know that school administration promotes and develops a culture of initiative among teachers.	3.78	0.42	Highly Motivated
Overall	3.73	0.46	Highly Motivated

Legend: 3.50-4.00 Highly Motivated, 2.50-3.49 Motivated, 1.50-2.49 Less Motivated, 1.00-1.49 Not Motivated

Table 9 illustrates the high level of ambition from respondents to assume the role of leadership and bring new methodologies of teaching, as indicated by the overall mean of 3.73, which is under "Highly Motivated." This indicates that teachers are acting on behalf of making the learning environment better, taking professional development into account, and spearheading efforts to implement new methods of teaching. A supportive school climate that values and provides resources for these efforts helps teachers construct effective strategies that serve both the students and the school in general.

The study indicates that teachers proactively look for opportunities to improve teaching methods, offer solutions, and own responsibility for student improvement. Their innovation orientation and willingness to work together create a culture of continuous improvement where teachers feel appreciated and motivated to be leaders.

Schools that have mentorship programs and leadership development workshops help teachers better their pedagogy and provide effective learning opportunities, thus creating an accountability, innovation, and growth culture.

A mentorship program was also established, where experienced teachers are paired with newer teachers to teach them instructional methods, classroom management, and leadership skills. This not only helped professional development, but also fostered the spirit of joint responsibility and continuous improvement. The school principals actively encouraged these efforts by giving them resources, training, and recognition, so that teachers would be motivated to take leadership positions and contribute meaningfully to school success.

Darling-Hammond, Hyler, and Gardner (2017) contend that systematic professional development is essential to improving teaching effectiveness and student learning, underlining the importance of mentorship initiatives and leadership development for teachers. Furthermore, Ghamrawi, Shalb, and Ghamrawi (2024) cited that transformational professional development models empower educators to become leaders, enabling them to support their peers in improving teaching practices and advancing education.

The highest mean score of 3.78 and the perception that "school administration encourages and foster a culture of initiative among teachers" highlight leadership as important to facilitate innovation as well as to promote active teaching strategies. This corroborates recent research findings that reflect how school leadership affirms teacher creativity and teacher retention in teaching. For instance, a study that Ismail and David conducted in 2024 and published in 2024 revealed that an inspiring leadership based on appreciation and provision for professional development leads to a fulfilling working culture and increases teachers' commitment, which further is associated with their retention. Similarly, Dutta and Sahney (2016) demonstrated that transformational leadership indirectly promotes teacher satisfaction via increased emotional and social dimensions of school climate. In another study conducted in 2024, it was found that transformational leadership by the principal directly improves innovative behavior of the teachers, illustrating the role of outstanding leadership in fostering a school climate conducive to creativity, motivation, and long-term commitment in teachers.

The lowest mean score of 3.64 for the item, "I feel empowered to take the lead in introducing new instructional practices or projects," indicates that, though most teachers are strongly motivated, there are teachers who lack confidence or autonomy to initiate instructional innovations. This is consistent with findings that stress the importance of teacher empowerment in encouraging leadership and professional development.

For instance, van Niekerk and Muller (2017) confirmed that teachers' views of empowerment were positively correlated with their views of professional development opportunities offered by school principals. Likewise, Gudmalin and Apostol (2020) confirmed that instructional leadership and teacher empowerment are both good predictors of teacher efficacy in public schools.

10. Summary Table as to Perception in Achievement Motivation

Table 10

Summary Table as to Perception in Achievement Motivation

Indicators	Mean	SD	VI
Drive for Success	3.80	0.41	Highly Motivated
Hard Work	3.83	0.38	Highly Motivated
Taking Responsibility	3.82	0.38	Highly Motivated
Competition	3.70	0.47	Highly Motivated
Competition	3.70	0.47	Highly Motivated
Taking Initiative	3.73	0.46	Highly Motivated
Overall	3.78	0.42	Highly Motivated

Legend: 3.50-4.00 Highly Motivated, 2.50-3.49 Motivated, 1.50-2.49 Less Motivated, 1.00-1.49 Not Motivated

Table 10 illustrates the fact that teachers are very highly motivated on all aspects of achievement motivation. All five indicators—Drive for Success, Hard Work, Taking Responsibility, Competition, and Taking Initiative—had scores greater than 3.50 and were thus "Highly Motivated" in each area. Interestingly, the highest mean score (3.83) was for Hard Work, reflecting that teacher are hard workers and doggedly persistent in professional endeavours. Taking Responsibility (3.82) and Drive for Success (3.80) also scored high, showing that educators actively take steps to establish objectives and hold themselves accountable for instructional and student success. Simultaneously, the fact that Competition (3.70) and Taking Initiative (3.73) are highly rated shows that educators believe in healthy competition and are willing to generate and implement new methods of improving education.

Generally, the overall score of 3.78 (SD = 0.42) reveals that teachers have a positive and resolute mindset towards their job. High motivation levels reveal that school conditions are conducive to growth, creativity, and aspiration for greatness. This reveals that teachers are not only care for their professional growth but also actively help in making the school environment better, encouraging a culture of ongoing improvement and success.

According to the findings, school heads may initiate a new initiative to raise literacy levels by capitalizing on teachers' high success motivation levels, as evident from Table 12. High-scoring teachers on

hard work and initiative are likely to take up this literacy project enthusiastically. They may volunteer to conduct workshops, create effective reading aids, and develop customized reading methods for pupils. High-competition rated teachers who are also strongly motivated towards success will be more likely to communicate effectively, exchanging best practices and motivating each other to achieve greater things. This situation highlights not only their dedication to personal professional growth, but also their intent to help improve the entire school and create a culture of ongoing improvement.

Previous research confirms a strong link between high achievement motivation and improved teacher performance. Acta Psychological (2024) confirmed that intrinsic and extrinsic motivation have a positive correlation with teaching effectiveness. The study further confirmed that experience moderates' performance, such that experienced teachers with intrinsic motivation had higher performance levels.

Similarly, Comighud and Arevalo (2020), in the International Journal of Scientific and Research Publications, concluded that highly motivated teachers, particularly in existence, relatedness, and progress dimensions, were uniformly performing. They found that motivation was a robust predictor of teacher effectiveness, accounting for a significant percentage of observed performance variance.

11. Level of Teacher Performance in terms of Student Accomplishment

Table 11

Level of Teacher Performance in terms of Student Accomplishment

Indicators	Mean	SD	VI
In terms of student's accomplishment, I am..			
1. satisfied with the progress my students make toward achieving their learning goals.	3.71	0.46	Very Satisfactory
2. confident in my ability to support students in reaching their academic potential.	3.78	0.42	Very Satisfactory
3. proud of the accomplishments my students demonstrate through their work and participation.	3.82	0.39	Very Satisfactory
4. aware of the factors that contribute to my students' success and strive to address them effectively.	3.83	0.38	Very Satisfactory
5. proactive in providing constructive feedback to help students improve their performance.	3.82	0.39	Very Satisfactory
6. encouraged by my students' ability to meet and exceed academic expectations.	3.86	0.35	Very Satisfactory
7. dedicated to creating a learning environment that fosters student success and achievement.	3.86	0.35	Very Satisfactory
Overall	3.81	0.39	Very Satisfactory

Legend: 3.50-4.00 Very Satisfactory, 2.50-3.49 Satisfactory 1.50-2.49 Unsatisfactory, 1.00-1.49 Needs Improvement

Table 11 shows the overall mean score to be 3.81 (Very Satisfactory), which means teachers perform very well and effectively in facilitating students' learning. This shows that teachers are very much involved in their teaching strategies, actively facilitating students' learning progress and establishing a learning environment that fosters success. The average high scores in all fields show that the teachers believe in their capability to lead students, are proud of the students' performance, and recognize the conditions facilitating

effective learning outcomes. Their commitment to providing effective feedback and creating a learning culture motivates the students so that students feel the best teaching and extensive support during their learning process.

The results show that the education system is designed to empower and assist teachers with resources, training, and professional development to guarantee student success. Academic achievement measures only part of student progress; it also encompasses personal development, skill building, and social-emotional development, all of which teachers promote actively, positive teacher-student relationships, innovative teaching methods, and leadership in guiding student achievement make up a culture of continuous growth and improvement. Sustaining this high level of excellence through ongoing teacher development programs and student-oriented initiatives

Similar to the study of Fauzi and Johan (2024) carried out a holistic assessment of teachers' effectiveness with a focus on its multi-dimensional aspect that encompassed teachers' performance, students' achievement, and overall benefits to student learning. They emphasize the fact that effective teaching strategies, including providing constructive criticism and making learning environments engaging, are vital to students' achievement. Their study also highlights the importance of applying multiple methods of evaluation to measure teacher performance, including supervisor ratings, student ratings, peer evaluation, and self-ratings.

In addition, Lazo (2024) explored teacher efficacy and students' perception of effective learning among public universities and colleges in the Philippines. According to the study, teachers' confidence and instructional strategies play an important role in influencing students' attitudes and learning outcomes.

12. Level of Teacher Performance in terms of Classroom Management

Table 12
Level of Teacher Performance in terms of Classroom Management

Indicators	Mean	SD	VI
In terms of Classroom Management, I am..			
1. confident in fostering active participation among my students during class activities	3.83	0.38	Very Satisfactory
2. capable of using diverse strategies that sustain student interest and attention throughout the lesson.	3.80	0.40	Very Satisfactory
3. skilled at incorporating diverse learning activities to accommodate various learning styles	3.77	0.42	Very Satisfactory
4. dedicated to building strong teacher-student relationships that encourage active participation.	3.87	0.34	Very Satisfactory
5. proficient in managing disruptions while maintaining a high level of student engagement.	3.74	0.44	Very Satisfactory
6. aware of the importance of setting clear expectations to ensure productive classroom engagement.	3.86	0.35	Very Satisfactory
7. committed to fostering a collaborative learning environment where students feel motivated to contribute.	3.86	0.35	Very Satisfactory
Overall	3.82	0.38	Very Satisfactory

Legend: 3.50-4.00 Very Satisfactory, 2.50-3.49 Satisfactory 1.50-2.49 Unsatisfactory, 1.00-1.49 Needs Improvement

Table 12 indicates that the overall mean score of 3.82 was rated as Very Satisfactory and reflected that teacher possessed excellent classroom management. This study indicates that teachers are competent at

developing stimulating and well-structured learning environments, stimulating active student involvement, and adapting teaching strategies to meet the needs of a range of students. Their capacity for articulating clear expectations, upholding discipline, and developing good teacher-student relations enhances the quality of the classroom environment and, ultimately, educational quality.

The results show that teachers have a high value in establishing an organized, stimulating, and student-focused learning environment, which is essential in improving students' outcomes. Good classroom management encourages active participation, collaboration, and self-control, which motivates and engages the students. Teachers who continuously refine teaching strategies and try new approaches are part of a vibrant and high-performing school system that fosters students' academic and social growth.

For instance, the teacher can start every morning by reading classroom rules and expectations aloud with the children so that all of them know and take responsibility to build a good atmosphere. Teacher can incorporate group discussions and interactive sessions into her lessons, for instance, science experiments or collaborative projects, to engage children and promote teamwork. Teacher can also incorporate examples drawn from everyday life and visual aids to cater to different learning styles. When conflict does erupt, teacher can resolve it peacefully and fairly, showing respect and cooperation. This being proactive in the classroom is not only creating a safe and welcoming place to be, but also motivating the students to be active participants, and they own their learning.

It was supported by a study by Simonsen, Freeman, and Sugai (2020), which highlights the significance of proactive classroom management strategies in promoting student engagement and mitigating behavior problems. Their research suggests that teachers who implement well-planned routines, outline clear behavioral expectations, and provide frequent positive reinforcement foster learning environments that enhance academic achievement. Additionally, Çakıroğlu and Ataizi (2020) found that diverse instruction and responsive classroom practices enhance student learning outcomes.

13. Summary Table on the Level of Teacher Performance

Table 13

Summary Table on the Level of Teacher Performance

Subscales	Mean	SD	VI
Students' Accomplishment	3.81	0.39	Very Satisfactory
Classroom Management	3.82	0.38	Very Satisfactory
Overall	3.82	0.39	Very Satisfactory

Legend: 3.50-4.00 Very Satisfactory, 2.50-3.49 Satisfactory, 1.50-2.49 Unsatisfactory, 1.00-1.49 Needs Improvement

Table 13 shows an overall mean score of 3.82, which indicates that teachers in this district are not only effective at leading students to academic achievement, but also at establishing a well-planned, student-focused, and inclusive learning environment. This focus on academic success and supportive classroom management strategies indicates that teachers in the district create a healthy, high-performing educational setting.

This finding is corroborated with assessment of teacher performance on the basis of two subscales: student achievement and classroom management. Both subscales obtained mean values of 3.81 and 3.82, respectively, with the highest score of "Very Satisfactory." This indicates that teachers perform well consistently in helping the students achieve their learning goals and managing their classrooms efficiently.

This table has important ramifications. It shows that students benefit from a well-structured and actively engaging learning environment, which is expected to improve both academic and personal development. Furthermore, it demonstrates the value of continued professional development and school

leadership in promoting teacher improvement. To maintain and improve on these high standards, schools can continue to invest in teacher training and promote creative teaching approaches that address their students' different needs.

Table 13 results are congruent with earlier studies highlighting teacher effectiveness and classroom management as key factors to student achievement. Tuan (2020), asserted that effective classroom management and positive relations among teachers and learners are significant factors in enhancing academic performance. García and Weiss (2020) identified that student-centered approaches to instruction enhance classroom functioning and positively affect students' academic and social-emotional development.

14. Test of Significant Relationship between Distributed Instructional Leadership and the Achievement Motivation

Table 14

Test of Significant Relationship between Distributed Instructional Leadership and the Achievement Motivation

Distributed Instructional Leadership	Achievement Motivation				
	Drive for Success	Hard Work	Taking Responsibility	Competition	Taking Initiative
Setting Directions	0.540**	0.622**	0.633**	0.563**	0.576**
Developing People	0.522**	0.639**	0.633**	0.545**	0.669**
Redesigning the Organization	0.598**	0.710**	0.649**	0.598**	0.689**

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

Table 14 shows that there is a high correlation between aspects of achievement motivation and establishing directions, being one of the most important components of distributed instructional leadership. The value of correlations shows a moderate to high level of positive correlation, highlighting the extent to which teachers are encouraged by having clear leadership direction. Taking Responsibility has the highest correlation (0.633) with direction-setting of all the constituents of accomplishment motivation, reflecting that teachers are more likely to take responsibility for what they do when direction is established by leadership. In addition, there is a high correlation between hard work (0.622) and success drive (0.540), reflecting that distributed instructional leadership leads to staying with it and hard work.

The idea that distributed instructional leadership fosters both a desire to perform and initiative behaviour is evidenced by the correlations for competition (0.563) and initiative-taking (0.576). This illustrates that when leaders establish purposeful, clear directions, they provide a climate that stimulates individuals to work hard, be responsible, compete, and take initiative. All correlations are at the 0.01 level of significance, establishing a solid correlation between leadership direction setting and achievement motivation.

Table 16 also shows a high correlation between various dimensions of achievement motivation and developing people, a significant aspect of distributed instructional leadership. The correlation values reflect moderate to high positive relationships, indicating that motivation is heavily influenced by leadership activities that facilitate personal development. Initiating has the highest correlation (0.669) with building individuals among the achievement motivation factors, which means individuals are more likely to come forward and take proactive steps whenever leaders make conscious efforts and invest in others' development.

Additionally, hard work (0.639) and responsibility taking (0.633) strongly correlate, indicating that professional and personal development-focused leadership encourages grit and responsibility. The

correlations between competition (0.545) and drive for success (0.522) are also strongly significant defending the argument that distributed instructional leadership fosters drive and healthy competition. This study proves that by investing in people, leaders build a culture that motivates individuals to aim for success, work diligently, be responsible, compete, and initiate. All the correlations are significant at the 0.01 level, proving a consistent relationship between leadership development and achievement motivation.

Based on the results in Table 16, achievement motivation and organizational redesign—a key element of distributed instructional leadership—exhibit a high and significant correlation. The correlation values show a moderate to high positive relationship, indicating that organizational system improvement and restructuring initiatives by leaders positively affect individuals' motivation. When leaders focus on transforming the work environment, individuals are likely to contribute more effort and commitment. Perseverance enjoys the most significant association (0.710) with organizational redesign among the achievement incentive factors.

Furthermore, it is strongly associated (0.689) with initiative-taking and (0.649) with responsibility-taking, indicating how organizational transformation allows individuals to take the initiative, take charge, and play an active role in tasks. The correlations for competitiveness (0.598) and success drive (0.598) also lend support to the assertion that a well-organized and adaptable organization inspires individuals to be ambitious and competitive. The fact that all correlations are significant at the 0.01 level simply points to there being a strong relationship between leadership and achievement motivation. It also illustrates that structural and systemic shifts are made by leaders in order to create an environment which encourages individuals to work diligently, initiate, compete, take responsibility, and strive towards success.

The findings suggest that if leadership is shared and teachers are able to engage actively in organizational change, they are more inclined to exert effort, take charge, and exercise competitive and responsible behaviors. This overall implies that distributed instructional leadership fosters a work culture where teachers feel empowered and encouraged to excel, individually and collectively, to the good of the entire school community.

Similarly, Yang and Chang (2024) examined how perceived distributed instructional leadership affects teacher professional development, focusing on the significance of teacher learning communities to enhance instruction. According to their research, distributed leadership predicts teacher professional growth, signifying the significance of collective learning environments in enhancing educator efficacy.

Lin (2022) also tested the connection between distributed instructional leadership and teacher innovativeness, and concluded that teacher autonomy and collective professional collaboration had a great impact of reducing the effects of leadership on instructional creativity. This research emphasizes the importance of shared leadership responsibilities and illustrates how, when instructors feel empowered to take charge, they will be more inclined to adopt creative teaching practices.

15. Test of Significant Relationship between Distributed Instructional Leadership and the Teacher Performance

Table 15

Test of Significant Relationship between Distributed Instructional Leadership and the Teacher Performance

Distributed Instructional Leadership	Teacher Performance	
	Students' Accomplishment	Classroom Management
Setting Directions	0.469**	0.566**
Developing People	0.636**	0.573**
Redesigning the Organization	0.568**	0.533**

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

Setting directions is a key part of distributed instructional leadership, and the findings indicate a very high positive correlation between student achievement and teacher effectiveness, as well as classroom management. Moderate associations indicated by the correlation values affirm that instructors can enhance their performance with effective leadership direction. Setting directions and classroom management are more strongly related (0.566), as teachers can more effectively establish organized and well-managed classrooms when leaders provide clear expectations and objectives.

In addition, the correlation (0.469) with student achievements indicates how important leadership direction that is unambiguous is to ensuring student achievement. That both correlations are significant at the 0.01 level indicates the quality of the relationship between leadership practices and teacher effectiveness and illustrates the reality that teachers can raise student achievement and maintain effective classroom management when leaders offer clear, thoughtful direction.

The study indicates a high positive relationship between teacher effectiveness, particularly in teaching student achievement and managing classrooms, and developing people, a key element of distributed instructional leadership. The student achievement correlation coefficient (0.636) is remarkably high, which means that leadership programs with a focus on developing and supporting teachers have a tremendous effect on student achievement. When leaders put strong emphasis on professional growth, coaching, and competence building, teachers are in a better position to enhance teaching practice and increase student performance.

Furthermore, the 0.573 correlation between human development and classroom management further implies that contributing to teachers' professional development enables them to establish an even more organized and productive classroom environment. Since both correlations are significant at 0.01, this further highlights the significance of leadership in determining the effectiveness of teachers. It also supports the notion that when leaders actively contribute to their teachers, it has a positive cascade effect that increases classroom organization and student performance.

The findings indicate a strong positive correlation between teacher effectiveness, especially in student accomplishment and classroom management, and restructuring the organization, which is an important aspect of distributed instructional leadership. Teachers are more effectively supported in their efforts to boost student learning outcomes if leaders focus on reorganizing and refining organizational processes, as indicated by the correlation measure for student achievement (0.568). Organizational structure that is well planned facilitates a more productive and effective learning environment, which leads to increased student accomplishment.

Additionally, the correlation (0.533) between organizational redesign and classroom management highlights how structural and systemic modification enables enhanced classroom organization and discipline. When leadership actively works to optimize the learning environment, teachers have access to the tools, rules, and processes necessary to operate their classrooms more effectively. There is a strong relationship between redesigning organization practices and teacher performance attested to by the fact that both relationships are significant at the 0.01 level, reiterating the positive impact of well-designed structural changes on student attainment and classroom output.

Moreover, the results show that distributed instructional leadership enhances teacher performance, student learning, and classroom management. Bellibaş, Gümüş, and Liu (2020) investigated the influence of instructional and distributed leadership on teaching practices and found that distributed leadership enhances the quality of instruction through teacher collaboration and job satisfaction. Likewise, Noman (2023) developed the SHARE model, and it highlights distributed instructional leadership to enhance teacher power and school effectiveness. This paradigm suggests that the entire school staff has shared leadership skills to foster instructional improvement, accountability, and collaboration. Active engagement in shared leadership positions by school administrators enhances teaching practices and students' learning achievements, their research concludes.

16. Test of Significant Relationship between Achievement Motivation and the Teacher Performance

Table 16

Test of Significant Relationship between Achievement Motivation and the Teacher Performance

Achievement Motivation	Teacher Performance	
	Students' Accomplishment	Classroom Management
Drive for Success	0.552**	0.552**
Hard Work	0.612**	0.548**
Taking Responsibility	0.647**	0.632**
Competition	0.448**	0.522**
Taking Initiative	0.604**	0.613**

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

In regards to achievement motivation in students and classroom management, the evidence indicates a very high positive correlation between teacher performance and achievement motivation, specifically the drive for success. Consistent with the high to moderate correlation ratings (0.552 on each dimension), teachers whose drive for success is high are likely to perform excellently in both domains. Greater learning results are the outcome of highly motivated instructors setting challenging goals, adapting their teaching approaches, and becoming more fully involved with their students. Similarly, the same motivation also has a positive impact on classroom management in that highly motivated teachers will be more likely to provide structured, disciplined, and engaging learning environments. Since the correlations are significant at the 0.01 level, this indicates a good relationship between teacher performance and achievement motivation, also proving that high personal motivation for success contributes to effective classroom control as well as higher student achievement.

From the data, the performance of teachers in terms of student achievement and classroom management and achievement motivation, especially hard work, has a positive high correlation. Achievement of students (0.612) correlates more than classroom management (0.548), as indicated by the correlation values that show moderate to strong correlations. This means that teachers who model high work ethic and dedication are likely to promote students' success through enhanced learning results and heightened academic achievement.

The correlation with teacher commitment to hard work also underscores how these teachers create well-structured, engaging, and organized learning environments that facilitate student growth. The difference that both correlations are at the 0.01 level reinforces that a strong work ethic is vital for ensuring student success and maintaining effective classroom management. It also shows there is a consistent tie between teacher achievement and hard work.

Achievement motivation is crucial in the development of teacher effectiveness since it directly influences instruction quality and student achievement. Highly motivated teachers are more involved in formulating innovative teaching styles, modifying methodologies to suit diverse learning needs, and sustaining an organized classroom environment that fosters active participation. An inspired teacher is also more likely to introduce learning innovations and support a collaborative and growth-driven school environment. In order to build these relationships, schools need to invest in professional development programs that provide teachers

with continuous learning opportunities, such as improved pedagogical methods, leadership development, and mentoring activities. Appreciation of teachers' work through performance rewards, peer acknowledgment, and leadership opportunities bolsters motivation, compelling teachers to work towards excellence in education and administration.

In addition, encouraging leadership-oriented teaching practices, whereby teachers are given authority to make curriculum decisions, mentor others, and participate in policymaking, guarantees that motivation is channelled into long-term schooling improvement. Schools can maintain a high level of education by establishing a context where teachers are valued and well supported, to the advantage of both teachers and learners.

Based on the data, there is a high positive relationship between teachers' effectiveness with respect to student achievement and classroom management and achievement motivation, specifically taking responsibility. High correlations are indicated by the values of correlation; students' achievement (0.647) indicates slightly higher correlation compared to classroom management (0.632). This suggests that teachers can more effectively lead to students' success and ensure higher levels of academic achievement when they take responsibility and assume responsibility for their actions.

Furthermore, as dedicated teachers construct neat, well-organized, and exciting learning environments, their sense of responsibility also has an influence on classroom management. The belief that a high sense of accountability enhances student achievement as well as effective classroom planning is supported by the fact that both correlations are significant at 0.01, thereby affirming a reliable connection between taking responsibility and teacher performance.

In terms of student success and classroom management, the research shows a strong positive correlation between teacher effectiveness and achievement incentive, particularly competitiveness. Classroom management (0.522) has a stronger correlation than students' success (0.448), according to the correlation values, which indicate moderate correlations. This shows that teachers who feel competitive with one another are more likely to keep their classrooms organized and well-managed, which may encourage them to use more effective engagement and disciplinary measures.

The relationship between competitive motivation and student achievement also suggests that teachers may be inspired to pursue greatness, which will improve learning outcomes for pupils. Given that both associations are significant at the 0.01 level, this supports the notion that teachers who have a competitive attitude are more motivated to increase student success and classroom organization.

Based on the results, student achievement and classroom management performance by teachers are strongly and positively related with achievement motivation, especially initiative-taking. Classroom management (0.613) is marginally stronger than students' success (0.604), based on the correlation values, indicating moderate to strong relations. This implies that educators are better at establishing organized and stimulating learning conditions within the classroom when they proactively take the initiative. In addition, the correlation with students' achievement implies that teachers who aggressively seek opportunities for innovation and growth generally improve student achievement.

In general, study's findings show a direct correlation between Teacher Performance and Accomplishment Motivation, particularly in students' accomplishment and classroom management. Padillo et al. (2021) examined the effect of professional growth activities on teacher performance and found that continuous learning opportunities enhance instruction quality and effectiveness in classroom management. According to their research, teachers who are enrolled in structured professional growth programs are more motivated and effective in facilitating student progress.

Similarly, Paulines and Tantiado (2024) explored the relationship between classroom management and students' performance and found that effective classroom management fosters student engagement and academic achievement. Teachers who employ multiple teaching strategies and have an organized learning environment are found to make a significant contribution towards students' performance according to their findings.

17. Test of Significant Mediation of Achievement Motivation on Distributed Leadership and Teachers' Performance

Table 17

Test of Significant Mediation of Achievement Motivation on Distributed Leadership and Teachers' Performance

Mediation Analysis	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Effect						
Indirect	0.390	0.093	0.208	0.572	4.200	<.001
Direct	0.302	0.116	0.074	0.529	2.600	0.009
Total	0.691	0.086	0.523	0.860	8.020	<.001
Path Estimate						
Distributed Instructional Leadership → Achievement Motivation	0.864	0.079	0.709	1.019	10.920	<.001
Achievement Motivation → Teachers' Performance	0.451	0.099	0.257	0.645	4.550	<.001
Distributed Instructional Leadership → Teachers' Performance	0.302	0.116	0.074	0.529	2.600	0.009

The findings in Table 17 reveal Distributed Instructional Leadership (DIL) significantly influences Teacher Performance both directly and indirectly through Achievement Motivation. The indirect effect (0.390, $p < .001$) suggests that Achievement Motivation plays a significant mediating role, meaning that leadership practices aimed at teacher motivation enhance classroom performance. Since the confidence interval (0.208 to 0.572) is not zero, the mediation effect is significant.

The direct relationship between DIL and Teacher Performance (0.302, $p = 0.009$) indicates that instructional leadership in itself enhances teacher effectiveness, but the impact is more when motivation is added. Since the indirect effect (0.390) is stronger than the direct effect (0.302), this implies partial mediation—that is, although leadership is beneficial, its impact significantly boosts when it actually enhances motivation among teachers. The overall impact (0.691, $p < .001$) indicates that distributed instructional leadership significantly influences teacher performance, pointing toward the vital role that outstanding leadership strategies play in shaping educational outcomes. Leadership strategies encouraging teacher motivation not only enhance classroom organization but also lead to greater student achievement, stressing the importance of collaborative and constructive leadership practices in learning settings

Conclusion

The findings of the study led to the formulation of the following conclusions:

1. The hypothesis stating that there is no significant relationship between the distributed instructional leadership and the achievement motivation is not sustained.
2. The hypothesis stating that there is no significant relationship between distributed instructional leadership

and teacher performance is not sustained.

3. The hypothesis stating that there is no significant relationship between achievement motivation and teacher performance is not sustained.

4. The hypothesis stating that the achievement motivation does not significantly mediate the relationship between distributed leadership and teacher performance is not sustained.

Recommendation

In the light of the findings and conclusions of the study, the following recommendations are offered:

1. School administrators may prioritize professional development programs that enhance achievement motivation through mentorship, training, and leadership opportunities. These initiatives will empower teachers to excel in their roles and create a more effective learning environment.

2. Teachers may actively pursue continuous professional growth by adopting effective instructional strategies and engaging in leadership development practices. By strengthening their teaching methods, they may boost student engagement and improve classroom management.

3. Policymakers may focus on developing and implementing policies that encourage distributed instructional leadership in schools. These policies may ensure the establishment of structured teacher development programs and leadership training initiatives to enhance instructional effectiveness and overall school performance.

4. Future researchers may study other mediating factors that influence the connection between leadership and teacher effectiveness, such as organizational culture or emotional intelligence. Further exploration in these areas may offer valuable insights into optimizing educational leadership practices .

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