

The Power of Instructional Leadership Styles on Teachers' Professional Competence and Career Fulfillment

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Abstract

This study aims to conduct a comprehensive assessment of school heads' instructional leadership and its relationship to teachers' professional competence and career fulfillment. Specifically, it determined the level of school heads' instructional leadership, teachers' professional competence, and teachers' career fulfillment. It examined significant relationships between instructional leadership and teachers' professional and career competence. It also proposed a professional training plan based on the study's results.

This research used a descriptive and correlational design, employing a validated self-developed questionnaire with a 7-point Likert scale and three corresponding parts for each construct. Respondents were all 260 Junior High School teachers in the Schools Division of Sto. Tomas City, with data collected during the 2025-2026 school year.

Findings revealed that instructional leadership indicators and professional competence dimensions were all rated extremely competent, while career fulfillment factors ranged from highly competent (workload) to extremely competent for the rest. Significant positive relationships were identified between the variables. A professional training plan covering nine focus areas is proposed for implementation from June 2026 to March 2027, targeting school heads, teachers, and administrative staff.

Instructional leadership of school heads significantly relates to the teachers' professional and career competence. Hence, both hypotheses stated were rejected. Therefore, it is concluded that effective instructional leadership is crucial for enhancing teachers' professional skills, instructional performance, classroom practices, and career satisfaction, motivation, and overall fulfillment.

Based on the findings, key recommendations include maintaining and strengthening instructional leadership across all dimensions to boost teachers' professional competence and fulfillment; encouraging teachers to actively engage in professional development, collaborate with school leaders, and provide constructive feedback to enhance growth and effectiveness; and providing additional division-wide training and workshops to ensure sustainable improvement across all schools.

Keywords: Instructional Leadership; Professional Competence; Career Fulfillment; Philippine Education

1. Introduction

Instructional leadership is widely recognized as a critical component of effective schools, focusing on improving teaching and learning processes. Globally, it emphasizes defining school missions, managing instructional programs, and developing a positive learning climate. In the Philippine context, school heads are mandated by laws such as RA 9155 and DepEd Order No. 24, s. 2020 to function as instructional leaders who align practices with educational goals and standards.

Despite these mandates, challenges persist, including inequities in professional development opportunities, resource constraints, and heavy workloads, which can affect teacher performance and satisfaction. While existing research links leadership to teacher outcomes, there is a scarcity of studies that simultaneously examine how instructional leadership influences both professional competence and career fulfillment, particularly in the Schools Division of Sto. Tomas City. This study aims to analyze these relationships to provide evidence-based strategies for improving educational quality.

2. Framework

The study is anchored on several theories that provide a strong theoretical foundation, including Drucker's Management Theory, which emphasizes management as both a technology for results and a humanistic discipline; Situational Leadership Theory, which suggests that styles must adapt to the context and needs of teachers; Competence Theory, which highlights the balance between support and accountability; and Instructional Leadership Theory, which views leadership as a shared responsibility. The conceptual framework follows an Input-Process-Output model, where the independent variable or input is the instructional leadership of school heads, measured in terms of school mission, curriculum development, instructional program, classroom management, teacher development, and assessment and evaluation. These are correlated with the dependent variables or outputs, which are teachers' professional competence in terms of content mastery, pedagogy, classroom management, monitoring, assessment, and receiving feedback, as well as teachers' career fulfillment in terms of leadership support, rewards and recognition, incentives, workload, administrative support, and sense of accomplishment.

3. Objectives of the Study

The general objective of this research is to assess the instructional leadership of school heads and determine its relationship to teachers' professional competence and career fulfillment in the Division of Sto. Tomas City. Specifically, it aims to determine the level of instructional leadership practices in terms of school mission, curriculum development, instructional program, classroom management, teacher development, and assessment and evaluation. It also seeks to assess the level of teachers' professional competence regarding content mastery, pedagogy, classroom management, monitoring student involvement, assessment of learning, and receiving feedback, as well as the level of career fulfillment in terms of support, recognition, incentives, workload, and sense of accomplishment. Furthermore, the study intends to test if there is a significant relationship between instructional leadership and both professional competence and career fulfillment, and ultimately propose a professional training plan based on the findings.

4. Methodology

The study will utilize a Descriptive-Correlational Research Design, which is deemed appropriate as it aims to describe the current status and characteristics of the variables involved while scientifically determining the significant relationship that exists between them. This design allows the researcher to gather quantitative data that can be numerically analyzed to interpret patterns and connections between the leadership practices of school heads and the performance and satisfaction of teachers.

4.1 Sampling

The respondents of the study will be all Junior High School teachers within the Schools Division of Sto. Tomas City, with a total sample size of 260 participants. To ensure that all relevant groups are adequately represented and to gather comprehensive data, the study will employ total enumeration or universal sampling, meaning that all eligible teachers from different schools in the division will be included as respondents depending on the total population.

4.2 Data Collection

Data will be gathered using a researcher-made survey questionnaire utilizing a 7-point Likert Scale to measure the perceptions of the respondents accurately. The instrument is divided into three parts: Part I measures the instructional leadership of school heads, Part II assesses teachers' professional competence, and Part III evaluates teachers' career fulfillment. Before actual administration, the questionnaire will undergo validation by experts and reliability testing to ensure that it is accurate, consistent, and suitable for the respondents.

4.3 Ethical Consideration

The research will strictly adhere to ethical standards to ensure the protection and welfare of the participants. This includes securing informed consent by informing respondents about the purpose of the study and their right to participate or withdraw at any time. Strict confidentiality will be maintained as all data gathered will be kept private, and names will not be disclosed in any part of the analysis or reporting. Participation will be entirely voluntary, and no incentives will be required, while the researcher will maintain objectivity and avoid any form of bias throughout the process of data collection and interpretation.

4.4 Plans for Data Analysis

To interpret the gathered data effectively, appropriate statistical tools will be employed, specifically frequency, percentage, and weighted mean to describe the level of instructional leadership, professional competence, and career fulfilment. To determine if a significant relationship exists between the independent and dependent variables, the Pearson Product-Moment Correlation (Pearson r) will be used. All tests will be subjected to a level of significance set at 0.05 alpha to determine if the null hypotheses will be accepted or rejected.

5. Results and Discussion

This chapter discusses the results and the discussion of the data gathered.

Table 1. Level of Instructional Leadership of the School Heads in Terms of School Mission

School Mission	Mean	SD	Remarks
The school heads....			
...clearly articulates the school's mission and vision to all stakeholders.	6.38	0.72	Strongly Agree
...leads the teachers align their practices in instruction to what is prescribed by the school mission goals.	6.34	0.73	Strongly Agree
...revisits the mission regularly and updates it to match the current teaching priorities.	6.16	0.74	Strongly Agree
...inspires the staff and students to take ownership of and participate in realizing the school mission.	6.30	0.74	Strongly Agree
...regularly goes under review for any updating as per the now emerging educational priorities.	6.29	0.75	Strongly Agree
Weighted Mean	6.29		
SD	0.72		
Verbal Interpretation	Extremely High Level		

Table 1 shows the level of instructional leadership of the school heads as perceived by the respondents in terms of school mission. Respondents strongly agree that school heads clearly articulate the school's mission and vision to all stakeholders and effectively lead teachers in aligning their instructional practices with the goals of the school mission. They also agree that school heads revisit the mission regularly, inspire staff and students to take ownership in achieving the mission, and ensure that the mission is reviewed and updated in response to emerging educational priorities.

The level of instructional leadership in terms of school mission attained an overall mean of 6.29 with a standard deviation of 0.72, verbally interpreted as Extremely High Level. This indicates that school heads demonstrate a very strong capacity in communicating, implementing, and sustaining the school mission within the school community. This further implies that stakeholders experience clear direction and shared understanding of the school's goals, which contributes to better alignment of instructional practices.

Table 2. Level of Instructional Leadership of the School Heads in Terms of Curriculum Development

Curriculum Development	Mean	SD	Remarks
The school heads....			

...affords clear guidance towards curriculum implementation to comply with learning goals.	6.29	0.72	Strongly Agree
...routinely reviews and evaluates the effectiveness of the implemented curriculum.	6.20	0.71	Strongly Agree
...ensures that administrative supervision in curriculum implementation is consistently provided for teachers.	6.22	0.79	Strongly Agree
...leads collaboration among teachers in reviewing and improving the curriculum.	6.23	0.78	Strongly Agree
...implements innovative strategies, programs and projects to address current and future needs of teachers.	6.25	0.76	Strongly Agree

Weighted Mean	6.24
SD	0.74
Verbal Interpretation	Extremely High Level

Table 2 shows the level of instructional leadership of the school heads as perceived by the respondents in terms of curriculum development. Respondents strongly agree that school heads provide clear guidance in curriculum implementation to ensure alignment with learning goals and that they consistently review and evaluate the effectiveness of the curriculum. They also agree that administrative supervision is regularly provided to support teachers, that collaboration among teachers is encouraged in improving the curriculum, and that innovative strategies, programs, and projects are implemented to address current and future educational needs.

The level of instructional leadership in terms of curriculum development attained a weighted mean of 6.24 with a standard deviation of 0.74, verbally interpreted as Extremely High Level. This indicates that school heads exhibit a very strong capacity in managing, monitoring, and enhancing curriculum implementation within the school. This further implies that teachers are well-supported through structured guidance, continuous evaluation, and collaborative opportunities that strengthen curriculum delivery.

Table 3. Level of Instructional Leadership of the School Heads in Terms of Instructional Program

Instructional Program	Mean	SD	Remarks
<u>The school heads....</u>			
...observes classes to ensure that all teachers have mastery of teaching competencies in the basic learning areas.	6.31	0.80	Strongly Agree
...prepares operational supervisory plan with varied and innovative supervisory strategies.	6.25	0.76	Strongly Agree
... encourages teachers and students to perform to the best of their abilities.	6.35	0.73	Strongly Agree
...monitors both the curricular and co-curricular activities and programs.	6.26	0.80	Strongly Agree
... implements innovative strategies, programs and projects to respond to current and future needs of the teachers.	6.20	0.76	Strongly Agree
Weighted Mean	6.28		
SD	0.75		
Verbal Interpretation	Extremely High Level		

Table 3 shows the level of instructional leadership of the school heads as perceived by the respondents in terms of instructional program. Respondents strongly agree that school heads observe classes to ensure that teachers demonstrate mastery of teaching competencies in the basic learning areas and that they prepare operational supervisory plans that incorporate varied and innovative strategies. They also agree that school heads encourage both teachers and students to perform to the best of their abilities, monitor curricular and co-curricular activities, and implement innovative programs and

projects that address the present and future needs of teachers.

The level of instructional leadership in terms of instructional program attained a weighted mean of 6.28 with a standard deviation of 0.75, verbally interpreted as Extremely High Level. This indicates that school heads demonstrate a very strong ability to manage, supervise, and enhance instructional programs within the school. This further implies that teachers and students benefit from consistent monitoring, motivation, and the application of innovative strategies that improve teaching and learning processes.

Table 4. Level of Instructional Leadership of the School Heads in Terms of Classroom Management

Classroom Management	Mean	SD	Remarks
The school heads....			
...provides clear instructional expectations that support effective classroom management.	6.26	0.76	Strongly Agree
...regularly conducts classroom observation and gives constructive feedback to help improve classroom discipline.	6.22	0.77	Strongly Agree
...has strong alignment between instructional goals and strategies used to manage student behavior.	6.19	0.79	Strongly Agree
...offers training on both instructional strategies and behavior management techniques.	6.15	0.75	Agree
...supports when dealing with challenging classroom management issues.	6.20	0.79	Strongly Agree
Weighted Mean	6.20		
SD	0.76		
Verbal Interpretation	Extremely High Level		

Table 4 shows the level of instructional leadership of the school heads as perceived by the respondents in terms of classroom management. Respondents strongly agree that school heads provide clear instructional expectations that support effective classroom management and regularly conduct classroom observations with constructive feedback to improve discipline. They also agree that there is alignment between instructional goals and behavior management strategies, that school heads provide support when teachers face challenging classroom situations, and that training related to instructional and behavior management techniques is offered.

The level of instructional leadership in terms of classroom management attained a weighted mean of 6.20 with a standard deviation of 0.76, verbally interpreted as Extremely High Level. This indicates that school heads demonstrate a very strong ability to guide and support teachers in maintaining effective classroom environments. This further implies that teachers are equipped with clear expectations, feedback, and support systems that contribute to better classroom discipline and instructional effectiveness.

Table 5. Level of Instructional Leadership of the School Heads in Terms of Teacher Development

Teacher Development	Mean	SD	Remarks
The school heads....			
...supports teachers to attend trainings and conferences to improve their professional competencies.	6.35	0.75	Strongly Agree
...encourages and supports teachers in pursuing graduate studies for their self-improvement.	6.32	0.77	Strongly Agree
...initiates and conducts research with the aim of identifying best practices in teacher training and support.	6.23	0.76	Strongly Agree
...consistently demonstrates a high level of professional ethics in all decisions.	6.25	0.80	Strongly Agree
...actively encourages teachers to pursue professional growth and development opportunities.	6.29	0.73	Strongly Agree

Weighted Mean	6.29
SD	0.75
Verbal Interpretation	Extremely High Level

Table 5 shows the level of instructional leadership of the school heads as perceived by the respondents in terms of teacher development. Respondents strongly agree that school heads support teachers in attending trainings and conferences to enhance their professional competencies and encourage them to pursue graduate studies for self-improvement. They also agree that school heads initiate and conduct research to identify best practices in teacher training, consistently demonstrate high professional ethics in decision-making, and actively promote opportunities for teachers' continuous professional growth and development.

The level of instructional leadership in terms of teacher development attained a weighted mean of 6.29 with a standard deviation of 0.75, verbally interpreted as Extremely High Level. This indicates that school heads exhibit a very strong commitment to fostering teachers' professional advancement and capacity building. This further implies that teachers are well-supported in enhancing their skills, knowledge, and competencies, which contributes to improved instructional quality.

In summary, the findings propose that teacher development is a vital aspect of instructional leadership. Through continuous support, encouragement for higher education, engagement in research, and promotion of professional growth opportunities, school heads are able to empower teachers and strengthen their effectiveness in delivering quality education.

Table 6. Level of Instructional Leadership of the School Heads in Terms of Assessment and Evaluation

Assessment and Evaluation	Mean	SD	Remarks
The school heads....			
...effectively evaluates teaching practices that influence classroom behavior.	6.26	0.77	Strongly Agree
...uses classroom observation data to improve both instruction and student discipline.	6.30	0.74	Strongly Agree
...sets formal system in place to assess how leadership decisions affect classroom management outcomes.	6.16	0.76	Strongly Agree
...regularly collects and uses feedback from teachers to improve strategies related to behavior and discipline.	6.10	0.79	Agree
...leads to actionable support and training for classroom management improvement.	6.18	0.78	Strongly Agree
Weighted Mean	6.20		
SD	0.76		
Verbal Interpretation	Extremely High Level		

Table 6 shows the level of instructional leadership of the school heads as perceived by the respondents in terms of assessment and evaluation. Respondents strongly agree that school heads effectively evaluate teaching practices that influence classroom behavior and utilize classroom observation data to improve both instruction and student discipline. They also agree that systems are in place to assess how leadership decisions affect classroom management outcomes, that feedback from teachers is collected and used to enhance strategies, and that school heads provide actionable support and training for continuous improvement.

The level of instructional leadership in terms of assessment and evaluation attained a weighted mean of 6.20 with a standard deviation of 0.76, verbally interpreted as Extremely High Level. This indicates that school heads demonstrate a very strong capability in assessing instructional practices and using evaluation results to inform decision-making. This further implies that teachers benefit from data-driven feedback, structured evaluation systems, and targeted support that enhance both teaching effectiveness and classroom management.

In summary, the findings propose that assessment and evaluation are fundamental elements of effective instructional leadership. By implementing systematic evaluation processes, utilizing data effectively, and providing continuous feedback, school heads can enhance instructional practices, reinforce classroom management strategies, and foster the professional growth of teachers. Ultimately, these efforts contribute to the overall development and academic success of students, creating a more productive and supportive learning environment.

Table 7. Level of Professional Competence of Teachers in Terms of Content Mastery

Content Mastery	Mean	SD	Remarks
The school heads....			
...imparts support for teachers to demonstrate in-depth knowledge of the subject matter during instruction.	6.29	0.69	Strongly Agree
...fosters an environment where teachers are encouraged to connect lesson content to real-life applications.	6.28	0.69	Strongly Agree
...provides resources enabling teachers to address students' questions with accurate and relevant questions.	6.23	0.72	Strongly Agree
...facilitates access to instructional materials and strategies that reflect strong content expertise.	6.22	0.73	Strongly Agree
...encourages ongoing professional development to keep teachers updated with recent developments in their subject area.	6.33	0.70	Strongly Agree
Weighted Mean	6.27		
SD	0.69		
Verbal Interpretation	Extremely Competent		

Table 7 presents teachers' professional competence in terms of content mastery as perceived by the respondents. Respondents strongly agree that school heads support teachers in demonstrating deep subject knowledge and connecting lessons to real-life applications. They also agree that teachers are provided with adequate resources, access to instructional materials and strategies, and opportunities for continuous professional development to stay current in their fields.

The professional competence of teachers in terms of content mastery attained a weighted mean of 6.27 with a standard deviation of 0.69, verbally interpreted as Extremely Competent. This indicates that teachers exhibit a very strong level of mastery in their subject areas, supported by effective instructional leadership. This further implies that teachers are well-equipped with the knowledge, resources, and opportunities necessary to deliver accurate, relevant, and meaningful instruction.

In summary, the findings propose that content mastery is a fundamental component of teachers' professional competence. Through continuous support, access to resources, and opportunities for professional growth, teachers are able to maintain a high level of subject expertise that enhances the quality of teaching and promotes better learning outcomes among students.

Table 8. Level of Professional Competence of Teachers in Terms of Pedagogy in Teaching

Pedagogy in Teaching	Mean	SD	Remarks
The school heads....			
...encourages the adoption of diverse teaching methods to address varied student learning styles.	6.30	0.68	Strongly Agree
...prioritizes the establishment of clear learning objectives.	6.32	0.70	Strongly Agree
...supports teachers in facilitating student engagement through active learning and critical thinking strategies.	6.29	0.71	Strongly Agree
...facilitates the use of appropriate and diverse assessment strategies to measure student learning.	6.29	0.73	Strongly Agree
... encourages and supports teachers in reflecting on and refining instructional strategies.	6.32	0.73	Strongly Agree
Weighted Mean	6.30		
SD	0.70		
Verbal Interpretation	Extremely Competent		

Table 8 shows the professional competence of teachers as perceived by the respondents in terms of pedagogy in teaching. Respondents strongly agree that school heads encourage the use of diverse teaching methods to address different learning styles and prioritize the establishment of clear learning objectives. They also agree that teachers are supported in promoting student engagement through active learning and critical thinking strategies, that appropriate and varied assessment strategies are facilitated, and that teachers are encouraged to reflect on and improve their instructional practices.

The professional competence of teachers in terms of pedagogy in teaching attained a weighted mean of 6.30 with

a standard deviation of 0.70, verbally interpreted as Extremely Competent. This indicates that teachers demonstrate a very strong level of pedagogical competence, supported by effective instructional leadership. This further implies that teachers are capable of delivering well-structured, engaging, and responsive instruction that caters to the diverse needs of learners.

In summary, the findings recommend that pedagogy is a crucial component of teachers' professional competence. Through the use of varied teaching strategies, clear instructional planning, continuous reflection, and effective assessment practices, teachers are able to enhance student engagement, promote critical thinking, and improve overall learning outcomes.

Table 9. Level of Professional Competence of Teachers in Terms of Managing the Classroom

Managing the Classroom	Mean	SD	Remarks
The school heads....			
...supports teachers in establishing clear behavioral rules and expectations for students.	6.34	0.71	Strongly Agree
...works with teachers to foster a positive classroom environment.	6.33	0.73	Strongly Agree
...helps teachers in responding to student misbehavior consistently and justly.	6.27	0.75	Strongly Agree
...encourages teachers in managing class time and routines effectively to maximize learning opportunities.	6.30	0.73	Strongly Agree
...actively encourages teachers to cultivate a psychologically and physically safe learning environment.	6.30	0.75	Strongly Agree
Weighted Mean	6.31		
SD	0.72		
Verbal Interpretation	Extremely Competent		

Table 9 shows the professional competence of teachers as perceived by the respondents in terms of managing the classroom. Respondents strongly agree that school heads support teachers in establishing clear behavioral rules and expectations for students and work collaboratively with them to foster a positive classroom environment. They also agree that school heads assist teachers in responding to student misbehavior in a consistent and fair manner, encourage effective management of class time and routines, and promote the creation of a psychologically and physically safe learning environment.

The professional competence of teachers in terms of classroom management attained a weighted mean of 6.31 with a standard deviation of 0.72, verbally interpreted as Extremely Competent. This indicates that teachers demonstrate a very strong ability to manage classroom behavior and learning environments effectively, with the support of instructional leadership. This further implies that teachers are capable of maintaining order, maximizing instructional time, and ensuring a safe and conducive atmosphere for learning.

In summary, the findings propose that classroom management is a key component of teachers' professional competence. Through clear expectations, supportive leadership, consistent discipline strategies, and a focus on creating positive and safe environments, teachers are able to enhance student behavior

Table 10. Level of Professional Competence of Teachers in Terms of Monitoring Students Involvement

Monitoring Students Involvement	Mean	SD	Remarks
The school heads....			
... ensures that the teacher continuously check the involvement of the students in class discussions and activities.	6.30	0.75	Strongly Agree
...helps teachers in delivering timely, formative feedback to encourage active student involvement.	6.25	0.75	Strongly Agree
...encourages teachers to adapt instructional strategies based on evidence of student engagement.	6.26	0.73	Strongly Agree
...supports teachers in creating equitable opportunities for all students to participate in learning activities.	6.22	0.79	Strongly Agree

... inspires teachers to reflect on student engagement data to refine participation strategies.	6.30	0.77	Strongly Agree
Weighted Mean	6.27		
SD	0.74		
Verbal Interpretation	Extremely Competent		

Table 10 shows the professional competence of teachers as perceived by the respondents in terms of monitoring students' involvement. Respondents strongly agree that school heads ensure teachers continuously check students' participation in class discussions and activities and provide timely, formative feedback to encourage active engagement. They also agree that school heads encourage teachers to adapt instructional strategies based on evidence of student engagement, support the creation of equitable opportunities for all students to participate, and inspire reflection on engagement data to improve participation strategies.

The professional competence of teachers in terms of monitoring students' involvement attained a weighted mean of 6.27 with a standard deviation of 0.74, verbally interpreted as Extremely Competent. This indicates that teachers demonstrate a very strong ability to promote and monitor active student participation, supported by effective instructional leadership. This further implies that teachers are responsive to students' needs and are equipped to create engaging and inclusive learning environments.

In summary, the findings prefer that monitoring student involvement is an essential aspect of teachers' professional competence. Through continuous observation, feedback, adaptive strategies, and equitable participation opportunities, teachers are able to enhance student engagement, foster active learning, and improve overall classroom outcomes.

Table 11. Level of Professional Competence of Teachers in Terms of Assessment of Learning

Assessment of Learning	Mean	SD	Remarks
The school heads....			
...guides teachers in aligning assessments with learning objectives and instructional content.	6.34	0.72	Strongly Agree
...facilitates access to diverse assessment methods for evaluating student learning.	6.23	0.76	Strongly Agree
...implements instructional changes based on feedback from classroom observations and evaluations.	6.26	0.73	Strongly Agree
...collaborates with teachers to use assessment results for instructional adjustments and addressing learning gaps.	6.28	0.74	Strongly Agree
...promotes student involvement in the assessment process to ensure reflection and ownership of learning.	6.28	0.73	Strongly Agree
Weighted Mean	6.28		
SD	0.72		
Verbal Interpretation	Extremely Competent		

Table 11 shows the professional competence of teachers as perceived by the respondents in terms of assessment of learning. Respondents strongly agree that school heads guide teachers in aligning assessments with learning objectives and instructional content and facilitate access to diverse assessment methods for evaluating student learning. They also agree that instructional changes are implemented based on feedback from classroom observations and evaluations, that assessment results are collaboratively used to adjust instruction and address learning gaps, and that students are actively involved in the assessment process to promote reflection and ownership of learning.

The professional competence of teachers in terms of assessment of learning attained a weighted mean of 6.28 with a standard deviation of 0.72, verbally interpreted as Extremely Competent. This indicates that teachers demonstrate a very strong ability to conduct effective assessments, supported by instructional leadership. This further implies that teachers are well-equipped to monitor learning, make data-driven instructional adjustments, and foster student responsibility for learning outcomes.

In summary, the findings recommend that the assessment of learning represents a critical dimension of teachers' professional competence. By ensuring that assessments are properly aligned with learning objectives, employing a variety of evaluation methods, engaging in collaborative analysis with colleagues, and encouraging active student participation, teachers are able to strengthen instructional effectiveness, identify and address learning gaps, and create meaningful and

impactful learning experiences for their students.

Table 12. Level of Professional Competence of Teachers in Terms of Receiving Feedback

Receiving Feedback	Mean	SD	Remarks
The school heads....			
... demonstrates openness to receiving constructive feedback from teachers and other stakeholders.	6.35	0.72	Strongly Agree
...actively reflects on feedback to identify opportunities for professional growth.	6.30	0.71	Strongly Agree
...supports adjustments in school-wide instructional practices based on feedback from observations or evaluations.	6.26	0.74	Strongly Agree
...encourages teachers to share feedback on instructional leadership and incorporates it to enhance learning experiences.	6.28	0.71	Strongly Agree
...proactively seeks feedback from staff as part of their commitment to continuous professional development.	6.28	0.74	Strongly Agree
Weighted Mean	6.29		
SD	0.71		
Verbal Interpretation	Extremely Competent		

Table 12 shows the professional competence of teachers as perceived by the respondents in terms of receiving feedback. Respondents strongly agree that school heads demonstrate openness to receiving constructive feedback from teachers and other stakeholders and actively reflect on feedback to identify opportunities for professional growth. They also agree that school heads support adjustments in school-wide instructional practices based on observations or evaluations, encourage teachers to share feedback on instructional leadership to enhance learning experiences, and proactively seek input from staff as part of their commitment to continuous improvement.

The professional competence of teachers in terms of receiving feedback attained an overall mean of 6.29 with a standard deviation of 0.71, verbally interpreted as Extremely Competent. This indicates that teachers exhibit a very strong capacity to provide, respond to, and utilize feedback, supported by the school heads' leadership. This further implies that feedback mechanisms are actively promoted and integrated into teaching practices, enhancing both professional growth and instructional effectiveness.

In summary, the findings propose that receiving and utilizing feedback is an essential aspect of teachers' professional competence. Through openness, reflection, and incorporation of constructive feedback, teachers are empowered to refine instructional strategies, improve learning outcomes, and contribute to a culture of continuous professional development within the school.

Table 13. Level of Teacher's Career Fulfillment in terms of Leaders' Support.

Leader's Support	Mean	SD	Remarks
The school heads....			
... recognizes and appreciates teachers' contributions.	6.38	0.70	Strongly Agree
...supports teachers in addressing classroom or student-related challenges.	6.34	0.75	Strongly Agree
...provides adequate professional development opportunities that support teachers' growth.	6.23	0.74	Strongly Agree
...maintains open, respectful, and constructive communication with teachers.	6.30	0.74	Strongly Agree
...gives a level of support that satisfies teachers.	6.29	0.73	Strongly Agree
Weighted Mean	6.31		
SD	0.72		
Verbal Interpretation	Extremely High Level		

Table 13 shows the teacher's career fulfillment as perceived by the respondents in terms of leaders' support.

Respondents strongly agree that school heads recognize and appreciate teachers' contributions and provide support in addressing classroom or student-related challenges. They also agree that professional development opportunities are offered to enhance teachers' growth, that open, respectful, and constructive communication is maintained, and that the level of support provided meets teachers' expectations.

The teacher's career fulfillment in terms of leaders' support attained a weighted mean of 6.31 with a standard deviation of 0.72, verbally interpreted as Extremely High Level. This indicates that school heads demonstrate a very strong ability to provide meaningful support to teachers, contributing positively to their sense of professional fulfillment and satisfaction. This further implies that teachers feel valued, supported, and motivated in their roles, which can enhance their performance and commitment to the school.

In summary, the findings suggest that leaders' support is a crucial factor in teachers' career fulfillment. Through recognition, professional development, constructive communication, and consistent assistance, school heads foster an environment where teachers are empowered, satisfied, and encouraged to perform effectively in their professional roles.

Table 14. Level of Teacher's Career Fulfillment in terms of Rewards and Recognition

Rewards and Recognition	Mean	SD	Remarks
The school heads....			
...implements a fair and consistent reward system based on teacher performance.	6.13	0.86	Agree
...appropriately uses non-monetary forms of recognition to motivate teachers.	6.13	0.87	Agree
...positively affects teachers' satisfaction and motivation through recognition and reward.	6.15	0.87	Agree
...makes teachers feel valued and appreciated for their work.	6.20	0.89	Strongly Agree
...provides recognition based on merit, for teaching accomplishments and contributions.	6.17	0.86	Strongly Agree
Weighted Mean	6.16		
SD	0.86		
Verbal Interpretation	Extremely High Level		

Table 14 shows the teacher's career fulfillment as perceived by the respondents in terms of rewards and recognition. Respondents agree that school heads implement a fair and consistent reward system based on teacher performance and appropriately use non-monetary recognition to motivate teachers. They also agree that recognition and rewards positively influence teacher satisfaction and motivation, make teachers feel valued and appreciated, and are provided based on merit for teaching accomplishments and contributions.

The teacher's career fulfillment in terms of rewards and recognition attained a weighted mean of 6.16 with a standard deviation of 0.86, verbally interpreted as Extremely High Level. This indicates that school heads demonstrate a strong commitment to acknowledging teachers' contributions, though some indicators reflect slightly lower perceptions (Agree) compared to others (Strongly Agree). This further implies that teachers generally feel appreciated and motivated, but there may be opportunities to enhance the consistency and impact of rewards and recognition.

In summary, the findings propose that rewards and recognition play an important role in teacher career fulfillment. Through fair systems, merit-based acknowledgment, and non-monetary incentives, school heads can foster motivation, satisfaction, and a sense of value among teachers.

Table 15. Level of Teacher's Career Fulfillment in terms of Incentives

Incentives	Mean	SD	Remarks
The school heads....			
...provides tailored professional development opportunities like workshops and trainings to enhance teachers' skills and career growth.	6.16	0.81	Strongly Agree
...supports teachers' work-life balance through flexible scheduling, mental health days, and policies that prioritizes their well-being.	6.10	0.89	Agree
...ensures access to modern teaching resources, technology, and classroom materials to help reduce teachers' workload stress.	6.13	0.86	Agree

... organizes wellness programs such as mindfulness sessions, fitness activities, and peer support to foster holistic health.	6.08	0.87	Agree
... organizes wellness programs such as mindfulness sessions, fitness activities, and peer support to foster holistic health.	6.12	0.83	Agree
Weighted Mean	6.12		
SD	0.83		
Verbal Interpretation	Very High Level		

Table 15 shows the teacher's career fulfillment as perceived by the respondents in terms of incentives. Respondents agree that school heads provide tailored professional development opportunities, such as workshops and trainings, to enhance teachers' skills and career growth. They also note that school heads support work-life balance through flexible scheduling and well-being policies, ensure access to modern teaching resources and technology to reduce workload stress, and organize wellness programs like mindfulness sessions, fitness activities, and peer support.

The teacher's career fulfillment in terms of incentives attained a weighted mean of 6.12 with a standard deviation of 0.83, verbally interpreted as Very High Level. This indicates that teachers generally perceive incentives as beneficial to their professional growth and personal well-being, although some aspects particularly wellness programs and workload support receive slightly lower ratings (Rather Good), suggesting room for enhancement.

In summary, the findings prefer that incentives are an important factor in teacher career fulfillment. Through professional development opportunities, supportive policies, access to resources, and wellness initiatives, school heads can further promote teachers' well-being, motivation, and overall satisfaction, ultimately contributing to more effective teaching and a positive work environment.

Table 16. Level of Teacher's Career Fulfillment in terms of Workload

Workload	Mean	SD	Remarks
The school heads....			
... ensures that teachers' workload is manageable and fosters a supportive work environment.	6.28	0.74	Strongly Agree
... assigns a reasonable and realistic number of tasks and responsibilities to teachers.	6.22	0.79	Strongly Agree
... provides adequate time for teachers to prepare lessons, check student work, and fulfill administrative tasks.	6.23	0.72	Strongly Agree
... clearly communicates expectations to teachers.	6.28	0.79	Strongly Agree
... manages workload in a manner that positively impacts teachers' overall well-being.	6.30	0.76	Strongly Agree
Weighted Mean	6.26		
SD	0.75		
Verbal Interpretation	Extremely High Level		

Table 16 shows the teacher's career fulfillment as perceived by the respondents in terms of workload. Respondents strongly agree that school heads ensure teachers' workload is manageable and foster a supportive work environment. They also agree that tasks and responsibilities are assigned reasonably, adequate time is provided for lesson preparation and administrative duties, expectations are clearly communicated, and workload is managed in a way that positively impacts teachers' overall well-being.

The teacher's career fulfillment in terms of workload attained a weighted mean of 6.26 with a standard deviation of 0.75, verbally interpreted as Extremely High Level. This indicates that teachers generally perceive their workload as well-managed and balanced, supported by school leadership. This further implies that school heads actively monitor and adjust work demands to maintain teacher well-being and professional effectiveness.

In summary, the findings propose that workload management is a key factor in teacher career fulfillment. Through reasonable task assignments, clear communication, supportive policies, and consideration of teachers' well-being, school heads contribute to a conducive working environment that enables teachers to perform effectively while maintaining a healthy work-life balance.

Table 17. Level of Teacher's Career Fulfillment in terms of Administrative Support

Administrative Support	Mean	SD	Remarks
The school heads....			
...is approachable and responsive to teachers' concerns and needs.	6.37	0.67	Strongly Agree
...provides timely and effective support in dealing with student behavior and discipline issues.	6.32	0.71	Strongly Agree
...gives clear communication and guidance regarding school policies and expectations.	6.32	0.72	Strongly Agree
...supports teachers' professional development and instructional growth.	6.37	0.69	Strongly Agree
...positively influences teachers' job satisfaction and motivation to teach.	6.36	0.70	Strongly Agree
Weighted Mean	6.35		
SD	0.69		
Verbal Interpretation	Extremely High Level		

Table 17 shows the teacher's career fulfillment as perceived by the respondents in terms of administrative support. Respondents strongly agree that school heads are approachable and responsive to teachers' concerns, provide timely and effective support in addressing student behavior and discipline issues, give clear communication regarding school policies and expectations, support professional development and instructional growth, and positively influence teachers' job satisfaction and motivation to teach.

The teacher's career fulfillment in terms of administrative support attained a weighted mean of 6.35 with a standard deviation of 0.69, verbally interpreted as Extremely High Level. This indicates that teachers perceive administrative support from school heads as highly effective, contributing to their professional satisfaction, motivation, and overall career fulfillment.

In summary, the findings propose that administrative support is a crucial component of teacher career fulfillment. When school leaders are approachable, offer clear and consistent guidance, provide timely assistance, and actively promote professional growth, they foster a positive and supportive work environment. In such an environment, teachers are more likely to feel valued, supported, and respected, which enhances their motivation, commitment, and overall effectiveness in fulfilling their instructional responsibilities.

Table 18. Level of Teacher's Career Fulfillment in terms of Sense of Accomplishment

Sense of Accomplishment	Mean	SD	Remarks
The school heads....			
...fosters a strong sense of fulfillment by supporting teachers' professional growth.	6.35	0.73	Strongly Agree
...certifies that his/her work has a meaningful impact on teachers' life.	6.31	0.69	Strongly Agree
...recognizes and takes pride in teachers' contributions and achievements.	6.33	0.67	Strongly Agree
...makes the teachers feel that their efforts in the classroom are recognized by students, parents and colleagues.	6.33	0.73	Strongly Agree
...ensures that the role of a teacher gives a strong sense of purpose and personal accomplishment.	6.35	0.75	Strongly Agree
Weighted Mean	6.33		
SD	0.70		
Verbal Interpretation	Extremely High Level		

Table 18 shows the teacher's career fulfillment as perceived by the respondents in terms of sense of accomplishment. Respondents strongly agree that school heads foster a sense of fulfillment by supporting teachers' professional growth and ensure that teachers perceive their work as having meaningful impact. They also agree that school heads recognize and take pride in teachers' contributions, make teachers feel acknowledged by students, parents, and colleagues, and reinforce the role of teaching as a source of purpose and personal accomplishment.

The teacher's career fulfillment in terms of sense of accomplishment attained a weighted mean of 6.33 with a standard deviation of 0.70, which is verbally interpreted as Extremely High Level. This result indicates that teachers, in general, experience a high level of achievement and fulfillment in their professional roles. Such a strong sense of accomplishment may be attributed to the effective leadership, consistent support, and recognition provided by school heads, which reinforce teachers' value and contributions within the educational setting.

In summary, the findings recommend that a strong sense of accomplishment is a vital component of teacher career fulfillment. When school heads provide consistent recognition, meaningful support, and reinforcement of teachers' impact and sense of purpose, they help cultivate a positive professional environment. This, in turn, enhances teachers' motivation, job satisfaction, and commitment to their roles, ultimately contributing to greater professional effectiveness and more positive teaching and learning outcomes.

Table 19. Significant Relationship between Instructional Leadership of the School heads and the Teachers' Professional Competence

Instructional Leadership		Teacher's Professional Competence					
		Content Mastery	Pedagogy of Teaching	Managing Classroom	Monitoring of Students Involvement	Assessment of Learning	Receiving Feedback
School Mission	Pearson Correlation	.645**	.689**	.623**	.606**	.632**	.632**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Curriculum Development	Pearson Correlation	.696**	.724**	.700**	.646**	.658**	.657**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Instructional Program	Pearson Correlation	.681**	.685**	.647**	.639**	.621**	.613**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Classroom Management	Pearson Correlation	.760**	.753**	.735**	.686**	.697**	.711**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Teacher Development	Pearson Correlation	.771**	.717**	.705**	.648**	.638**	.705**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Assessment and Evaluation	Pearson Correlation	.795**	.795**	.724**	.689**	.726**	.725**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260

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

The results reveal that all dimensions of instructional leadership which are school mission, curriculum development, instructional program, classroom management, teacher development, and assessment and evaluation show statistically significant positive relationships with all domains of teachers' professional competence. The correlations range from moderate to very strong, with $p < 0.001$ indicating consistent and substantial associations. Among the leadership

dimensions, assessment and evaluation, teacher development, and classroom management exhibit the strongest relationships across competency areas. These findings imply that when school heads actively lead instructional processes, strengthen curriculum implementation, support teacher growth, and ensure systematic evaluation practices, teachers tend to demonstrate higher levels of content expertise, pedagogical skill, classroom management ability, student engagement monitoring, effective assessment practices, and openness to feedback. Strengthening instructional leadership, therefore, appears critical in enhancing overall teacher competence.

In summary, the findings demonstrate that effective instructional leadership is strongly and consistently associated with elevated levels of teachers' professional competence across all measured domains. This strong correlation highlights how leadership practices that prioritize and articulate a clear school mission, ensure the coherence and quality of the curriculum, provide effective instructional supervision and sustained classroom support, and champion continuous professional development and systematic assessment, collectively play a pivotal role. These combined efforts significantly enhance teachers' pedagogical knowledge, practical skills, and professional behaviors, thereby fostering a dynamic environment that actively promotes continuous improvement. Such an environment empowers teachers to perform their roles with greater efficacy, adaptability, and responsiveness to the diverse and evolving learning needs of all students.

The findings further propose that instructional leadership operates not as a collection of isolated functions, but rather as a highly dynamic and interconnected system, where its various key components mutually reinforce one another to profoundly influence teacher effectiveness. This integrated system comprises elements such as providing clear strategic direction, offering targeted instructional guidance, engaging in deliberate capacity building for staff, and implementing robust evaluative processes. Instead of each dimension operating independently, they are fundamentally interdependent; for instance, strategic direction informs instructional guidance, which then necessitates capacity building, all of which are refined through continuous evaluation. This cohesive instructional framework, built upon these mutually reinforcing dimensions, is critical. It not only supports the ongoing enhancement of teachers' pedagogical knowledge, practical skills, and professional practices by providing a comprehensive support structure, but it also cultivates long-term organizational effectiveness, ultimately leading to improved school outcomes and a more vibrant learning environment.

Harris et al. (2019) emphasize that cohesive leadership systems, those that integrate mission clarity, curriculum guidance, and evaluative practices, play a direct and significant role in enhancing teacher effectiveness. Similarly, Kilag and Sasan (2023) highlight that targeted support mechanisms, particularly those focused on professional development and systematic assessment, contribute substantially to strengthening teachers' competencies. Empirical results from the present study further reinforce these perspectives, revealing that the strongest associations are observed in assessment and evaluation leadership (with correlations reaching up to .795**), teacher development (up to .771**), and classroom management leadership (up to .760**). These findings are consistent with the work of Bogler and Nir (2025) and Neumerski et al. (2018), who underscore the importance of evaluative practices, growth-oriented support, and classroom-focused.

Table 20. Significant Relationship between Instructional Leadership of the School Heads and the Teachers' Career Competence

Instructional Leadership		Teacher's Professional Competence					
		Leadership Support	Rewards and Recognition	Incentives	Workload	Administrative Support	Sense of Accomplishment
School Mission	Pearson Correlation	.651**	.599**	.584**	.610**	.589**	.636**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Curriculum Development	Pearson Correlation	.671**	.628**	.560**	.617**	.618**	.682**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Instructional Program	Pearson Correlation	.668**	.580**	.548**	.559**	.596**	.577**
	Sig.	0.000	0.000	0.000	0.000	0.000	0.000

	(2-tailed) N	260	260	260	260	260	260
Classroom Management	Pearson Correlation	.721**	.666**	.682**	.683**	.671**	.727**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Teacher Development	Pearson Correlation	.749**	.658**	.665**	.659**	.697**	.681**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260
Assessment and Evaluation	Pearson Correlation	.721**	.643**	.664**	.687**	.705**	.717**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	260	260	260	260	260	260

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

Table 20 presents the test of significant relationship between instructional leadership of school heads and teachers' career fulfilment across six domains. Using Pearson Product Moment Correlation with 260 respondents, the analysis examined whether instructional leadership practices are significantly associated with teachers' perceptions of their career competence and fulfilment

The results indicate that all dimensions of instructional leadership, school mission, curriculum development, instructional program, classroom management, teacher development, and assessment and evaluation show statistically significant positive relationships with all aspects of teachers' career fulfilment. The correlations range from moderate to strong, with $p < .01$ reflecting consistent and meaningful associations. Notably, teacher development, classroom management, and assessment and evaluation demonstrate the strongest relationships across several career fulfilment indicators. These findings signify that when school heads provide clear direction, strengthen curriculum and instructional systems, actively support teachers' professional growth, and implement effective evaluation mechanisms, teachers are more likely to perceive stronger leadership support, experience recognition and incentives, manage workload more positively, receive administrative backing, and develop a greater sense of accomplishment.

In summary, the findings demonstrate that instructional leadership is strongly and consistently associated with teachers' career fulfilment across all measured dimensions. Synthesizing these results, instructional leadership can be understood as a comprehensive support system that integrates strategic direction, instructional guidance, professional development, and evaluative practices to foster both competence and career satisfaction. The convergence of strong relationships across all domains emphasize that effective instructional leadership not only improves teaching practices but also cultivates motivation, recognition, and a sustained sense of professional accomplishment among teachers, ultimately contributing to institutional stability and effectiveness.

Lim (2021) highlights that recognition and professional development boost teacher motivation, while Movsessian (2018) notes that supportive leadership strengthens perceptions of value and work-life balance. The strongest correlations appear in teacher development (.749** for leadership support), classroom management (.727** for workload), and assessment and evaluation (.705** for administrative support), consistent with research by Li, Cai, and Tang (2023) showing integrated leadership systems enhance both competence and satisfaction.

Table 21.

Proposed Professional Training Plan for Enhancing Instructional Leadership and Teachers' Career Competence

Training Focus Area	Training Program / Activity	Key Objectives	Participants	Timeline	Expected Outcomes	Success Indicators
School Mission	Aligning School Mission to Instructional	The training program will teach school leaders how to	School Heads, Department Heads	June 2026- March 2027	Clear communication of mission and alignment to	School mission statements integrated into classroom

Training Focus Area	Training Program / Activity	Key Objectives	Participants	Timeline	Expected Outcomes	Success Indicators
	Goals Workshop	communicate their educational institution's mission and vision statements. The mission statement should be used to guide all instructional activities.			teaching practices	practices
Curriculum Development	Curriculum Design & Review Training	The program will help participants develop their abilities to design and assess educational curricula.	School Heads, Curriculum Coordinators, Teachers	June 2026-March 2027	Effective curriculum implementation and teacher collaboration	Updated curriculum reflecting best practices and teacher input
Instructional Program	Instructional Leadership and Supervision Workshop	The team will implement new methods of teaching through their research.	School Heads, Master Teachers	June 2026-March 2027	Improved instructional program monitoring and teacher performance	Teachers report increased guidance and instructional support
Classroom Management	Classroom Observation & Management Strategies	The organization needs to improve its systems for overseeing educational programs. The organization needs to implement new methods of teaching through their research activities.	School Heads, Grade Level Coordinators	June 2026-March 2027	Teachers demonstrate improved classroom management practices	Reduction in classroom disruptions; positive student engagement
Teacher Development	Professional Growth & Mentoring Program	The organization needs to improve its systems for overseeing educational programs	School Heads, Teachers	June 2026-March 2027	Teachers' professional competence enhanced	Increased teacher participation in professional development; improved instructional performance

Training Focus Area	Training Program / Activity	Key Objectives	Participants	Timeline	Expected Outcomes	Success Indicators
Assessment & Evaluation	Data-Driven Instruction & Evaluation Workshop	The team will assess and evaluate learning process through data and present it in their research.	School Heads, Teachers	June 2026-March 2027	Effective assessment and evaluation practices	Teachers apply assessment results to improve student learning outcomes
Leadership Support & Recognition	Teacher Motivation & Recognition Seminar	Give rewards and recognize teachers in their outstanding accomplishments.	School Heads	June 2026-March 2027	Teachers feel valued and motivated	Increased teacher satisfaction and retention
Workload & Administrative Support	Effective Workload Management and Support Systems	Give teacher's support and motivate them to increase their morale and school engagement.	School Heads, Admin Staff	June 2026-March 2027	Balanced teacher workload and improved support	Teachers report manageable workload and satisfaction with administrative support
Sense of Accomplishment	Building Teacher Morale and Professional Fulfillment	Strengthen teacher's morale and made the teachers realize their sense of purpose	School Heads, Teachers	June 2026-March 2027	Teachers feel recognized and professionally fulfilled	Increased teacher engagement, motivation, and sense of accomplishment

The professional training plan is carefully designed to strengthen the instructional leadership capabilities of school heads while simultaneously enhancing teachers' career competence. It targets critical focus areas, including effective communication of the school mission, collaborative curriculum development, monitoring and improvement of instructional programs, classroom management, continuous teacher development, assessment and evaluation practices, leadership support and recognition, workload and administrative management, and the cultivation of a strong sense of professional accomplishment.

Training programs, including workshops, seminars, and mentoring sessions, are carefully designed to equip school heads and teachers with the necessary knowledge, skills, and strategies to perform their roles effectively. These initiatives focus on a wide range of competencies, such as clearly communicating the school mission, collaboratively designing and implementing curricula, monitoring instructional programs, managing classrooms efficiently, supporting ongoing professional growth, applying data-driven assessments, providing meaningful recognition, balancing workloads, and fostering a strong sense of personal and professional fulfillment among teachers.

Scheduled to take place from June 2026 to March 2027, these programs aim to systematically enhance teacher performance, career satisfaction, motivation, and overall professional competence. The anticipated outcomes include improved classroom practices, up-to-date and relevant curricula, more effective instructional and administrative management, active participation in professional development, better workload distribution, and higher levels of teacher engagement and fulfillment.

Conclusions and recommendations

Based on the premise of the study, it is concluded that school heads in the Division of Sto. Tomas City demonstrate a high level of instructional leadership, and correspondingly, teachers possess high levels of professional competence and career fulfillment. Furthermore, there is a significant positive relationship between the variables, indicating that effective leadership directly contributes to enhancing teacher capability, performance, and job satisfaction.

Consequently, it is recommended that school heads continue to strengthen and sustain their leadership practices, particularly in providing support, monitoring, and evaluation. A comprehensive Professional Training Plan should be developed and implemented to further enhance the capabilities of both administrators and teachers, while mechanisms should

also be established to address workload and provide adequate incentives and recognition. Additionally, administrators are encouraged to adapt their leadership styles to the specific needs of their staff to foster a positive and collaborative environment. Finally, it is suggested that similar studies be conducted in other contexts to validate these findings and explore other factors that may influence educational outcomes.

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