

# **Influence of Instructional Leadership Practices of School Heads on Teachers' Motivation and Competence**

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**Abstract**— This study determined the leadership practices and their influence on teachers' motivation and classroom competence of school heads. The study investigated what critical instructional leadership practices school heads exhibited in their current school assignments. It examined how these instructional leadership practices influenced teachers in terms of their motivation and competence. The study explored the factors that contributed to the effectiveness of school heads in their instructional leadership practices, focusing on teachers' motivation and competence. It sought to identify the challenges that school heads encountered in their instructional leadership practices. Finally, the study aimed to propose a district-based training program for school heads to improve their instructional leadership practices. The researcher utilized an explanatory sequential design method to determine the leadership practices and their influence on teachers' motivation and classroom competence of school heads. The researcher selected respondents from Magallanes, including 14 school heads from elementary schools in Magallanes North District, and used a purposive sampling technique. The instruments used were survey questionnaire and interview questions. It was revealed that the extent of leadership practices among school heads is demonstrated by very high ratings across all indicators. Prioritizing professional development led with a mean of 4.71, followed by collaborating on curriculum and instruction at 4.57, fostering continuous improvement at 4.50, supporting research-based strategies at 4.43, and communicating expectations and feedback at 4.29. Implementing the "Elevate Instructional Leadership" training program could further strengthen leadership skills and improve educational outcomes.

**Keywords**— burnout, competence, instructional leadership, motivation, workload.

## **I. INTRODUCTION**

The concept of instructional leadership emerged in the United States during the 1970s, initially explored as scholars investigated elementary school leadership and its impact on school effectiveness. Mishra (2018), said that instructional leadership encompasses behaviors exhibited by principals aimed at enhancing student success within the school. Fullan (2014) further defined instructional leadership as the application of knowledge to solve problems and achieve the school's objectives. While all institutions require leadership, educational establishments like schools and universities particularly benefit from effective leadership. Ward (2020) defined leadership as inspiring a group to act and be productive in reaching a particular goal. Most leaders inspire and pursue decisions that can aid an institution in succeeding while devising solutions to any challenges that may arise within the organization.

Effective instructional leadership is crucial in shaping education, improving teaching quality, and ultimately affecting student outcomes. Principals, as primary educational leaders, are responsible for offering direction, support, and guidance to teachers to enhance their instructional practices. Research has increasingly

focused on how principals' instructional leadership influences teacher performance, recognizing its potential to significantly improve the overall effectiveness of schools.

The role of school heads is vital in managing the curriculum and delivering instruction. This encompasses instructional leadership, which is described as a leadership style that promotes best practices in teaching and is defined as the principal's role in fostering student learning growth. Beyond their primary duties of overseeing teaching and learning, school heads are also responsible for management functions such as scheduling, reporting, handling relations with parents and the community, and addressing various crises and special situations that arise in schools.

Hallinger (2012) noted that effectiveness is achieved when these roles are balanced correctly. Leithwood, Jantzi, and Steinbach (2014) emphasized that leaders should focus on the behaviors of teachers as they engage in activities that directly impact student growth. Therefore, school leaders must initiate changes that foster teamwork with proper accountability.

Many studies show that instructional leadership has a positive impact on teachers, which in turn affects students' academic performance. McEwan (2013) confirmed a significant link between instructional leadership and student success, noting that effective schools often have principals who support and guide their teachers well. Hou, Cui, and Zhang (2019) found that instructional leadership greatly influences teachers' ability to prepare students for high school and college entrance exams. Liu et al. (2020) found that instructional leadership is positively linked to teacher self-confidence and effectiveness. However, Heaven and Bourne (2016) found only a weak connection between student performance and instructional leadership. Similarly, Dutta and Sahney (2016) found that principal leadership behaviors were not directly linked to teacher job satisfaction or overall student achievement.

Effective leadership is essential for the smooth functioning and benefit of any community. Most organizations rely on leaders to guide them through the intricacies of their operations. In educational institutions such as schools and universities, this role falls to school heads, who oversee and facilitate the flow of processes within the institution. School heads are tasked with clarifying the institution's purpose as the primary leaders and administrators. They must cultivate leadership qualities within themselves to achieve this objective. Pratt (2020), said that leadership entails the ability of an individual or group to influence and direct others toward a specific goal. Leadership reveals how a group influences and guides others toward achieving a common objective.

Every individual is encouraged to undergo training, learning, and growth, enhancing character and professional development through their challenges. Despite encountering obstacles, individuals learn how to be resourceful and practical. Leaders assist their subordinates in overcoming obstacles, motivate collaboration, and make ethical decisions that benefit everyone. In everyday life, individuals face issues that demand optimal decision-making to address the problems effectively. Planning is crucial when crises, unexpected events, and imperfect situations are common. A great leader thrives by making just and righteous decisions and continually managing crises to safeguard and build a promising future.

As highlighted by Mohd Siraj et al. (2022), the dean and headmistress of each school play a crucial role as leaders in ensuring effective management of all administrative

and educational school matters. Strong leadership is vital in any organization to ensure the fulfillment of its goals and objectives. Likewise, Gulman (2012) said that the role of modern school heads has evolved from management-oriented to instruction-based functions. The actions of modern principals should be rooted in the goal of improving teaching and learning.

Globally, the challenge lies in the implementation of instructional leadership by school leaders to enhance working conditions and improve teaching, thereby promoting better learning outcomes (Jeffrey, 2017). Bauer and Brazer (2013), stated that school leaders and administrators face the critical responsibility of improving teacher continuing education, ensuring student safety, and enhancing educational quality. These leaders must juggle managerial tasks such as planning school activities, managing supplies, creating schedules, and supervising teaching to eliminate inefficiencies and boost teacher performance (Jeffrey, 2017). As instructional leaders, school administrators are tasked with prioritizing teaching and learning activities to enhance student academic performance (Duffy, 2016). Consequently, school leaders are deeply involved in setting effective school goals and fostering continuous professional development for teachers, which are essential for high-quality educational outcomes and increased student achievement (Arlesting & Tornsen, 2014).

The need to investigate the effects of instructional leadership on teachers' motivation and competence is increasingly evident in educational research. Sivertson (2018) emphasizes the pivotal role of teachers in fostering positive academic outcomes for students and schools. Teachers not only shape the educational environment but also influence overall school culture and effectiveness. Their morale directly impacts their efficacy, job satisfaction, and productivity. However, understanding how instructional leadership affects teacher motivation and competence remains a challenge. There is a clear need for deeper exploration into these dynamics to better support and empower teachers in their roles.

Visser-Wijnveen, Stes, and Van Petegem (2014) advocated for comprehensive research into the factors that drive teacher motivation and their implications for academic achievement. They argued that while motivation is crucial for teacher performance and student success, specific factors sustaining teacher motivation are still underexplored. This gap highlighted

the necessity for developing strategies that foster supportive environments for teachers. Effective instructional leadership should aim to enhance teacher motivation, thereby optimizing their ability to deliver high-quality instruction. Research in this area can significantly contribute to educational practice by providing insights into how leadership can better support teachers' growth and effectiveness.

Similarly, Hasan and Hynds (2013) stressed the need for further investigation into the motivational factors that inspire educators and enhance their commitment to student success. Despite acknowledging the importance of teacher motivation, there remains uncertainty about what drives sustained motivation and enthusiasm among teachers. This presents an opportunity for research to explore how instructional leadership can cultivate supportive and empowering environments that encourage teacher excellence. By studying teachers' perceptions of their school leaders' governance styles and their impact on motivation, researchers can uncover strategies to boost teacher morale and competence. This research is crucial for informing educational policies and practices aimed at improving teacher effectiveness and ultimately enhancing student outcomes.

Furthermore, school administrators should possess expertise in best practices and could work towards continuous improvement. Leadership in schools fosters a positive and supportive environment for staff and provides an excellent learning experience for students. Leaders at all levels within schools can contribute by nurturing the essential skills school managers require.

The researcher has chosen to conduct this study focusing on the leadership practices employed by school heads and administrators. Additionally, the study aims to evaluate the impact of these practices on teachers' motivation and classroom competence. Furthermore, the study sought to identify any significant differences among the variables involved in this investigation.

## II. OBJECTIVES

This study determined the leadership practices and their influence on the teachers' motivation and classroom competence of school heads in Sorsogon.

Specifically, it identified the extent of instructional leadership practices exhibited by school heads in their current school assignment; school heads' instructional leadership practices influence teachers along motivation and competence; factors contribute to the effectiveness

of school heads in their instructional leadership practices along teachers' motivation and competence; challenges do the school heads encounter in their instructional leadership practices; propose district-based training program to school heads to improve their instructional leadership practices.

## III. METHODOLOGY

This study employed a Mixed Method research design, which combines both quantitative and qualitative approaches to gain a comprehensive understanding of the research problem. The accessible respondents are school heads from elementary schools of Magallanes North District. Employing a purposive sampling strategy, the researcher utilized a total of 14 elementary school heads as the respondents. The researcher utilized percentage, frequency and rank as statistical measures to analyze the data acquired in this study.

## IV. RESULTS AND DISCUSSION

The data gathered from the respondents of the study are hereby presented, analyzed, and interpreted. Tabular presentation and textual analysis and interpretation were also used.

### 1. Extent of Instructional Leadership Practices Exhibited by School Heads.

Table 1 demonstrates that school heads in Magallanes North District generally report high engagement in all leadership practices. The indicator with the highest mean of 4.71 is interpreted as Highly Practiced asks about prioritizing professional development opportunities for teaching staff and ensuring alignment with school goals and student needs. It received the highest mean because professional development is crucial for improving instructional practices, and aligning these efforts with broader educational goals and student needs enhance their relevance and effectiveness.

Conversely, the indicator with the lowest mean of 4.29 is interpreted as Highly Practiced concerning the effectiveness of communication of expectations and provision of constructive feedback to teachers. It may have received the lowest mean because effective communication and feedback are challenging areas, requiring nuanced skills and practices that may not always meet the expectations of respondents in terms of clarity or impact on instructional effectiveness. This aligns with findings by Estacio and Estacio (2022) that school heads perceive themselves as utilizing a variety of leadership styles.

*Table 1. Leadership Practices*

Leadership Practice	Mean	Interpretation
Prioritizing Professional development opportunities for teaching staff to enhance their instructional practices.	4.71	Very Highly Practiced
Actively collaborated with teachers to develop curriculum or instructional strategies tailored to student needs, and how do you gauge the effectiveness of these collaborations?	4.57	Highly Practiced
Fostering a culture of continuous improvement among your teaching staff.	4.50	Highly Practiced
Support teachers in implementing research-based instructional strategies and staying updated with best practices in education.	4.43	Highly Practiced
Effectiveness of your communication of expectations and provision of constructive feedback to teachers to enhance their instructional effectiveness	4.29	Highly Practiced

The first domain, Professional Development, emphasizes the prioritization of professional development opportunities for teaching staff, ensuring these align with school goals and student needs. The indicators for this domain include organizing workshops and training sessions, providing access to targeted professional development programs, and evaluating the impact of these efforts on teaching effectiveness, all of which have a mean of 4.71.

The second domain, Collaborative Curriculum Development, highlights the importance of active collaboration with teachers to develop curriculum and instructional strategies tailored to student needs. This domain's indicators include encouraging teacher input in curriculum design, gauging the effectiveness of these collaborations, and monitoring and adjusting the curriculum based on feedback, with a mean of 4.57. This collaborative approach ensures that instructional strategies are effectively tailored to meet diverse student needs.

Culture of Continuous Improvement forms the third domain, focusing on fostering a culture of continuous improvement among teaching staff. The indicators here include encouraging reflection on instructional methods, implementing innovative teaching approaches, and providing opportunities for peer observation and feedback, all supporting a professional learning community. These efforts, reflected in a mean of 4.50, aim to create an environment where teachers continuously seek to improve their instructional practices.

The fourth domain, Support for Research-Based Instructional Strategies, underscores the importance of supporting teachers in implementing research-based instructional strategies and staying updated with best practices in education. Indicators include providing

resources for research-based instruction, facilitating professional development on these practices, and assessing their impact on student outcomes, with a mean of 4.43. This domain ensures that teachers are well-equipped to adopt and apply effective instructional methods.

Finally, the domain of Communication and Feedback focuses on the effectiveness of communicating expectations and providing constructive feedback to teachers to enhance their instructional effectiveness. Indicators include regular communication with staff regarding instructional goals, using feedback to guide instructional improvements, and establishing clear channels for ongoing feedback, all contributing to a mean of 4.29. This domain highlights the critical role of clear and consistent communication in fostering a productive instructional environment.

## **2. Influence on the Values of Teachers of Leadership Practices of School Heads**

### **2.1 Motivational Leadership Practice**

The influence of the values of teachers on the leadership practices of school heads refers to the way teachers' personal and professional values shape and are shaped by the leadership behaviors and strategies employed by school principals or administrators. This dynamic is significant because it directly impacts the school environment, teacher motivation, and student outcomes. When school heads align their leadership practices with the core values and ethical standards upheld by teachers, it fosters a cohesive and supportive school culture. This alignment enhances collaboration, trust, and shared goals, leading to improved educational practices and student achievement. Conversely, a disconnect between teachers' values and leadership practices can result in dissatisfaction, reduced morale, and diminished effectiveness in teaching and learning processes. Thus,

understanding and integrating teachers' values into leadership practices is crucial for creating an optimal educational setting.

### ***Empowering Leadership for Educational Excellence***

Based on the participants, empowering leadership creates educational excellence is the best way to describe the effectiveness of creating a supportive and collaborative work environment that fosters intrinsic motivation among teaching staff. The researcher has identified three sub-themes: Empowering Leadership, cultivating a Shared Vision, and Promoting Open Communication and Feedback.

#### ***Empowering Leadership***

Effective leaders empower their teaching staff by providing autonomy within a supportive framework. This means encouraging teachers to innovate in their teaching methods, allowing them to make decisions that impact their classrooms, and supporting their professional growth through relevant training and resources. By fostering a sense of ownership and trust, leaders can ignite intrinsic motivation among teachers, who feel valued and respected for their expertise and contributions. "I believe in giving teachers the freedom to try out new teaching methods that fit our school's goals. It's about trusting their expertise and providing the right support through professional development opportunities that truly interest them." In addition, Participant #2 said "When teachers feel they have a say and can make decisions that impact their classrooms, it boosts their morale big time. It's not just about following rules but feeling valued for their ideas." Participant #5 narrated "By empowering my team, I've seen some creative approaches in classrooms. They feel respected, and that energy translates into more engaging lessons for our students." stated Participant #6.

#### ***Cultivating a Shared Vision***

A collaborative work environment begins with establishing a clear and compelling vision that aligns with the values and goals of the teaching staff. Effective leaders engage teachers in the vision-setting process, soliciting their input and feedback to ensure collective ownership. When teachers understand and believe in the shared vision, they are more likely to collaborate with colleagues, share resources and best practices, and support each other in achieving common goals. This shared purpose fuels intrinsic motivation as teachers see their efforts contributing to a greater collective impact. As Participant #1 noted, "Our school's vision wasn't just handed down from the top. We worked together,

teachers from all grades and subjects, to shape it. It guides us every day and keeps us moving forward as a united front." Similarly, Participant #10 emphasized, "I make sure we're all on the same page about where we're headed. It's not just about me saying it; it's about getting everyone to see how their work fits into our bigger picture." Participant #11 added, "Teachers here take real pride in our shared vision. They're eager to collaborate on projects because they see how it connects to our school's mission. It's a real team effort."

#### ***Promoting Open Communication and Feedback***

Effective leaders prioritize open communication and constructive feedback channels within the school community. They create opportunities for regular dialogue where teachers can share ideas, voice concerns, and celebrate successes. By actively listening to their teaching staff and responding with empathy and transparency, leaders build trust and foster a culture of collaboration.

This open communication not only enhances teamwork and problem-solving but also validates teachers' intrinsic motivations by demonstrating that their voices are heard and valued in shaping the school's direction. As Participant #12 mentioned, "I always keep the door open, figuratively and literally. It's important that teachers feel comfortable sharing their thoughts. That's how we solve problems quickly and celebrate wins together." Participant #7 added, "Feedback is key. We're not shy about asking for opinions through surveys and chats. Their insights shape how we run things, and they appreciate being part of that decision-making." Additionally, Participant #9 observed, "Our staff meetings are lively and inclusive. It's a chance for everyone to pitch in, suggest new ideas, or raise concerns. That openness builds trust and helps us keep getting better."

#### ***Promoting a Culture of Appreciation and Recognition***

Based on participants, promoting a culture of appreciation and recognition significantly boosts the morale and motivation of teachers by effectively recognizing and celebrating their achievements and contributions. The sub-themes that were extracted are Regular Recognition Programs, Personalized Appreciation, and Inclusive Culture of Appreciation.

#### ***Regular Recognition Programs***

Implementing regular programs or ceremonies where outstanding teachers are publicly acknowledged for their achievements can be highly effective. This not only

boosts morale but also sets benchmarks for others to strive towards. As Participant #3 shared, "You know what pumps up our school spirit? Those regular shout-out sessions where we highlight all the amazing stuff our teachers are doing. It's like a mini pep rally for appreciation!" Similarly, Participant #6 noted, "Having those regular ceremonies where we celebrate our teachers' wins? It's not just about clapping hands—it's about boosting everyone's mood and showing we notice and care about their hard work." Participant #7 emphasized, "I love how our school makes a big deal out of recognizing teachers regularly. It's not just good for morale; it's like fuel for their motivation. Plus, it sets a great example for all of us!" Participant #2 also commented, "Those regular recognition events are like our secret weapon for keeping everyone motivated. They show teachers their efforts aren't just noticed but celebrated. It builds a sense of pride."

### ***Personalized Appreciation***

Tailoring recognition to individual teachers' contributions can be very impactful. Highlighting specific achievements such as innovative teaching methods, student success stories, or contributions to the school community shows that their efforts are valued and noticed. As Participant #8 noted, "When we get specific about why certain teachers rock—like their dedication to students or their innovative lessons—it hits differently. It's personal and shows we're tuned in to what makes each of them awesome." Participant #9 emphasized, "Calling out individual teachers for their unique contributions? It's like giving them a standing ovation. It lets them know we see the little things they do that make a big impact." Participant #4 added, "Showing appreciation isn't just about saying thanks; it's about recognizing the magic our teachers bring. Those little moments of acknowledgment keep them inspired to keep pushing boundaries." Participant #5 also remarked, "Highlighting teachers for their special talents or the way they connect with students? It's not just heartwarming; it's essential for keeping our school community strong and supportive."

### ***Inclusive Culture of Appreciation***

Creating a culture where appreciation for teachers is woven into the fabric of daily school life can significantly boost morale. This can include shout-outs in newsletters, mentions in staff meetings, or creating a wall of fame where accomplishments are displayed. As Participant #11 highlighted, "Our school isn't just about teaching lessons; it's about celebrating successes, big and small. From newsletters to team shout-outs, we

make sure everyone feels valued every day." Participant #12 added, "We're all about spreading appreciation around here—like in our staff meetings when we give props to our colleagues. It makes our school feel like a tight-knit family." Participant #14 observed, "Creating an inclusive culture of appreciation means everyone—teachers, staff, even students—feels like they're part of something bigger. It's about fostering that sense of belonging." Participant #13 also noted, "When we make appreciation a part of our everyday routine, it's not just about boosting morale; it's about creating a positive atmosphere where everyone thrives."

### ***Personalized Professional Growth and Development***

Based on the participants, personalized professional growth and development offers opportunities that align with the individual goals and interests of teachers for their professional growth and development. The sub-themes that were extracted were Personalized Development Plans, Flexible Learning Pathways, and Feedback and Collaboration.

### ***Personalized Development Plans***

The principal initiates discussions with each teacher to understand their career aspirations and professional interests. This process helps tailor development plans according to individual goals, whether it involves pursuing advanced degrees, exploring new teaching methodologies, or delving into leadership roles. As Participant #1 noted, "We believe in understanding each teacher's career aspirations and interests to create personalized development plans. It's about investing in their growth and aligning our support with their individual goals." Participant #2 emphasized, "Tailoring development plans is crucial because it helps our teachers feel valued and supported. It gives them the empowerment to grow in ways that resonate with them, both personally and professionally." Participant #7 added, "Regularly checking in on teachers' development plans allows us to adapt and refine strategies as they progress. It's essential for maintaining relevance and maximizing their potential." Participant #5 also remarked, "A personalized plan provides clarity and direction, fostering motivation and commitment among our teachers. It's about guiding them on a path that leads to continuous improvement and success."

### ***Flexible Learning Pathways***

Various options are offered, including workshops, conferences, online courses, and mentoring programs. This flexibility allows teachers to choose pathways that best fit their schedules and learning styles while aligning

with their specific goals. As Participant #3 noted, "Offering diverse learning options empowers our teachers to choose the paths that best suit their learning styles and schedules. This flexibility ensures they can engage deeply in their professional growth." Participant #8 emphasized, "We recognize that teachers have varying preferences in how they learn. Providing flexibility in learning pathways ensures they can stay current and inspired in their teaching practices." Participant #4 added, "Adapting our learning pathways to evolving educational trends and teachers' needs allows us to offer timely and relevant development opportunities. It's about staying agile and responsive." Participant #11 also remarked, "Supporting different learning styles through flexible pathways enriches our teachers' professional journeys. It's about equipping them with the skills and knowledge they need to excel."

### ***Feedback and Collaboration***

The principal facilitates continuous feedback loops to stay attuned to teachers' evolving interests and needs. Encouraging collaboration among peers and providing platforms for sharing insights and best practices fosters a community of learning that supports individual growth. As Participant #15 noted, "Open channels for feedback enable us to understand teachers' goals and aspirations better. This dialogue is crucial for shaping effective development strategies that align with their ambitions." Participant #6 emphasized, "Fostering a culture of collaboration among teachers enhances professional growth through shared insights and experiences. It's about cultivating a supportive environment where everyone can thrive." Participant #8 added, "Continuous feedback loops ensure that our development initiatives remain responsive to teachers' evolving needs. It's about continuous improvement and adapting to ensure impactful support." Participant #13 also remarked, "Celebrating teachers' achievements and milestones reinforces a culture of appreciation and motivation. It's important to recognize their dedication and contributions to our school community."

### ***Aligning Vision and Purpose***

Based on the participants, aligning vision and purpose involves describing how you communicate a compelling vision for the school and its mission, inspiring teachers to feel invested and motivated in achieving shared goals. This includes sub-themes such as painting a clear picture, connecting with purpose, and creating alignment.

### ***Painting a Clear Picture***

Articulating a clear and compelling vision for where our school is heading involves outlining not just academic goals but also the values and culture we aim to foster among our students and staff. It's about creating a roadmap that guides us toward a collective vision of excellence and inclusivity. By presenting a comprehensive vision that encompasses academic achievements alongside the values and culture we want to instill, we create a unified direction that everyone can understand and support. As Participant #1 noted, "When I talk about our school's vision, I make sure it's crystal clear—like painting a picture of what we want to achieve together. It's not just about goals; it's about creating a place where every student feels empowered to succeed." Participant #2 added, "I start by laying out a vision that everyone can see themselves in. It's like setting the stage for a story we're all writing together, where each teacher plays a crucial role in shaping our students' futures." Participant #4 emphasized, "I make sure our vision isn't just words on paper—it's something you can feel excited about. When teachers understand where we're heading and why, it sparks a fire in them to bring their best every day." Participant #9 also remarked, "Our vision isn't set in stone; it's a dynamic picture we're painting together. By being clear about where we're headed and why it matters, I see teachers getting more invested in making it a reality."

### ***Connecting with Purpose***

Emphasizing how each teacher plays a vital role in achieving our school's vision connects our mission to the meaningful impact we make on students' lives and the broader community. It's about showing how every action, big or small, contributes to a larger, transformative goal. Showing teachers, the significant impact of their daily efforts on students' lives and the community reinforces their purpose. As Participant #5 noted, "I connect our mission to the heart of why we teach: to make a difference in students' lives. When teachers see how their work impacts our students' futures, it ignites a passion and purpose that drives everything we do." Participant #11 added, "It's about showing teachers how their efforts in the classroom align with our larger mission. When they understand the impact, they have on students' growth and success, it becomes personal and meaningful." Participant #12 emphasized, "I often remind our team that our mission isn't just about academics; it's about nurturing well-rounded individuals. When teachers connect with this broader purpose, they feel inspired to go above and beyond." Participant #15 also remarked, "By tying our

mission to real-life stories of student achievement and personal growth, I see teachers feeling more connected and committed. It's about showing them the tangible difference they're making every day."

### ***Creating Alignment***

Ensuring that our goals and initiatives resonate with teachers' values and professional aspirations is key. This alignment helps teachers see the direct relevance of their contributions to our collective objectives. It's about fostering a sense of unity and commitment to our shared mission. As Participant #3 noted, "I make sure our goals are clear and achievable, and I encourage teachers to see themselves as key players in achieving them. It's about aligning everyone's efforts towards a common purpose." Participant #7 emphasized, "When teachers see how their individual goals align with our school's vision, it creates a sense of unity and purpose. It's like we're all rowing in the same direction towards something big." Participant #13 added, "I listen to teachers' ideas and perspectives to ensure our goals resonate with them. It's about finding that sweet spot where their passion meets our school's mission."

### ***Empowering Educators Through Trust and Collaboration***

Based on the participants, empowering educators through trust and collaboration involves promoting autonomy and trust among teaching staff, empowering them to take ownership of their work, and fostering pride and fulfillment in their roles. The sub-themes identified were encouraging decision-making, supporting professional growth, and fostering open communication.

### ***Encouraging Decision-Making***

Participants are empowered to make decisions about their classrooms and curriculum. Trust in their expertise and judgment enables them to feel valued and capable of guiding their students effectively. As Participant #2 noted, "We empower our teachers to make decisions about their classrooms and curriculum because we trust their expertise. When they feel valued and capable, they can guide their students effectively, creating an environment where learning thrives." Participant #3 emphasized, "Giving our teachers the freedom to make decisions about their classrooms and curriculum is crucial. Their experience and insights shape how we educate our students. It's about respecting their judgment and encouraging ownership in their teaching approach." Participant #5 added, "In our school, teachers are encouraged to make decisions about their classrooms and curriculum based on their deep understanding of

students' needs. Trusting their expertise not only improves teaching quality but also fosters innovation in how we deliver education." Participant #7 also remarked, "When teachers have the autonomy to decide what's best for their classrooms, it fosters a sense of responsibility and creativity. It's about creating a collaborative culture where their input is valued, making our school community stronger."

### ***Supporting Professional Growth***

Opportunities for professional development are provided that align with participants' interests and career goals. This helps them expand their skills and knowledge, boosting confidence in their abilities. As Participant #1 noted, "We provide opportunities for professional development that align with teachers' interests and career goals because we want them to feel fulfilled and confident in their roles. Investing in their growth ensures they're always bringing their best to the classroom." Participant #4 emphasized, "Supporting our teachers' professional growth means offering development opportunities that excite them. When they're engaged in learning that matters to them, it boosts their enthusiasm and effectiveness as educators." Participant #9 added, "At our school, professional development isn't one-size-fits-all. We tailor opportunities to match teachers' passions and career aspirations, fostering a culture of continuous improvement and personal growth." Participant #10 also remarked, "Encouraging teachers to pursue professional development that resonates with them is key. It's about empowering them to stay current with educational trends and techniques, ultimately benefiting our students' learning experiences."

### ***Open Communication***

An environment is fostered where participants feel comfortable sharing ideas and concerns. Open dialogue ensures that everyone's voice is heard and respected, fostering a collaborative culture based on mutual trust. As Participant #11 noted, "Creating an environment where teachers feel comfortable sharing ideas and concerns is crucial. When there's open dialogue, everyone's voice is heard and respected. It builds a culture where collaboration and trust thrive, making our school community stronger." Participant #15 emphasized, "We foster an environment where teachers can openly share their ideas and concerns because their insights are invaluable. Open dialogue ensures that every perspective is considered, creating a supportive culture where we all work together towards common goals." Participant #14 added, "In our school, we



encourage teachers to speak up and share their thoughts freely. Open communication ensures that everyone feels valued and understood. It's about fostering a sense of unity and teamwork, where mutual trust is the foundation of our school's success." Participant #12 also remarked, "Encouraging open communication among teachers is about creating a safe space for ideas to flourish. When everyone feels comfortable sharing, it sparks creativity and problem-solving. It's how we build a community where collaboration is at the heart of everything we do."

## 2.2. Competent Leadership Practices

### *Empowering Educators for Continuous Growth*

Based on participant feedback, Empowering Educators for Continuous Growth entails facilitating ongoing professional development opportunities aimed at enhancing the pedagogical skills and subject knowledge of teachers. Key subthemes include Structured Workshops and Seminars, Personalized Learning Paths, and Collaborative Learning Communities.

### *Structured Workshops and Seminars*

Effective professional development begins with structured workshops and seminars designed to enhance pedagogical skills and deepen subject knowledge. These sessions are meticulously planned to address current educational trends, innovative teaching methodologies, and subject-specific updates. Inviting external experts or utilizing in-house talent ensures diverse perspectives and expertise are shared. Workshops focus on areas like differentiated instruction, technology integration, and new assessment strategies. As Participant #2 noted, "We've seen great success with our regular workshops and seminars. Teachers tell me they appreciate having experts come in to share the latest in educational trends and techniques. It's practical and directly applicable to their classrooms, which makes a real difference." Participant #5 highlighted, "One of the best things about our workshops is the collaborative atmosphere they create. Teachers from different departments get to share their experiences and strategies, leading to some innovative ideas." Participant #7 added, "We always include a feedback loop after each session. Most of the participants give importance and consider it essential to reflect on what they've learned and how they can apply it. This reflection helps us continuously improve our professional development offerings." Participant #3 also remarked, "By incorporating new assessment strategies and tech integration into our seminars, we're helping teachers stay current. This not only benefits their

professional growth but also enhances student learning outcomes."

### *Personalized Learning Paths*

Recognizing varying professional development needs, personalized learning paths are crucial for supporting teachers' career growth. This approach starts with comprehensive needs assessments—surveys, peer feedback, and self-assessments—to identify strengths, areas for improvement, and interests. As Participant #8 noted, "Personalized learning paths have been a game-changer for our professional development. We start with a needs assessment to tailor growth plans for each teacher. This approach makes sure everyone is getting the support they need." Educators collaboratively develop tailored growth plans aligned with their aspirations and school goals. Plans may include pursuing advanced degrees, certifications, or specialized training, supported by financial aid, study leave, and access to resources. Participant #10 mentioned, "We provide resources for teachers pursuing advanced degrees or certifications. This investment in their education pays off in the classroom, as they bring new knowledge and skills back to their students." Participant #2 added, "Offering study leave and financial support shows our commitment to our teachers' professional growth. It empowers them to take charge of their learning, which leads to greater job satisfaction and better teaching." Participant #1 also highlighted, "We've found that when teachers have a say in their professional development, they're more engaged and motivated. Personalized plans align their goals with the school's objectives, creating a unified path forward."

### *Collaborative Learning Communities*

Building collaborative learning communities nurtures a culture of continuous improvement among educators. These communities bring teachers together to exchange ideas, share experiences, and engage in professional dialogue. As Participant #11 observed, "Regular meetings among teachers to discuss challenges and share solutions have strengthened our school's culture. It's led to some great innovations as a result." Experienced educators mentor peers, offering guidance and support based on their successes and challenges. Participant #15 noted, "Peer mentoring has been especially effective. Experienced teachers mentor newer ones, offering guidance and support based on their own experiences. It's a win-win for both mentors and mentees." Peer mentoring programs, whether formal or informal, promote growth through observation, co-planning, and reflection. Participant #9 added, "Most of

the participants give importance and consider the exchange of ideas in these communities as crucial. They feel more connected and supported, which boosts their confidence and effectiveness in the classroom." Participation in broader professional networks extends learning opportunities globally through forums, conferences, and online platforms. As Participant #14 highlighted, "Participation in online forums and global networks has expanded our teachers' horizons. They bring back fresh ideas and practices that we can adapt to our context, keeping our teaching methods current and effective." These environments strengthen instructional practices and create a supportive community where teachers innovate and enhance their pedagogical skills continuously.

### ***Structured Professional Growth***

Based on the participants, Structured Professional Growth involves rating your effectiveness in providing constructive feedback and support to help teachers identify areas for growth and improve their instructional practices. The subthemes are Structured Feedback Mechanisms, Professional Development Dialogues, and Supportive Coaching and Mentoring.

### ***Structured Feedback Mechanisms***

Principals can establish structured feedback mechanisms by conducting regular classroom observations, followed by constructive feedback sessions. These observations are focused on specific instructional practices that align with school goals and teaching standards. Participant #2 shared, "We've implemented a system where I conduct regular classroom observations focused on specific teaching practices. Afterward, I sit down with teachers to discuss what's working well and where there's room for growth. It's all about constructive dialogue that helps us fine-tune their instructional strategies for better student outcomes." After observations, principals meet with teachers to discuss strengths, areas for improvement, and actionable steps for growth. Participant #4 noted, "Feedback sessions are not just about pointing out areas for improvement; they're about celebrating successes too. It's important to highlight what teachers are doing right and then collaborate on ways to build upon that foundation." Effective feedback emphasizes strengths while providing clear, actionable suggestions for improvement. Participant #5 highlighted, "Teachers appreciate the structured approach because it's clear and actionable. They know exactly what to work on next and feel supported in their professional growth journey." Incorporating feedback loops into routine practices

fosters a culture of continuous improvement. Participant #6 added, "By incorporating feedback loops into our routine, we've created a culture of continuous improvement. Teachers are constantly refining their methods based on insights gained from observations and discussions." This structured approach encourages reflective practice and helps teachers align their instructional strategies with student learning outcomes.

### ***Professional Development Dialogues***

Engaging in ongoing professional development dialogues is crucial for principals to support teachers' growth. These dialogues involve collaborative discussions where principals and teachers review student data, classroom assessments, and instructional strategies. Participant #10 emphasized, "Our dialogues on student data and instructional strategies are all about delving deep together. It's not just about numbers; it's about understanding what's working in the classroom and how we can make adjustments to support every student effectively." By analyzing evidence of student learning together, principals can provide targeted feedback on instructional effectiveness. Participant #1 noted, "These dialogues are a two-way street. Teachers share their insights and challenges, and I provide guidance and resources based on their needs. It's about mutual learning and growth." These dialogues also create opportunities for teachers to share their successes, challenges, and professional goals. Participant #11 added, "We use these dialogues to set clear goals for instructional improvement. It's about setting realistic targets and then working together to achieve them, step by step." Principals can then tailor support and resources to meet individual teacher needs, fostering a culture of continuous improvement and shared responsibility for student achievement. Participant #12 highlighted, "Teachers appreciate the personalized support they receive through these dialogues. It's not a one-size-fits-all approach; it's tailored to each teacher's strengths and areas for growth."

### ***Supportive Coaching and Mentoring***

Principals can adopt a coaching and mentoring approach to support teachers in their instructional growth. This involves providing one-on-one coaching sessions where principals observe classroom practices, offer immediate feedback, and co-plan instructional strategies. Participant #3 explained, "During these sessions, I get to observe teaching in action and provide immediate feedback. It's hands-on support that helps teachers implement new strategies with confidence." Coaching sessions focus on setting goals, exploring new teaching

methods, and reflecting on their implementation. Mentoring relationships also play a vital role, where experienced teachers or instructional coaches offer ongoing support, model effective teaching practices, and share guidance based on their experiences. Participant #9 noted, "Mentoring relationships are so valuable because experienced teachers can share their wisdom and firsthand experiences. It's like having a mentor in your corner, cheering you on and offering guidance every step of the way." This personalized support helps teachers build confidence, refine their instructional techniques, and ultimately enhance student learning outcomes. Participant #13 highlighted, "These coaching and mentoring sessions aren't just about improving instruction; they're about professional growth. Teachers leave feeling empowered and excited to try new approaches." Participant #15 added, "I've seen teachers blossom through these supportive relationships. They gain new skills, build resilience, and become even more effective in meeting the needs of our diverse student body."

### ***Fostering Collaborative Professional Development***

Based on participants, Fostering Collaborative Professional Development is the recent initiative implemented to promote collaboration among teachers, allowing them to share best practices and expertise to enhance their competence. The subthemes include the establishment of collaborative learning communities, the implementation of peer observation and feedback sessions, and the integration of technology-enabled collaboration platforms.

### ***Establishment of Collaborative Learning Communities***

One recent initiative focuses on establishing collaborative learning communities within the school. These communities bring together teachers from different grade levels or subject areas to share best practices, exchange ideas, and collaborate on instructional strategies. Participant #5 observed, "Our new initiative creates collaborative learning communities where teachers share ideas and strategies. It's inspiring to see them collaborate across subjects, enhancing their teaching approaches." The goal is to create a supportive environment where teachers can learn from each other's successes and challenges. Regular meetings, either in-person or virtual, are scheduled to discuss topics such as effective teaching strategies, student engagement techniques, and assessment practices. Participant #8 noted, "Teachers value our collaborative sessions; they're learning from

each other and applying new methods in their classrooms. It's building a supportive network within our school." By fostering these communities, teachers have the opportunity to deepen their professional knowledge and skills through peer support and collaborative problem-solving. Participant #9 remarked, "Teachers are trying out innovative approaches learned from peers, which are improving student engagement and achievement significantly." Participant #10 added, "We're fostering a culture of shared learning with these communities. Every teacher's success contributes to better outcomes for our students."

### ***Implementation of Peer Observation and Feedback Sessions***

Another initiative involves implementing peer observation and feedback sessions as part of professional development. In this initiative, teachers are paired or grouped to observe each other's classes and provide constructive feedback. Participant #1 noted, "Teachers refine their teaching methods through valuable feedback in a supportive environment that's focused on their professional growth." This process encourages teachers to reflect on their teaching practices and learn from their colleagues. Structured protocols ensure that observations are focused on specific instructional goals or strategies aligned with school priorities. Feedback sessions are conducted in a supportive and non-evaluative manner, emphasizing strengths and offering suggestions for improvement. Participant #3 shared, "Teachers appreciate learning from their peers through observations. It's not about evaluation but about evolving as educators." This initiative not only promotes collaboration but also enhances instructional effectiveness by encouraging continuous learning and improvement. Participant #4 remarked, "During our observation sessions, we spark discussions on effective strategies and ways to meet diverse student needs." Participant #2 added, "Feedback from peers is invaluable for improving teaching methods and enhancing student learning experiences."

### ***Integration of Technology-Enabled Collaboration Platforms***

A third initiative leverages technology to facilitate collaboration among teachers. The introduction of a dedicated online platform or communication tool allows teachers to share resources, engage in discussions, and work on collaborative projects. Participant #11 highlighted, "Our new tech platform facilitates easy resource sharing and project collaboration among teachers. It's enhancing community and collective

learning." Teachers can upload lesson plans, instructional materials, and student activities digitally, making resources readily available. Discussion forums and chat groups provide spaces for ongoing dialogue and idea exchange beyond scheduled meetings. Participant #12 noted, "Teachers are embracing our digital platform for sharing best practices. It's making collaboration more accessible and efficient." This digital space supports teachers who may have scheduling constraints or prefer asynchronous communication. Participant #13 remarked, "Technology has transformed how we collaborate; teachers connect, share insights, and innovate beyond traditional meetings." By integrating technology into collaboration initiatives, the school enhances accessibility and promotes a culture of continuous learning and innovation among its teaching staff. Participant #15 added, "Our platform breaks down barriers, empowering teachers to adapt and innovate in response to educational challenges."

### ***Enhancing Educational Support Systems***

Based on the participants, enhancing educational support systems involves ensuring that teachers have access to the resources, technology, and instructional materials necessary to effectively deliver their lessons and support student learning. The subthemes include needs assessment, budget allocation, and professional development.

### ***Needs Assessment***

Regular needs assessments are crucial for educational institutions to understand the specific challenges and requirements teachers face in their classrooms. These assessments, conducted through surveys, meetings, or informal discussions, help administrators identify where additional support, resources, or professional development are needed. Participant #7 shared, "Here at our school, we conduct regular needs assessments to ensure that every teacher has the support and resources they need to succeed in the classroom. Your feedback during these assessments helps us prioritize our efforts and tailor our support to meet your specific teaching challenges." Involving teachers in these assessments demonstrates that their input is valued, fostering collaboration and enhancing teaching effectiveness by addressing challenges directly. Participant #8 added, "In our school community, we value your input through needs assessments, which we conduct regularly to gather insights into what resources and professional development opportunities you require. This ensures we're continuously improving our support for your teaching goals." Regular needs assessments ultimately

improve job satisfaction and morale, ensuring institutional support aligns closely with teaching realities. As Participant #9 noted, "At our school, we prioritize understanding your needs through regular assessments. These assessments, whether through surveys or discussions, are crucial in shaping how we allocate resources and plan professional development to support your effectiveness in the classroom." Participant #5 emphasized, "Here at our school, we believe in ongoing dialogue through needs assessments to ensure we're meeting your needs effectively. Your participation in these assessments is essential as we strive to provide the best possible resources and support for your teaching."

### ***Budget Allocation***

Allocating a sufficient budget for educational resources, technology upgrades, and instructional materials is essential for creating an environment where teachers excel, and students thrive. Participant #2 emphasized, "Here in our school, we prioritize budget allocation to ensure adequate funding for educational resources, technology upgrades, and instructional materials. This commitment allows us to support your teaching with the tools needed to enhance student learning outcomes." Advocating for adequate funding ensures that educational priorities are supported, providing teachers with updated technology and modern resources aligned with curriculum standards. Participant #1 highlighted, "At our school, we're dedicated to thoughtful budget allocation that supports your teaching environment. This includes advocating for resources such as technology upgrades and instructional materials that directly benefit your ability to engage and educate students." By enabling educators to innovate in their methods, integrate multimedia effectively, and deliver engaging learning experiences, adequate budget allocation signals a commitment to teaching excellence. Participant #3 noted, "In our school community, we carefully allocate our budget to prioritize educational resources and technology upgrades that enhance your teaching experience. Your feedback guides our decisions as we work to provide you with the tools necessary for effective instruction." Participant #10 added, "Here at our school, we're proactive in budget planning to ensure adequate funding for educational resources and technology. This approach allows us to support your teaching efforts with updated tools and materials that align with our educational goals."

## **Professional Development**

Ongoing training and professional development are essential for empowering teachers with the skills to adapt to new technologies and methodologies. Participant #11 noted, "Here at our school, we emphasize professional development opportunities that equip you with the skills and knowledge to excel in the classroom. Our ongoing workshops and seminars are designed to support your growth as an educator." Various opportunities such as workshops, seminars, online courses, and peer collaboration enhance teaching practices and keep educators current with trends and pedagogical approaches. Participant #14 emphasized, "In our school community, we prioritize professional development to foster your continuous growth and effectiveness as educators. We offer various opportunities, including workshops and online courses, to help you stay current with teaching practices and innovations." By fostering a community of practice, these initiatives encourage collaboration and the sharing of best practices. Participant #4 added, "At our school, we're committed to your professional development through tailored training sessions and collaborative learning opportunities. These initiatives are designed to enhance your teaching skills and empower you to meet the evolving needs of our students." Investing in professional growth demonstrates a commitment to teacher improvement, enhancing teaching quality and student outcomes. Participant #7 highlighted, "Here in our school, we invest in your professional growth through ongoing development opportunities. Our focus on workshops, seminars, and peer collaboration ensures you have the tools and support needed to deliver high-quality instruction."

## **Cultivating Teaching Excellence**

Based on the participants, Cultivating Teaching Excellence involves describing your effectiveness in establishing clear expectations and standards for teaching excellence and encouraging teachers to strive for continuous improvement and mastery of their craft. The subthemes include Clear Communication, Collaborative Goal setting, and Feedback and Guidance.

### **Clear Communication**

School heads prioritize clear and consistent communication to ensure that all participants understand expectations and standards for teaching excellence. Participant #1 noted, "Here at our school, we emphasize clear and consistent communication to ensure everyone understands our expectations for teaching excellence. We outline specific goals, and benchmarks for success,

and provide examples of exemplary teaching practices to guide our educators effectively." This approach involves outlining specific goals, setting benchmarks for success, and providing concrete examples of exemplary teaching practices. Participant #2 added, "In our school community, clear communication is key to supporting teaching excellence. We make sure that expectations and standards are articulated, giving our educators a solid foundation to strive towards their professional goals." By establishing a clear framework, school leaders empower educators to focus on continuous improvement and student success. As Participant #5 mentioned, "At our school, we prioritize clear communication to empower our educators. By outlining specific goals and benchmarks for success, we provide a roadmap for achieving excellence in teaching. This clarity helps our teachers focus on continuous improvement and student success." Clear communication is seen as a cornerstone of teaching excellence, ensuring that educators have a well-defined path and examples to inspire their practices. Participant #6 observed, "Here at our school, we believe in clear communication as a cornerstone of teaching excellence. We ensure that expectations are well-defined, and we provide examples of exemplary teaching practices to inspire and guide our educators towards their highest potential."

### **Collaborative Goal setting**

Educational leaders actively encourage teachers to participate in setting their own goals for professional development and teaching excellence. As Participant #3 noted, "Here at our school, we encourage active participation in goal setting for professional development and teaching excellence. By involving our educators in setting their own goals, we foster ownership and commitment to achieving high standards in teaching." This collaborative approach fosters a sense of ownership and commitment among the teaching staff, leading to a culture of excellence. Participant #4 highlighted, "In our school community, collaborative goal setting is essential for cultivating a culture of excellence. We empower our educators to take ownership of their professional growth by actively participating in defining their goals and aspirations." By integrating teachers into the goal-setting process, school leaders ensure that professional development aligns closely with high teaching standards. Participant #9 remarked, "At our school, we believe in collaborative goal setting as a means to promote teaching excellence. By involving educators in the goal-setting process, we ensure that their professional development aligns

closely with our expectations for high-quality teaching." This approach enhances motivation and dedication to continuous improvement. As Participant #10 observed, "Here at our school, we prioritize collaborative goal setting to support our educators' journey towards excellence. We believe that by involving teachers in defining their own goals, we enhance their motivation and dedication to continuous improvement."

**Feedback and Guidance**

School heads emphasize the importance of delivering constructive feedback that is specific, actionable, and focused on continuous improvement. As Participant #7 highlighted, "Here at our school, we provide constructive feedback that is specific, actionable, and aimed at continuous improvement. This approach helps our educators recognize their strengths and identify areas for growth, guiding them on their path to mastery in teaching." Feedback is viewed as a fundamental tool for fostering professional growth and enhancing

teaching effectiveness. Participant #12 noted, "In our school community, feedback and guidance are fundamental to fostering professional growth and teaching excellence. We ensure that educators receive constructive feedback that supports their development and enhances their effectiveness in the classroom." By offering specific and actionable guidance, schools aim to refine teaching practices and promote excellence. Participant #13 remarked, "At our school, we value feedback as a tool for continuous improvement. We provide our educators with specific and actionable guidance to help them refine their teaching practices and achieve excellence." This approach ensures that feedback is meaningful and tailored to individual needs, as Participant #14 observed, "Here at our school, we believe in providing meaningful feedback that supports our educators' professional growth. By offering specific guidance tailored to individual needs, we help teachers strengthen their teaching skills and reach their full potential."

**Factors Contribute to the Effectiveness of School Heads in their Instructional Leadership Practices**

*Table 2.1. Effective Instructional Leadership in Teacher's Motivation*

Indicator	Mean	Interpretation
Fostering a positive and supportive school culture that motivates teachers to excel in their instructional roles.	4.5	Highly Practiced
Involving teachers in decision-making processes related to curriculum development, professional development opportunities, and school initiatives to increase their sense of ownership and motivation.	4.3	Highly Practiced
Providing timely and meaningful feedback to teachers, recognizing their efforts and accomplishments to boost their morale and motivation.	4.4	Highly Practiced
Addressing challenges and obstacles faced by teachers in their instructional practices to support them in overcoming these challenges to maintain their motivation.	4.6	Highly Practiced
Promoting a growth mindset among teachers, encouraging them to embrace challenges, learn from setbacks, and continuously improve their instructional effectiveness.	4.2	Highly Practiced

Based on Table 2.1, one indicator stands out with the highest mean rating of 4.6 interpreted as Highly Practiced, which asks how leaders address challenges and obstacles faced by teachers in their instructional practices while supporting them to maintain motivation. This high rating likely reflects the perceived importance of practical support in overcoming difficulties, crucial for sustaining teacher morale and effectiveness. Conversely, another indicator received the weighted mean rating of 4.2 interpreted as Highly Practiced, focusing on promoting a growth mindset among teachers to embrace challenges and continuously improve instructional effectiveness. This lower rating suggests that cultivating a growth mindset may be

viewed as more challenging or less straightforward to implement effectively compared to providing tangible support and addressing immediate obstacles in instructional practices.

It was supported by Supriadi O. et al. (2020), that transactional leadership positively and significantly affects teachers' innovation abilities. The learning organization also positively impacts the ability of teachers to innovate. While this leadership style promotes productivity and adherence to standards, it may not fully encourage creativity or intrinsic motivation among teachers. Therefore, it may be

necessary to supplement transactional leadership with other long-term growth and innovation approaches.

The first domain, Positive School Culture, demonstrates a weighted mean of 4.5 interpreted as Highly Practiced. This domain focuses on creating a positive and supportive school culture that motivates teachers to excel in their roles. It involves fostering an environment where teachers feel valued and appreciated, promoting collaboration and mutual respect, and recognizing and celebrating teachers' achievements. Maintaining such a supportive atmosphere enhances teacher morale and contributes significantly to their motivation.

The second domain, Involvement in Decision-Making, has a weighted mean of 4.3 interpreted as Highly Practiced. This domain highlights the importance of involving teachers in decision-making processes related to curriculum development, professional development opportunities, and school initiatives. By engaging teachers in these areas, school leaders increase their sense of ownership and commitment to the school. Providing opportunities for teachers to contribute to strategic planning and school policies ensures their input is valued and encourages a collaborative approach to school improvement.

Timely and Meaningful Feedback constitutes the third domain, with a weighted mean of 4.4 interpreted as Highly Practiced. This domain emphasizes the provision of timely feedback that helps teachers improve their

instructional practices. Offering meaningful recognition for teachers' efforts and accomplishments, and using feedback to address specific areas of improvement, supports continuous growth. A structured feedback system ensures that teachers receive constructive and actionable insights, which are crucial for enhancing their performance and motivation.

The fourth domain, Support for Overcoming Challenges, scores the highest at 4.6. It focuses on addressing and overcoming the challenges and obstacles faced by teachers in their instructional practices. Providing resources and assistance to tackle specific issues, encouraging problem-solving and resilience, and maintaining open lines of communication for teachers to express their concerns are essential practices. This support helps teachers navigate difficulties and sustain their motivation.

Lastly, the Promotion of a Growth Mindset is the fifth domain, with a weighted mean of 4.2. This domain involves fostering a growth mindset among teachers, encouraging them to embrace challenges, learn from setbacks, and continuously improve their skills. Supporting ongoing professional development, celebrating progress, and viewing mistakes as learning opportunities contribute to a culture of continuous improvement. Promoting a growth mindset helps teachers stay motivated and committed to their professional development.

*Table 2.2. Effective Instructional Leadership in Teacher's Competence*

Indicator	Mean	Interpretation
Professional development opportunities aligned with the evolving needs of your teaching staff to enhance their instructional competence.	4.7	Highly Practiced
Provide mentorship and coaching to support teachers in implementing new instructional strategies and technologies effectively.	4.4	Highly Practiced
Foster a culture of collaboration and peer learning among teachers to share expertise and best practices, ultimately enhancing their instructional competence.	4.4	Highly Practiced
Access to relevant resources, materials, and support systems necessary to develop and refine their instructional skills.	4.5	Highly Practiced
Establishing clear expectations and standards for instructional excellence, providing feedback and recognition to empower teachers in their continuous professional growth and competence development.	4.2	Highly Practiced

The indicator with the highest mean (4.7) asks about prioritizing professional development opportunities aligned with the evolving needs of teaching staff. This likely received the highest mean because it emphasizes proactive planning and alignment with individual

growth needs, enhancing instructional competence effectively.

Conversely, the indicator with the lowest mean (4.2) focuses on rating the effectiveness in establishing clear expectations and standards for instructional excellence,

providing feedback, and recognition to empower teachers in their continuous professional growth. This indicator received the lowest mean, possibly indicating challenges in effectively communicating expectations and providing meaningful feedback that significantly empowers teachers in their professional development.

It was supported by Kilag, O.K. et al. (2023) revealed that school leaders exhibit varying degrees of management empowerment influenced by administrative structures, policies, and external pressures. Transformational leadership, characterized by inspiring a shared vision of academic success and promoting professional growth, empowers teachers to innovate and collaborate, significantly enhancing teacher competence. Conversely, transactional leadership prioritizes compliance and rewards for meeting objectives and may overlook long-term teacher development as it focuses more on adherence to established standards.

Prioritizing Professional Development is the first domain, with a high mean score of 4.7. This domain focuses on aligning professional development opportunities with the evolving needs of teaching staff to enhance their instructional competence. School leaders prioritize training and development programs that address current challenges and emerging educational trends, ensuring that teachers have access to relevant and timely resources that improve their instructional skills.

The second domain, Mentorship and Coaching, has a mean score of 4.4. This area emphasizes providing mentorship and coaching to support teachers in implementing new instructional strategies and

technologies. Effective mentorship helps teachers navigate and apply innovative practices, while coaching provides personalized guidance to enhance their teaching methods. This support is crucial for teachers to adapt and excel in their roles.

Fostering Collaboration and Peer Learning is another domain with a mean score of 4.4. This domain highlights the importance of creating a culture where teachers can collaborate and share expertise. By encouraging peer learning and the exchange of best practices, school leaders help enhance teachers' instructional competence. Collaborative environments allow educators to learn from each other, leading to improved teaching strategies and skills.

The fourth domain, Access to Resources and Support, scores 4.5. Ensuring that teachers have access to relevant resources, materials, and support systems is essential for developing and refining instructional skills. This includes providing necessary tools, up-to-date materials, and support systems that facilitate effective teaching and continuous improvement. Adequate resources are critical for teachers to enhance their instructional practices.

Establishing Expectations and Providing Feedback is the fifth domain, with a mean score of 4.2. This domain involves setting clear expectations and standards for instructional excellence, as well as providing feedback and recognition to empower teachers in their professional growth.

Establishing high standards and offering constructive feedback help teachers understand areas for improvement and recognize their progress, contributing to their overall competence development.

### III. Challenges Encountered by the School Heads in their Instruction Leadership Practices

*Table 3. Challenges Encountered by the School Heads in their Instruction Leadership Practices*

Indicator	Frequency	Rank
Addressing concerns about teacher workload and burnout while promoting effective instructional leadership.	8	1
Trying to align instructional practices with the diverse learning needs of students.	7	2.5
Measuring the effectiveness of instructional leadership practices in improving student outcomes, and what challenges do you encounter in this evaluation process?	7	2.5
Student discipline and parental engagement affect your focus on instructional leadership.	6	4.5
Addressing disparities in teacher skill levels and experience when implementing new instructional practices.	6	4.5
Time constraints hinder your ability to provide adequate support and guidance to teachers in implementing instructional strategies.	5	7



Communication strategies in conveying instructional goals and expectations to teachers.	5	7
Handling resistance from other administrative staff or stakeholders when advocating for innovative instructional approaches.	5	7
Fostering a culture of continuous improvement and professional growth among teaching staff.	4	9
Trying to create a cohesive and collaborative instructional team within the school which includes communication gaps, conflicting teaching philosophies, and resistance to change.	3	10

Based on the responses, the most frequently cited challenge, rated at 8, is addressing concerns about teacher workload and burnout while simultaneously promoting effective instructional leadership. Following closely, rated at 7, is the difficulty in aligning instructional practices with the diverse learning needs of students. Another significant challenge, rated at 6, involves managing student discipline issues and engaging parents, which often impacts the focus on instructional leadership. Similarly rated at 6 is the challenge of addressing disparities in teacher skill levels and experience when implementing new instructional practices.

Additionally, rated at 5, time constraints pose obstacles to providing adequate support and guidance to teachers, while effective communication of instructional goals also presents challenges. Handling resistance from administrative staff or stakeholders when advocating for innovative instructional approaches is also rated at 5.

Further challenges include fostering a culture of continuous improvement among teaching staff, which was rated at 4. The lowest frequency challenge, rated at 3, relates to the efforts to create a cohesive instructional team amidst communication gaps, conflicting teaching philosophies, and resistance to change. These challenges highlight various complexities in instructional leadership that require strategic approaches and support mechanisms to address effectively.

#### **IV. Innovation of Instructional Leader Practices of School Heads through School-based Training Program**

##### **1. What is/are the existing school-based training program/s you have in your school?**

##### **Fostering Teaching Excellence through Professional Development**

Based on participants, the existing school-based training programs in the school foster teaching excellence. The subthemes include Professional Development Workshops, Peer Observation and Feedback, and Mentorship Programs.

##### **Professional Development Workshops**

School heads emphasize that their professional development workshops are crucial for enhancing teaching effectiveness and fostering continuous improvement among faculty. These workshops cover a broad spectrum of topics, including pedagogical techniques, classroom management strategies, assessment methods, and educational technology integration. According to Participant #1, "We're focused on equipping teachers with practical skills and strategies taught by experienced educators and specialists. It's all about giving teachers tools they can immediately use to better engage students." Teachers find the workshops highly valuable, particularly for their relevance and applicability, as noted by Participant #2: "Teachers value our workshops covering topics like technology integration, differentiated instruction, and innovative assessments. They find the content relevant and applicable." The workshops blend theory with hands-on practice, promoting interactive learning and immediate classroom application, which boosts confidence and effectiveness, as highlighted by Participant #4: "Our approach blends theory with hands-on practice, promoting interactive learning and immediate application in classrooms. This not only boosts confidence but also enhances effectiveness in teaching." The goal of these workshops is to foster continuous improvement, providing fresh ideas and renewed enthusiasm that directly enhance student outcomes, as summarized by Participant #5: "We aim to foster continuous improvement by providing fresh ideas and renewed enthusiasm, directly enhancing student outcomes."

##### **Peer Observation and Feedback**

Peer observation and feedback are integral to the school's professional development framework, fostering a culture of collaboration and reflective practice among teachers. According to Participant #3, "Here, teachers learn from each other's diverse teaching styles to foster mutual learning and growth, enhancing their overall effectiveness." Through structured observation sessions, teachers gain new perspectives and ideas for improving their instructional methods. As noted by Participant #7,

"Teachers appreciate seeing new techniques in action through peer observation. It's like a mini classroom innovation lab that enhances teaching practices." Constructive feedback sessions follow these observations, creating a supportive environment where strengths are recognized and areas for growth are identified. Participant #8 emphasizes that "Encouraging insights, suggestions for improvement, and shared celebrations of success among teachers build a strong community and foster continuous growth." This approach not only enhances teaching effectiveness but also boosts morale, demonstrating that teachers are valued and supported in their professional development, as highlighted by Participant #12: "It's not just about evaluation; peer observation boosts morale by showing teachers they're valued and supported in their professional growth."

### ***Mentorship Programs***

The school's mentorship programs are designed to support the professional growth and development of new teachers by pairing them with experienced mentors. According to Participant #8, "Pairing new teachers with seasoned mentors' guides lesson planning and classroom management, ensuring they're set up for success from day one." Mentors offer tailored advice and encouragement, helping new teachers navigate curriculum expectations and refine their teaching strategies. Participant #9 adds, "Beyond offering tips, this support builds trust and helps new teachers navigate our curriculum and school culture effectively." This supportive relationship not only aids in overcoming day-to-day challenges but also boosts confidence, as noted by Participant #10: "Having a supportive colleague who cheers on growth and shares a passion for teaching boosts confidence significantly." Furthermore, the mentorship program fosters camaraderie and professional development, enhancing the overall school community, as described by Participant #11: "This program nurtures professional development and fosters camaraderie among staff, inspiring each other and sharing strengths."

## ***2. What elements constitute an effective school-based training program to enhance instructional leadership practices among school heads?***

### ***Tailored Training for Effective Leadership***

Based on the participants, Tailored Training for Effective Leadership is an effective school-based training program designed to enhance instructional leadership practices among school heads. The subthemes include a Needs-Driven Approach,

Interactive and Collaborative Learning, and Continuous Improvement and Sustainability.

### ***Needs-Driven Approach***

Tailoring training programs to address specific needs identified through thorough assessments is crucial for ensuring relevance and practicality. As Participant #7 notes, "Here at our school, we make sure our training programs hit the mark by first understanding exactly what our leaders need. We do thorough assessments to pinpoint their challenges and goals. That way, when we tailor our support and development opportunities, it's spot on—relevant and practical for their daily grind." This approach emphasizes responsiveness and customization. Participant #1 highlights, "Our approach is all about being responsive. We listen closely to our school leaders, identify their specific needs through assessments, and then craft our training accordingly. It's about giving them exactly what they need to succeed in their roles." By gathering feedback and analyzing data, as described by Participant #6, "Being needs-driven means we're proactive in understanding what our leaders face. We gather feedback, analyze data, and then design our programs to directly address those challenges. It's not one-size-fits-all; it's about personalized support that makes a real difference." Participant #5 adds, "We believe in targeted support that makes an impact. By focusing on the unique needs of our school leaders, we ensure our training programs are practical and immediately applicable. It's about empowering them to tackle their toughest challenges head-on."

### ***Interactive and Collaborative Learning***

Promoting interactive and collaborative learning methods such as discussions, case studies, and group activities is essential for fostering active engagement and peer learning among school heads. Participant #2 emphasizes, "Our training sessions are all about getting our school heads actively involved. We use discussions, case studies, and group activities to spark engagement and foster collaboration. It's a dynamic environment where leaders can share insights, learn from each other, and explore new ideas together." This approach values the exchange of experiences and ideas. Participant #3 adds, "We're big believers in learning from each other's experiences. That's why our training includes interactive methods like group discussions and case studies. It's not just about sitting back and listening; it's about engaging and collaborating to find solutions that work." Interactive learning is central to the approach, as Participant #11 notes, "Interactive learning is key to our approach. We create opportunities for school heads to

participate actively, share their perspectives, and learn from their peers. It's about building a community of leaders who support each other and drive innovation." Participant #13 further explains, "We know that the best ideas often come from collaboration. That's why our training encourages school heads to interact, discuss real-world scenarios, and brainstorm solutions together. It's about harnessing collective wisdom to overcome challenges and elevate leadership practices."

### ***Continuous Improvement and Sustainability***

Incorporating elements such as ongoing feedback, action planning, follow-up support, and evaluation underscores a commitment to continuous improvement and long-term impact in training programs. Participant #15 highlights this commitment: "Our training isn't just a one-time event; it's part of an ongoing commitment to growth. We incorporate feedback loops, action planning, and follow-up support to ensure our school heads continue to develop. It's about creating lasting change and sustaining momentum." This theme emphasizes that sustainability is central to their strategy, as Participant #14 notes, "Sustainability is at the core of our training strategy."

We don't just teach; we support our leaders in applying what they learn. Through continuous feedback and follow-up, we ensure they're not just improving once but evolving." The approach recognizes that continuous improvement is an ongoing process, with Participant #4 stating, "Continuous improvement is a journey, not a destination. That's why our training includes elements like ongoing feedback and action planning. We want our school heads to keep refining their skills and strategies long after the training ends." Participant #5 adds, "We're committed to seeing results that last. Our training programs focus on equipping our leaders with tools they can use for the long haul. It's about setting them up for success today and ensuring they have the support to sustain that success tomorrow."

### ***Tailored Training for Effective Leadership***

Based on the participants, Tailored Training for Effective Leadership involves strategies and methodologies that should be included in the training program to address diverse needs and challenges faced by school heads in instructional leadership. The subthemes are Needs Assessment and Customization, Differentiated Instruction, Case Studies, and Scenario-Based Learning.

### ***Needs Assessment and Customization***

The emphasis on starting with a thorough needs assessment highlights the importance of tailoring training programs to the specific challenges and priorities of school heads. Participant #3 underscores this by stating, "In our training approach, we start by really understanding what our school heads need. We conduct thorough assessments to pinpoint their specific challenges and goals. This way, when we design the training, it's targeted and directly addresses what matters most to them." This approach ensures that training content is relevant and practical, as Participant #5 notes, "Customization is key for us. We know our school heads come with diverse backgrounds and experiences, so our training isn't one-size-fits-all. We offer options and modules that cater to different levels of expertise and areas of interest, ensuring everyone gets the support they need." Participant #6 emphasizes the impact of being responsive to the unique situations of school heads: "By listening closely to our school heads and adapting our training accordingly, we're able to make a real impact. It's about being responsive to their unique situations and ensuring the training is practical and relevant to their day-to-day leadership challenges." Finally, Participant #9 highlights the importance of ongoing feedback and adaptation: "Our approach is all about meeting our school heads where they are. Through needs assessments and ongoing feedback, we refine our training programs to address evolving needs and ensure continuous improvement in their instructional leadership skills."

### ***Differentiated Instruction***

School heads emphasize the importance of beginning with a thorough needs assessment to understand their specific challenges and priorities. They seek training programs that tailor content and delivery methods, accordingly, ensuring the material is relevant and practical for their roles. "In our training approach, we start by really understanding what our school heads need. We conduct thorough assessments to pinpoint their specific challenges and goals. This way, when we design the training, it's targeted and directly addresses what matters most to them," states Participant #3. Furthermore, Participant #5 adds, "Customization is key for us. We know our school heads come with diverse backgrounds and experiences, so our training isn't one-size-fits-all. We offer options and modules that cater to different levels of expertise and areas of interest, ensuring everyone gets the support they need." In addition, Participant #6 notes, "By listening closely to our school heads and adapting our training accordingly,

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### ***Case Studies and Scenario-Based Learning***

School heads value the use of real-world case studies and scenario-based learning to simulate common challenges they encounter. They believe this approach enables them to apply theoretical knowledge to practical situations, enhancing critical thinking and problem-solving skills essential for effective leadership. "Continuous improvement is embedded in our training philosophy. We provide ongoing feedback, action planning sessions, and follow-up support to ensure our school heads are always growing and adapting. It's about setting them up for long-term success," explains Participant #11. Additionally, Participant #12 states, "Sustainability is a priority for us. Beyond the initial training, we offer resources and opportunities for school heads to stay connected, learn from new developments, and continue honing their skills. It's about maintaining momentum and sustaining positive change." In line with this, Participant #14 notes, "We're not just teaching skills; we're fostering a mindset of continuous learning. Our training emphasizes reflection, self-assessment, and ongoing professional development. It's about empowering our school heads to evolve and innovate in their leadership roles." Finally, Participant #13 highlights, "By integrating feedback loops and evaluation mechanisms into our training, we ensure that it's always evolving to meet the needs of our school heads. It's a collaborative effort where we learn together, adapt together, and grow together."

### ***3. What resources and support mechanisms are necessary for implementing the training program successfully for school heads?***

#### ***Expert Facilitators and Curriculum Development***

Based on the participants, expert facilitators, curriculum and materials, and technology and audio-visual tools are essential resources and support mechanisms necessary for successfully implementing the training program for school heads.

#### ***Expert Facilitators***

Trained facilitators with expertise in instructional leadership and education management are crucial. They should possess the knowledge and skills to effectively deliver content, engage participants, and provide guidance tailored to the needs of school heads. "Having skilled facilitators who know their stuff is crucial for us. They bring deep expertise in instructional leadership and education management, which makes a huge difference in how effectively they can guide our school heads. It's not just about delivering content; it's about inspiring and mentoring our leaders," emphasizes Participant #2. Participant #6 adds, "Our facilitators are seasoned professionals in their fields. They understand the complexities of educational leadership and know how to tailor their guidance to meet the diverse needs of our school heads. Their ability to engage participants and provide practical insights is what sets our training apart." Similarly, Participant #7 highlights, "We handpick facilitators who have a proven track record in instructional leadership. They're not just experts; they're passionate about helping others succeed. Their experience and knowledge create a supportive learning environment where school heads feel empowered to grow and excel." Finally, Participant #8 notes, "Facilitators play a pivotal role in our training programs. They bring real-world experience and innovative approaches to the table. Their expertise ensures that our school heads receive the most relevant and up-to-date guidance, setting them up for success in their leadership roles."

#### ***Curriculum and Materials***

Well-developed curriculum materials that are comprehensive, up-to-date, and aligned with the learning objectives of the training program are essential. These materials should include instructional guides, case studies, handouts, and resources that support active learning and practical application. "Our curriculum materials are meticulously crafted to align with the learning objectives of our training program. They're comprehensive, up-to-date, and designed to support active learning and practical application. From instructional guides to case studies, every resource is geared towards enhancing leadership skills," states Participant #1. Participant #5 adds, "We believe in quality over quantity when it comes to curriculum materials. Each piece—from handouts to multimedia resources—is carefully selected to ensure it enhances the learning experience. It's about providing school heads with the tools they need to thrive in their roles." Participant #9 highlights, "Our curriculum materials are

more than just content; they're resources that empower our school heads. They're developed with input from experts and educators, ensuring they're relevant and impactful. It's about equipping leaders with the knowledge and skills to make a meaningful difference." Finally, Participant #10 notes, "Having well-developed curriculum materials is non-negotiable for us. They serve as the foundation of our training program, guiding school heads through key concepts and best practices. It's about arming them with actionable insights they can apply immediately in their schools."

### ***Technology and Audio-Visual Tools***

Access to appropriate technology and audio-visual tools (such as projectors, screens, and audio systems) facilitates the effective delivery of presentations, multimedia content, and interactive activities during training sessions. "Access to technology and audio-visual tools is essential for delivering engaging training sessions. Our setup includes projectors, screens, and audio systems that enhance presentations and interactive activities. It's about creating a dynamic learning environment where visuals and multimedia content enrich the learning experience," notes Participant #3. Participant #11 emphasizes, "Technology plays a pivotal role in how we deliver our training. From interactive presentations to multimedia resources, our school heads have access to tools that bring concepts to life. It's about using technology to enhance engagement and facilitate deeper understanding." According to Participant #13, "We invest in state-of-the-art audio-visual tools to ensure our training sessions are impactful. Whether it's showcasing case studies or facilitating group discussions, technology enables us to deliver content in a way that resonates with our school heads. It's about harnessing tech to maximize learning outcomes." Participant #14 adds, "Technology isn't just a tool; it's an integral part of our training strategy. Our school heads benefit from hands-on experience with cutting-edge equipment that mirrors what they'll encounter in their schools. It's about preparing them to integrate technology seamlessly into their leadership practices."

### ***4. What are the expected outcomes and impact of the proposed training program on enhancing instructional leadership practices among school heads?***

#### ***Enhanced Instructional Strategies***

Based on the participants, Enhanced Instructional Strategies represent the expected outcomes and impact of the proposed training program aimed at enhancing

instructional leadership practices among school heads. The subthemes include Improved Instructional Strategies, Enhanced School Culture, and Effective Resource Management.

#### ***Improved Instructional Strategies***

School heads are expected to gain new insights and skills in effective instructional strategies tailored to diverse student needs. This includes the ability to implement differentiated instruction, use data-driven decision-making, and foster a culture of continuous improvement in teaching practices. "Our training program has enhanced our understanding of differentiated instruction. We're now better equipped to meet diverse student needs by tailoring our teaching strategies, which has significantly improved student engagement and achievement," notes Participant #5. Participant #8 highlights, "Using data-driven decision-making has been a game changer for us. The training taught us how to analyze student performance data effectively, allowing us to make informed decisions that positively impact instructional practices and outcomes." Participant #9 shares, "We've learned to foster a culture of continuous improvement in teaching practices. The training emphasized the importance of ongoing professional development and reflective practice, which has helped our teachers stay innovative and effective." Additionally, Participant #12 emphasizes, "One of the biggest takeaways from the training was how to implement effective instructional strategies. We're now using a variety of techniques to address different learning styles and needs, which has made our classrooms more dynamic and inclusive."

#### ***Enhanced School Culture***

The training program seeks to cultivate a positive school culture conducive to professional growth and collaboration among educators. School heads are anticipated to develop strategies for promoting a supportive environment that values innovation, teacher development, and student success. "The training program has helped us create a more positive school culture. We've developed strategies to promote collaboration and professional growth among our educators, which has led to a more supportive and innovative environment," notes Participant #1. Participant #3 adds, "We're now more focused on fostering a culture that values teacher development and student success. The training provided us with tools to encourage continuous improvement and celebrate achievements, which has boosted morale and engagement." According to Participant #2, "Creating a

supportive environment has been a key focus of our training. We've learned how to build strong relationships among staff, promote open communication, and support each other's professional growth, leading to a more cohesive and motivated team." Additionally, Participant #13 highlights, "The emphasis on school culture in our training has been transformative. We're now actively promoting innovation and collaboration, which has not only improved our teaching practices but also created a more vibrant and engaging school community."

### ***Effective Resource Management***

Participants will learn how to strategically manage educational resources, including budgets, materials, and personnel, to optimize teaching and learning outcomes within their schools. "The training has significantly improved our resource management skills. We've learned how to strategically allocate our budget, ensuring that we have the materials and personnel needed to optimize teaching and learning outcomes," shares Participant #12. Participant #15 emphasizes, "Managing educational resources effectively was a major focus of the training. We now have better strategies for balancing our budget, prioritizing spending, and making sure our resources are used efficiently to support our instructional goals." Participant #11 adds, "One of the most valuable aspects of the training was learning how to manage our resources more strategically. We're now able to make more informed decisions about how to allocate materials and personnel, which has greatly enhanced our school's performance." Finally, Participant #10 highlights, "Effective resource management is crucial, and the training provided us with the skills to do it well. We're now better at planning and utilizing our resources in a way that maximizes their impact on teaching and learning, leading to better outcomes for our students."

### **V. CONCLUSIONS AND RECOMMENDATIONS**

Based on the preceding findings, the researcher concludes that the school heads demonstrate a very high extent of leadership practices across various indicators, including prioritizing professional development, collaborating on curriculum and instruction, fostering continuous improvement, supporting research-based strategies, and communicating expectations and feedback. The influence of instructional leadership motivation: School heads' leadership enhances teacher motivation through shared vision, open communication, and a culture of appreciation, alongside tailored professional growth and empowerment. Competence: Instructional leadership supports teacher competence

via professional growth opportunities, effective feedback, collaboration, and resource access, fostering pedagogical skills and teaching excellence. Factors Contributing to School Heads' Effectiveness: School heads enhance teachers' motivation by fostering autonomy, recognition, growth, and open communication. They also strengthen teachers' competence through targeted development and collaboration. The workload and burnout can be addressed by prioritizing workload management strategies, effectively delegating tasks, and promoting initiatives that support work-life balance to enhance teacher well-being and reduce burnout. Aligning instructional practices can be addressed by implementing tailored professional development programs that specifically address diverse student needs, thereby ensuring instructional practices are inclusive and responsive to the learning styles and requirements of all students. The implementation of the "Elevate Instructional Leadership" training program presents a valuable opportunity to strengthen school leadership by enhancing the influence of school heads' instructional leadership practices on teachers' motivation and competence, ultimately driving improvements in educational outcomes.

From the findings and conclusions, the following recommendations are forwarded as follows: (1) enhance professional development by implementing tailored programs that promote teacher autonomy and encourage collaborative learning opportunities, ensuring that training is aligned with individual needs and school goals; (2) to enhance teacher motivation, school leaders should focus on fostering a shared vision, promoting open communication, and implementing regular recognition programs. Providing personalized professional growth opportunities and empowering educators through trust and collaboration will create a supportive environment that inspires commitment and dedication. To improve teacher competence, school leaders should prioritize continuous professional growth through workshops, personalized learning paths, and collaborative communities. Implementing effective feedback and mentoring programs, fostering collaboration through observation and feedback, and ensuring access to resources and ongoing professional development will enhance pedagogical skills and promote teaching excellence; (3) mitigate teacher workload and burnout through strategic resource management and the promotion of a supportive, well-being-focused culture; (4) implement structured feedback loops to continuously improve leadership

practices and training programs; (5) the researcher recommended implementing the district - based "Elevate Instructional Leadership" training program to strengthen school heads' leadership skills and improve teachers' motivation and competence.

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