



School Heads' Administrative and Instructional Leadership as Predictors of the Performance of Teachers

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Abstract

This study examined the influence of school heads' administrative and instructional leadership on teachers' performance in selected elementary and secondary schools in Bunawan, Agusan del Sur. Specifically, it determined the levels of administrative leadership, instructional leadership, and teachers' performance, and examined the relationships and predictive effects among these variables. The study employed a quantitative, non-experimental descriptive-correlational research design. Data were collected from teachers using a validated survey questionnaire and analyzed through descriptive statistics, Pearson's Product-Moment Correlation, and Multiple Linear Regression. Findings revealed that school heads demonstrated very high levels of administrative and instructional leadership, while teachers exhibited high levels of performance across key professional domains. Correlation analysis indicated that neither administrative leadership nor instructional leadership had a statistically significant relationship with overall teachers' performance. Likewise, regression analysis showed that most leadership dimensions did not significantly predict teacher performance. However, personnel and professional attributes and interpersonal effectiveness emerged as significant predictors of teachers' performance. These findings suggest that teacher performance is influenced by multiple factors beyond leadership practices alone, emphasizing the importance of supportive professional relationships and effective interpersonal interactions within schools. The study concludes that strengthening interpersonal effectiveness and fostering positive professional attributes among school leaders may enhance teacher performance. It recommends sustained leadership development initiatives and further research examining additional organizational and individual factors that influence teacher performance.

Keywords

Administrative leadership, Instructional leadership, teacher performance, school leadership, educational management

How to Cite

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Author Contributions

The authors contributed to conceptualization, methodology, investigation, writing—original draft preparation, writing—review and editing, and supervision. The authors approved the final manuscript.

Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Effective school leadership remains one of the most influential organizational factors affecting educational quality because it shapes teachers' professional practices, school culture, and learning environments. Although classroom instruction directly influences student achievement, leadership establishes the organizational conditions that enable teachers to perform effectively through strategic planning, professional development, collaborative cultures, and resource management (Leithwood et al., 2020; Mincu, 2022). Contemporary educational systems increasingly recognize that sustainable school improvement depends on leadership practices that strengthen teacher autonomy, professional

collaboration, and instructional quality while responding to rapidly changing educational demands (Hsieh et al., 2024; Hsieh et al., 2025). Administrative and instructional leadership therefore function as complementary dimensions that influence educational effectiveness by fostering supportive organizational climates, improving decision-making processes, and promoting continuous professional learning (Kalkan et al., 2020; Luo et al., 2024).

Within the Philippine educational system, school heads are expected to perform both administrative and instructional responsibilities while ensuring the effective implementation of educational policies and maintaining quality teaching and learning. However, increasing administrative workloads frequently reduce opportunities for sustained instructional supervision, mentoring, and collaborative professional development. Teacher performance is influenced by multiple organizational and professional factors, including leadership support, work motivation, instructional quality, and professional competence (Bacus et al., 2024; Kumar, 2024). Likewise, recent Philippine evidence has shown that effective instructional supervision and assistance from school leaders contribute to stronger instructional implementation and improved student academic outcomes, emphasizing the continuing importance of school leadership in promoting educational effectiveness (Saro et al., 2025). Furthermore, studies on teacher competence have demonstrated that professional capability and continuous development remain fundamental determinants of teaching performance, complementing the supportive role of school leadership in improving educational quality (Sison & Simpal, 2025). International evidence similarly demonstrates that effective instructional leadership strengthens teacher collaboration, enhances professional learning, and improves instructional practices, thereby contributing to educational quality (Bhutta et al., 2024; Damanik & Widodo, 2024). Sustainable instructional leadership and effective school resource management likewise promote organizational effectiveness and continuous school improvement across diverse educational contexts (Cariaga et al., 2026; El Halaissi & Cariaga, 2026).

Beyond leadership practices within schools, broader educational systems increasingly recognize that collaborative partnerships involving families and communities contribute substantially to educational improvement. Inclusive and culturally responsive parental involvement strengthens communication, shared accountability, and stakeholder engagement, thereby creating supportive learning environments that reinforce school leadership initiatives (Cariaga et al., 2025). At the same time, the quality of teacher education graduates remains an essential foundation for teacher effectiveness because professional preparation influences instructional competence, classroom management, and readiness for continuous professional growth (Olvido et al., 2024). These findings suggest that teacher performance emerges from the interaction of leadership practices, professional competence, organizational support, and stakeholder collaboration rather than from leadership alone. Consequently, understanding leadership effectiveness requires examining its contribution within this broader educational ecosystem.

Despite substantial international and local evidence regarding educational leadership, an important contextual and empirical gap remains. Existing studies generally examine administrative leadership, instructional leadership, teacher competence, or educational outcomes independently, while limited evidence simultaneously evaluates the predictive influence of both administrative and instructional leadership on teacher performance within public elementary and secondary schools in geographically diverse Philippine settings. Furthermore, many investigations emphasize positive associations between leadership and teacher outcomes, yet fewer studies determine whether specific leadership dimensions remain significant predictors after accounting for other organizational factors. Addressing this gap is important because leadership effectiveness may differ across educational contexts characterized by varying institutional resources, organizational cultures, teacher competencies, and community conditions (Fidan, 2025; Qian et al., 2026). Generating localized evidence therefore contributes to a more comprehensive understanding of leadership practices within Philippine basic education.

This study determined whether school heads' administrative and instructional leadership predict teachers' performance among public elementary and secondary school teachers in Bunawan, Agusan del Sur during School Year 2025–2026. Specifically, it examined the levels of administrative leadership, instructional leadership, and teachers' performance; determined the relationships among these variables; and identified the leadership dimensions that significantly predict teacher performance. The findings are expected to provide empirical evidence that may guide school leaders, teachers, educational administrators, and policymakers in strengthening leadership development initiatives and improving teacher performance. Although the study was limited to selected public schools within one municipality and employed a cross-sectional quantitative design, it contributes context-specific evidence regarding the organizational factors associated with teacher performance and provides practical insights for strengthening leadership practices in Philippine basic education.

METHODOLOGY

Design

This study employed a quantitative, non-experimental descriptive-correlational research design anchored in the positivist research paradigm. The quantitative approach was appropriate because the study sought to measure objectively the levels of school heads' administrative leadership, instructional leadership, and teachers' performance, and to determine the relationships and predictive influence among these variables using statistical procedures. According to Creswell and Creswell (2022), quantitative research systematically examines relationships among measurable variables through numerical data and statistical analysis. The descriptive component was used to determine the extent of administrative leadership, instructional leadership, and teachers' performance as perceived by the respondents. The correlational component examined whether significant relationships existed among the study variables, while multiple regression analysis determined the extent to which the dimensions of administrative and instructional leadership predicted teachers' performance. Since the study did not manipulate any independent variables but instead investigated naturally occurring

conditions within the participating schools, a non-experimental design was considered appropriate. This methodological approach aligned with the study's objectives of describing existing leadership practices and determining their predictive influence on teachers' performance.

Sampling

The study was conducted in seven selected public elementary and secondary schools in the Municipality of Bunawan, Agusan del Sur during School Year 2025–2026. Universal sampling was employed, allowing all members of the accessible population to participate in the investigation. This sampling strategy was selected because it ensured complete representation of all qualified teachers within the identified schools, thereby minimizing sampling error and improving the accuracy of the findings. The respondents consisted of 205 public school teachers from East Bunawan Central Elementary School, West Bunawan Central Elementary School, San Andres Elementary School, Bunawan National High School, Libertad National High School, West Bunawan National High School, and Bunawan National High School–Consuelo Annex. Eligible participants were teachers who were permanently or regularly employed in the identified schools during the conduct of the study. Non-teaching personnel, school heads, and teachers assigned outside the selected schools were excluded. The use of universal sampling strengthened the representativeness of the study within its defined context while ensuring that all qualified respondents had equal opportunity to participate.

Collection

Data were collected using adapted and validated survey questionnaires corresponding to the three major variables of the study. The administrative leadership instrument measured six dimensions: school leadership, student-centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, and personnel and professional attributes and interpersonal effectiveness. The instructional leadership instrument assessed four dimensions, namely resource provider, instructional resource, communicator, and visible leader. Teachers' performance was measured using indicators covering instructional skills, guidance skills, management abilities, leadership skills, and interpersonal skills. The instruments were adapted from established sources used in previous educational leadership studies. Prior to the actual data collection, the research instruments underwent content validation by qualified internal and external experts to establish content validity. A pilot test involving 20 teachers who were not included in the final respondents was conducted to determine the reliability of the instruments. The pilot testing produced a Cronbach's alpha coefficient of 0.70, indicating acceptable internal consistency for research purposes. Following the approval of the concerned school authorities and ethics review procedures, the researcher personally administered the questionnaires to the respondents. Participants received adequate information regarding the objectives of the study and voluntarily completed the survey instruments. The completed questionnaires were retrieved immediately after administration, checked for completeness, coded, and organized for statistical analysis. The standardized data collection procedure ensured consistency, minimized missing responses, and maintained the quality of the collected data.

Analysis

The collected data were analyzed using both descriptive and inferential statistical techniques. Mean and standard deviation were computed to determine the levels of school heads' administrative leadership, instructional leadership, and teachers' performance. Pearson Product-Moment Correlation Coefficient was used to determine the significance and direction of the relationships between administrative leadership, instructional leadership, and teachers' performance. Multiple Linear Regression Analysis was subsequently performed to identify which dimensions of administrative leadership and instructional leadership significantly predicted teachers' performance. These statistical procedures were appropriate because the study sought to examine both the relationships among continuous variables and their predictive effects. Statistical analyses were conducted using appropriate statistical software to ensure accuracy, consistency, and reliability of the results.

Ethical Considerations

Prior to the conduct of the study, ethical approval was secured from the appropriate Ethics Review Committee. The study complied with the ethical principles governing educational research and observed the standards prescribed by the Department of Science and Technology and the Philippine Health Research Ethics Board. Participation in the study was entirely voluntary. Each participant received a clear explanation regarding the purpose of the study, research procedures, expected benefits, possible risks, and their right to withdraw from participation at any stage without any adverse consequences. Written informed consent was obtained before data collection commenced. Confidentiality and anonymity were maintained throughout the research process by assigning codes instead of recording participants' identities. All completed questionnaires and electronic datasets were stored securely and were accessible only to the researcher. The collected information was used exclusively for academic purposes and reported only in aggregate form to protect participants' identities. Throughout the conduct of the study, respect for participants, transparency, fairness, and data privacy were consistently observed.

Limitations and Rigor

The findings of the study should be interpreted within the context of several methodological limitations. First, the investigation was confined to 205 teachers from seven selected public schools in Bunawan, Agusan del Sur; therefore, the findings may not be generalizable to other educational settings. Second, the study relied on self-reported questionnaire responses, making the data susceptible to response bias and individual perceptions. Finally, the investigation examined only the specified dimensions of administrative leadership, instructional leadership, and teachers' performance included in the research framework. Despite these limitations, methodological rigor was maintained through several quality assurance measures. The study utilized validated research instruments, conducted expert content validation, performed pilot testing

to establish instrument reliability, employed universal sampling to maximize representation of the accessible population, and implemented standardized procedures for data collection and statistical analysis. These measures enhanced the credibility, reliability, and internal consistency of the findings while ensuring that the methodology remained aligned with the objectives of the study and the recommendations of quantitative research design (Creswell & Creswell, 2022).

RESULTS AND DISCUSSION

Table 1 presents the descriptive statistics for school heads' administrative leadership, instructional leadership, and teachers' performance. The findings indicate that school heads demonstrated a very high level of administrative leadership ($M = 3.53$) and instructional leadership ($M = 3.60$), whereas teachers demonstrated a high overall level of performance ($M = 3.45$). Among the administrative leadership dimensions, school management and operations obtained the highest mean ($M = 3.61$), followed closely by human resource management and professional development ($M = 3.60$), while student-centered learning climate received the lowest rating ($M = 3.32$), although it remained within the high descriptive category. For instructional leadership, instructional resource obtained the highest mean ($M = 3.65$), whereas resource provider recorded the lowest mean ($M = 3.52$), although all instructional leadership dimensions were interpreted as very high. Regarding teachers' performance, guidance skills ($M = 3.51$) and instructional skills ($M = 3.50$) obtained the highest ratings, whereas interpersonal skills ($M = 3.30$) received the lowest mean, although still interpreted as high. Overall, the findings suggest that respondents consistently perceived school heads as effectively performing both administrative and instructional leadership responsibilities while teachers likewise demonstrated favorable professional performance across the measured domains.

These findings support the view that effective educational leadership creates organizational conditions that facilitate teacher effectiveness and school improvement. Administrative leadership contributes to organizational stability through strategic planning, resource management, and collaborative governance, while instructional leadership strengthens teaching quality through instructional supervision, professional learning, and continuous improvement (Leithwood et al., 2020; Mincu, 2022). Likewise, collaborative leadership practices enhance teachers' professional learning and autonomy, thereby strengthening school effectiveness (Hsieh et al., 2024; Hsieh et al., 2025). The consistently high ratings for human resource management, school operations, and instructional resources further indicate that school heads provide supportive structures for professional development, which are associated with stronger instructional practices and improved organizational capacity (Luo et al., 2024; El Halaissi & Cariaga, 2026). However, the relatively lower ratings for the student-centered learning climate and teachers' interpersonal skills suggest opportunities to strengthen learner-centered leadership and collaborative professional relationships. Previous studies have emphasized that innovative pedagogical approaches and inclusive leadership promote critical thinking, teacher collaboration, and educational quality, indicating that strengthening these dimensions may further improve instructional effectiveness (Bhuttah et al., 2024; Martín-Alguacil & Avedillo, 2024).

Table 1
Descriptive Statistics of School Heads' Administrative and Instructional Leadership and Teachers' Performance (N = 205)

Variable	Dimension	Mean	Interpretation	Rank
Administrative Leadership	School Management and Operations	3.61	Very High	1
	Human Resource Management and Professional Development	3.60	Very High	2
	Parents' Involvement and Community Partnership	3.58	Very High	3
	Personnel and Professional Attributes and Interpersonal Effectiveness	3.56	Very High	4
	School Leadership	3.52	Very High	5
	Student-Centered Learning Climate	3.32	High	6
	Overall Administrative Leadership	3.53	Very High	
Instructional Leadership	Instructional Resource	3.65	Very High	1
	Communicator	3.62	Very High	2
	Visible Leader	3.60	Very High	3
	Resource Provider	3.52	Very High	4
	Overall Instructional Leadership	3.60	Very High	
Teachers' Performance	Guidance Skills	3.51	Very High	1
	Instructional Skills	3.50	Very High	2
	Management Skills	3.48	High	3.5
	Leadership Skills	3.48	High	3.5
	Interpersonal Skills	3.30	High	5
	Overall Teachers' Performance	3.45	High	

Table 2 shows that neither administrative leadership ($r = 0.120$, $p = .087$) nor instructional leadership ($r = -0.105$, $p = .134$) demonstrated a statistically significant relationship with teachers' performance. Although administrative leadership exhibited a very weak positive association and instructional leadership showed a very weak negative association with teachers' performance, both relationships failed to reach statistical significance at the 0.05 level. These findings indicate that improvements in the overall administrative or instructional leadership ratings were not accompanied by corresponding changes in teachers' performance within the participating schools. Consequently, the null hypothesis regarding the relationships between leadership variables and teachers' performance was retained.

The absence of significant relationships suggests that teachers' performance may be influenced by multiple individual and organizational factors beyond leadership practices alone. While leadership remains an essential organizational function, teacher effectiveness is likewise shaped by motivation, professional competence, work experience, organizational climate, and self-efficacy (Bacus et al., 2024; Kumar, 2024). This finding differs from studies reporting positive relationships between

instructional leadership and teacher collaboration or instructional quality (Hsieh et al., 2024; Bhuttah et al., 2024). The difference may be attributed to contextual variations, including school characteristics, resource availability, organizational culture, and teacher demographics. It is therefore plausible that leadership provides an enabling environment without directly determining individual teacher performance, particularly in contexts where professional competence and institutional policies are already well established.

Table 2
Correlation Between Leadership Variables and Teachers' Performance

Independent Variable	Pearson's r	p-value	Decision	Interpretation
Administrative Leadership	0.120	0.087	Fail to Reject H_0	Not Significant
Instructional Leadership	-0.105	0.134	Fail to Reject H_0	Not Significant

Table 3 indicates that among the six dimensions of administrative leadership, only personnel and professional attributes and interpersonal effectiveness significantly predicted teachers' performance ($\beta = 0.07141$, $p = .039$). School leadership, student-centered learning climate, human resource management and professional development, parents' involvement and community partnership, and school management and operations all produced p-values greater than .05, indicating that these dimensions did not significantly predict teachers' performance. These findings suggest that teachers' performance was influenced more strongly by the relational and professional behaviors demonstrated by school heads than by broader administrative management functions.

The significance of personnel and professional attributes emphasizes the importance of ethical leadership, interpersonal competence, and supportive professional relationships within schools. Leadership behaviors characterized by integrity, respect, fairness, and collaborative interaction foster positive organizational climates that encourage teacher commitment and professional engagement (Fidan, 2025). Similarly, organizational cultures built upon trust and positive interpersonal relationships strengthen professional collaboration and improve institutional effectiveness (Kalkan et al., 2020). The finding also supports evidence that leadership influences educational quality not solely through managerial processes but through relational practices that strengthen teachers' professional well-being and organizational commitment (Cariaga et al., 2026; Cubero & Cariaga, 2026). These results highlight that effective leadership is fundamentally relational and that interpersonal competence may have greater influence on teacher performance than administrative structures alone.

Table 3
Multiple Regression Analysis of Administrative Leadership Predicting Teachers' Performance

Predictor	β	p-value	Decision
School Leadership	0.04004	0.229	Not Significant
Student-Centered Learning Climate	0.02062	0.540	Not Significant
Human Resource Management and Professional Development	0.00313	0.937	Not Significant
Parents' Involvement and Community Partnership	0.02871	0.312	Not Significant
School Management and Operations	0.03825	0.282	Not Significant
Personnel and Professional Attributes and Interpersonal Effectiveness	0.07141	0.039	Significant

Table 4 reveals that none of the instructional leadership dimensions significantly predicted teachers' performance. Resource provider, instructional resource, communicator, and visible leader all produced p-values greater than .05, indicating that none significantly explained variations in teachers' performance. Although respondents consistently rated instructional leadership as very high, these leadership practices did not emerge as significant predictors within the regression model. The findings therefore suggest that the instructional leadership behaviors measured in this study were insufficient to explain differences in teachers' professional performance.

These findings suggest that instructional leadership may exert its influence indirectly rather than directly through teachers' observable performance. Previous studies have demonstrated that instructional leadership strengthens teacher collaboration, professional learning, and instructional quality (Luo et al., 2024; Hsieh et al., 2024), yet such improvements may require mediating factors before influencing measurable teacher performance. Distributed leadership, organizational collaboration, and teacher autonomy have likewise been shown to strengthen educational effectiveness through indirect pathways rather than immediate performance outcomes (Qian et al., 2026; Hsieh et al., 2025). Consequently, the findings indicate that strengthening instructional leadership alone may not automatically improve teachers' performance unless accompanied by supportive organizational conditions, sustained professional development, and teacher motivation.

Table 4
Multiple Regression Analysis of Instructional Leadership Predicting Teachers' Performance

Predictor	β	p-value	Decision
Resource Provider	-0.02897	0.460	Not Significant
Instructional Resource	-0.03307	0.202	Not Significant
Communicator	0.00244	0.941	Not Significant
Visible Leader	0.04564	0.233	Not Significant

Conclusion and Recommendations

The study examined the extent to which school heads' administrative and instructional leadership predict teachers' performance in selected public elementary and secondary schools in Bunawan, Agusan del Sur. The findings revealed that school heads demonstrated very high levels of both administrative and instructional leadership, while teachers exhibited an

overall high level of performance across instructional, guidance, management, leadership, and interpersonal domains. Despite these favorable descriptive ratings, correlation analyses showed that neither administrative leadership nor instructional leadership had a statistically significant relationship with teachers' performance. Furthermore, regression analysis indicated that among the administrative leadership dimensions, only personnel and professional attributes and interpersonal effectiveness significantly predicted teachers' performance, whereas none of the instructional leadership dimensions emerged as significant predictors. These findings suggest that leadership practices alone do not sufficiently explain variations in teachers' performance within the study context. The study contributes to the growing body of educational leadership literature by demonstrating that the influence of school leadership on teacher performance is more complex than direct administrative or instructional supervision. Rather than broad leadership functions, the relational qualities of school heads, particularly their professional attributes and interpersonal effectiveness, appear to have greater relevance to teacher performance. The findings address the identified contextual gap by providing empirical evidence from public schools in Bunawan, Agusan del Sur and underscore the importance of strengthening relationship-centered leadership alongside administrative and instructional competencies. Overall, the study highlights that improving teacher performance requires a comprehensive approach that integrates effective leadership with supportive organizational conditions, professional development, and positive interpersonal relationships.

Based on the findings, school heads should continue strengthening their administrative and instructional leadership practices while placing greater emphasis on developing professional integrity, interpersonal effectiveness, and collaborative relationships within the school community. Leadership development programs initiated by the Department of Education and school divisions should incorporate training on relationship-centered leadership, ethical decision-making, communication, mentoring, and professional support, as these competencies demonstrated a significant contribution to teachers' performance. Likewise, schools should sustain initiatives that promote continuous professional development, collaborative learning communities, and supportive organizational climates to reinforce teacher effectiveness and overall educational quality. Future researchers are encouraged to investigate additional variables that may better explain teachers' performance, including teacher self-efficacy, organizational commitment, job satisfaction, school climate, work motivation, and teacher well-being. Employing mixed-methods, longitudinal, or multilevel research designs across broader geographical areas may provide a more comprehensive understanding of the mechanisms through which school leadership influences teacher performance. Comparative studies involving different educational contexts and school classifications are likewise recommended to validate the present findings and generate broader evidence that may inform educational leadership policies and school improvement initiatives.

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