

# School Head's Leadership Efficiency on Teacher's Moral Support in Public Elementary School: Basis for Enhancing Annual Implementation Plan

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## ABSTRACT

This study examined school heads' leadership efficiency and the moral support received by teachers in selected public elementary schools in Tboli East District, Schools Division of South Cotabato, as a basis for enhancing the Annual Implementation Plan. A quantitative descriptive-correlational design was employed with 66 purposively selected respondents, comprising 16 school heads and 50 teachers. Data were gathered through a researcher-developed, expert-validated questionnaire using a four-point Likert scale and were analyzed through mean, standard deviation, and Pearson product-moment correlation. School heads demonstrated a very high overall level of leadership efficiency ( $M = 3.51$ ,  $SD = 0.57$ ). Instructional leadership obtained the highest dimension mean ( $M = 3.53$ ,  $SD = 0.56$ ), whereas emotional

intelligence obtained the lowest ( $M = 3.47$ ,  $SD = 0.61$ ), indicating a need to reinforce self-awareness, empathy, and emotional regulation. Teachers likewise reported a very high extent of moral support ( $M = 3.50$ ,  $SD = 0.56$ ). Creative activities ranked highest ( $M = 3.53$ ,  $SD = 0.55$ ), while wellness education ranked lowest ( $M = 3.46$ ,  $SD = 0.58$ ). A very strong, positive, and statistically significant relationship was found between leadership efficiency and moral support ( $r = .965$ ,  $p < .001$ ). The findings indicate that efficient, responsive, and emotionally intelligent school leadership is closely associated with stronger teacher support, well-being, and professional engagement. Based on the results, a Teacher Moral Support Enhancement Program was integrated into an enhanced Annual Implementation Plan featuring moral and wellness education, active listening and coaching, life-skills and vocational activities, creative engagement, leadership capacity-building, and quarterly monitoring and evaluation.

**Keywords:** *leadership efficiency, moral support, school heads, teacher well-being, instructional leadership, annual implementation plan*

## INTRODUCTION

School leadership shapes the conditions in which teachers work, collaborate, and sustain their professional commitment. Beyond administrative coordination and instructional supervision, school heads influence whether teachers feel valued, heard, protected, and motivated. This concern has become increasingly important because workload, administrative demands, classroom-management pressures, and the need to respond to diverse learner needs are associated with teacher stress, diminished well-being, and reduced job satisfaction (Organisation for Economic Co-operation and Development [OECD], 2024). Supporting teachers is also consistent with Sustainable Development Goal 3 on health and well-being and Sustainable Development Goal 4 on quality education, both of

which recognize that a healthy and motivated teaching workforce is necessary for equitable educational improvement (United Nations, 2015).

In the Philippines, teacher well-being remains a pressing governance and leadership issue. The Second Congressional Commission on Education reported that teachers continue to experience heavy administrative and ancillary workloads, large classes, and insufficient school-level support, conditions that reduce instructional time and increase fatigue (EDCOM II, 2024). Recent Philippine Institute for Development Studies work similarly noted that curriculum reforms have created continuing adjustments in lesson preparation and instructional responsibilities, underscoring the need for sustained institutional support (PIDS, 2025). These challenges can be especially consequential in geographically dispersed districts such as Tboli East, where schools operate with varying access to personnel, resources, professional services, and wellness programs.

Although school-leadership research has extensively examined instructional effectiveness, organizational performance, and student achievement, fewer studies have focused on the specific ways school heads provide moral support to teachers. In this study, moral support encompasses moral education, wellness education, active listening, life-skills and vocational activities, and creative activities. These forms of support are important because they address the emotional, relational, and developmental conditions that help teachers manage stress, maintain confidence, and remain professionally engaged. A context-specific examination was therefore needed to determine whether the leadership efficiency demonstrated by school heads was associated with the support actually experienced by teachers in public elementary schools.

Accordingly, the study determined the level of school heads' leadership efficiency in terms of visionary leadership, instructional leadership, communication skills, emotional intelligence, and resource management; assessed the extent of moral support received by teachers; tested the relationship between the two variables; and used the findings as the basis for enhancing the Annual Implementation Plan. The study contributes evidence for integrating teacher well-being and moral support into routine school planning rather than treating them as isolated or occasional activities.

## **Literature Review**

### ***School Heads' Leadership Efficiency***

Leadership efficiency reflects a school head's capacity to align people, resources, and institutional priorities with the school's goals. In educational settings, efficient leadership combines the ability to communicate a clear direction, improve teaching and learning, manage organizational demands, and sustain productive relationships with teachers. Philippine evidence indicates that school heads commonly demonstrate transformational practices through motivation, professional development, and the cultivation of a positive school climate (Esogon & Gumban, 2024). International scholarship likewise identifies instructional leadership as a durable model for understanding how principals influence school improvement and teacher practice (Hallinger et al., 2020).

Visionary leadership strengthens organizational commitment by translating a shared future direction into coordinated action. Widodo and Yusuf (2021) associated visionary leadership with organizational citizenship behavior, while Anas et al. (2025) emphasized that a clear educational vision, stakeholder participation, and purposeful use of technology can improve instructional quality and teacher competence. These findings support the inclusion of visionary leadership in assessing whether school heads inspire innovation, empower teachers, anticipate emerging challenges, and connect short-term initiatives with sustained school growth.

### ***Instructional, Communication, Emotional, and Resource Leadership***

Instructional leadership focuses attention on measurable learning goals, evidence-informed decisions, teacher collaboration, and continuing professional development. He et al. (2024) found that principals' instructional leadership predicts teacher professional development, while O'Connor and Park (2023) showed that collaborative use of assessment data in professional learning communities can strengthen instructional planning.

These studies indicate that school heads support instructional quality not only by monitoring teaching but also by enabling teachers to learn together, interpret evidence, and refine practice.

Communication and emotional intelligence are relational dimensions of leadership efficiency. Clear, timely, and responsive communication builds trust and strengthens professional cooperation (Sofia et al., 2023). Listening is equally consequential because employees are more likely to experience trust, well-being, and constructive relationships when leaders attend carefully to their concerns (Kluger & Itzhakov, 2022). Emotional intelligence complements these skills by enabling leaders to regulate their own responses, empathize with others, and manage conflict. Pellitteri (2022) emphasized the importance of self-regulation, optimism, and adaptability, while Zhou et al. (2025) demonstrated that principals' emotional-intelligence profiles are associated with different approaches to conflict management.

Resource management translates leadership priorities into practical support. School heads must allocate financial, human, and material resources, anticipate shortages, monitor utilization, and ensure accountability. Acido and Kilongkilog (2025) reported that resource-management practices influence institutional functioning, while school planning literature stresses that resources must be aligned with measurable priorities and monitored throughout implementation. Efficient resource management is therefore particularly relevant to teacher support because wellness activities, professional learning, counseling access, and creative programs depend on realistic budgeting and sustained organizational commitment.

### ***Teachers' Moral Support and Well-Being***

Moral support in the workplace includes the emotional, informational, relational, and developmental assistance that helps teachers cope with professional demands. Principal leadership can reduce stress and emotional exhaustion when teachers perceive that the school environment is supportive and responsive (Collie, 2021). Đuranović et al. (2024) similarly found that primary school teachers generally value support from principals, while social support has been linked to teachers' mental-health literacy through life satisfaction and coping strategies (Li et al., 2022). These findings suggest that teacher well-being is not solely an individual responsibility but is shaped by school leadership and institutional conditions.

Moral education, as operationalized in the study, concerns teachers' understanding of emotional and psychological needs, awareness of stress and anxiety, and use of constructive coping strategies. Cervellione et al. (2025) found that targeted interventions in emotional regulation and mindfulness can improve teachers' resilience and well-being. Moral education may therefore include structured learning activities, peer-support networks, socio-emotional learning, and practical strategies that help teachers recognize distress and respond appropriately to their own needs and those of colleagues and learners.

### ***Wellness, Listening, Life Skills, and Creative Support***

Wellness education addresses physical and mental health literacy, work-life balance, access to counseling or screening, and organized wellness activities. Philippine studies have called for institutionalized teacher-wellness programs because stress and quality-of-life concerns can affect professional functioning (Sunga, 2019). Portes and Mesa-Portes (2025) likewise identified gaps in the implementation of comprehensive workplace wellness initiatives. These findings support the inclusion of regular seminars, health promotion, counseling pathways, fitness or relaxation activities, and monitoring systems in school improvement efforts.

Active listening is an accessible but powerful form of moral support. When teachers feel heard, they are more likely to communicate concerns, participate in problem solving, and sustain organizational commitment. Rave et al. (2022) found that principals' listening can buffer teacher stress and strengthen organizational citizenship behavior. Structured feedback systems, coaching conversations, and psychologically safe spaces can therefore help convert communication into concrete support rather than one-way dissemination of instructions.

Life-skills, vocational, and creative activities extend teacher support beyond immediate job demands. Professional learning is most effective when it strengthens practical knowledge, supports collaborative implementation, and responds to teachers' actual work (Lynch et al., 2019; Ventista & Brown, 2023). Vocational teachers' learning is also enhanced by sustained and context-relevant development opportunities (Zhou et al.,

2022). Creative activities provide additional avenues for self-expression, stress reduction, collaboration, and innovation; leadership practices that encourage creativity can improve the climate for both teacher and student engagement (Berame et al., 2024; Tahir et al., 2024).

### ***Annual Implementation Planning***

The Annual Implementation Plan converts school-improvement priorities into specific programs, activities, timelines, resource requirements, and performance indicators. Strategic planning is most effective when goals are translated into operational actions and monitored through measurable results (Bryson et al., 2022). In schools, this process should connect teacher-development and well-being priorities with instructional goals, resource allocation, and accountability mechanisms rather than treating support programs as supplementary activities.

Participatory planning and continuous monitoring strengthen implementation. Hallinger and Kulophas (2020) emphasized the relationship between leadership and teacher professional learning, while Harris and Jones (2020) highlighted the importance of adaptive and collaborative leadership during disruption. Yema (2025) likewise underscored stakeholder engagement in school planning. These perspectives support an enhanced Annual Implementation Plan that involves school heads and teachers in identifying needs, implementing activities, documenting participation, assessing satisfaction, and refining the program on the basis of evidence.

The conceptual framework of the study linked school heads' leadership efficiency—visionary leadership, instructional leadership, communication skills, emotional intelligence, and resource management—with teachers' moral support in the areas of moral education, wellness education, active listening, life-skills and vocational activities, and creative activities. The framework guided the descriptive assessment of both variables and the correlational test of their relationship.

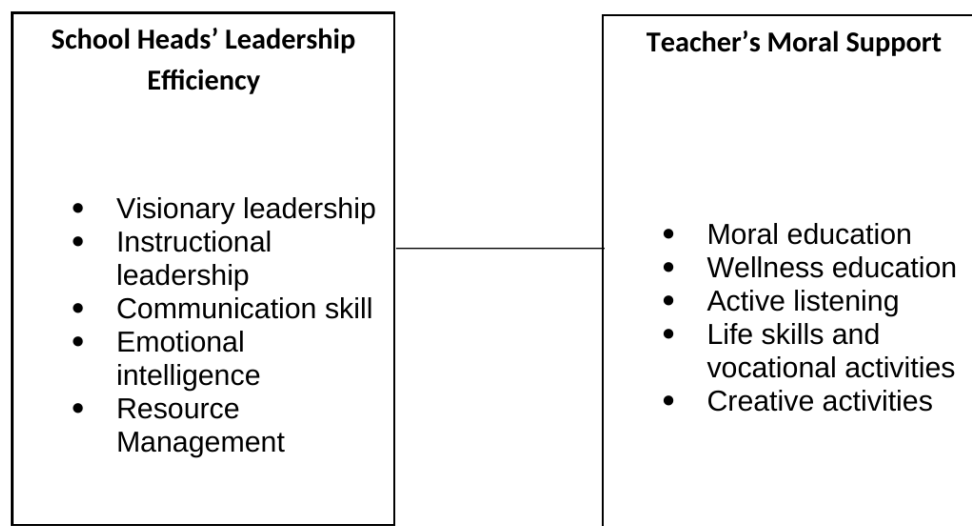


Figure 1. *The Conceptual Framework of the Study*

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## **METHODS**

### **Research Design**

The study used a quantitative descriptive-correlational research design. The descriptive component determined the level of school heads' leadership efficiency and the extent of moral support received by teachers, while the correlational component tested whether a statistically significant relationship existed between the two variables. The design was appropriate because the variables were measured as they naturally occurred without experimental manipulation.

### **Research Locale**

The study was conducted in selected public elementary schools in Tboli East District, Schools Division of South Cotabato, Region XII, Philippines, during School Year 2024–2025. The district included geographically dispersed schools serving communities with varied access to personnel, facilities, professional services, and school-support programs. This setting provided a relevant context for examining leadership efficiency and teacher moral support within local public-school governance.

### **Participants and Sampling Technique**

The respondents comprised 66 participants: 16 school heads and 50 teachers from 16 selected schools in Tboli East District. Purposive sampling was employed because participants were selected on the basis of their direct roles in providing or receiving school-based support. Eligible respondents were currently employed school heads or teachers with at least one year of service and prior involvement in school-led support, health, or wellness activities. Substitute or probationary teachers, non-teaching personnel, and those with less than one year of service were excluded.

### **Research Instrument**

Data were gathered using a researcher-developed questionnaire consisting of two major parts. Part I assessed school heads' leadership efficiency across visionary leadership, instructional leadership, communication skills, emotional intelligence, and resource management. Part II measured teachers' moral support in terms of moral education, wellness education, active listening, life-skills and vocational activities, and creative activities. Responses were recorded through a four-point Likert scale. The initial items were reviewed by the adviser and evaluated by six validators with graduate-level qualifications and expertise in educational leadership, research, and instrument development. Their comments and recommendations were incorporated into the final instrument.

### **Data Gathering Procedure**

The researcher secured formal permission from the Graduate School, the Schools Division Superintendent, the Public Schools District Supervisor, and the participating school heads. The purpose and nature of the study were explained to prospective respondents, after which the questionnaires were administered to those who agreed to participate. Completed instruments were retrieved, checked, organized, and prepared for statistical analysis. The results were interpreted in relation to the research questions and used to develop the enhanced Annual Implementation Plan.

### **Data Analysis**

Mean and standard deviation were used to describe the level of school heads' leadership efficiency and the extent of teachers' moral support. Mean scores from 3.25 to 4.00 were interpreted as very high, 2.50 to 3.24 as high, 1.75 to 2.49 as moderate, and 1.00 to 1.74 as low. Pearson product-moment correlation was used to determine the strength, direction, and statistical significance of the relationship between leadership efficiency and moral support at the .05 level of significance.

## Ethical Consideration

Participation was voluntary, and the respondents were informed of the study's purpose before questionnaire administration. Necessary institutional permissions were secured, and respondents' consent was obtained. Completed questionnaires and reported findings were handled confidentially and used exclusively for research. Results were presented in aggregate form so that individual respondents and participating schools were not identified through their answers.

## RESULTS AND DISCUSSION

### School Heads' Leadership Efficiency

Table 1. *Summary of School Heads' Leadership Efficiency*

| Leadership Dimension     | Mean | SD   | Interpretation |
|--------------------------|------|------|----------------|
| Instructional leadership | 3.53 | 0.56 | Very high      |
| Visionary leadership     | 3.52 | 0.57 | Very high      |
| Communication skills     | 3.52 | 0.59 | Very high      |
| Resource management      | 3.51 | 0.56 | Very high      |
| Emotional intelligence   | 3.47 | 0.61 | Very high      |
| Overall                  | 3.51 | 0.57 | Very high      |

Table 1 shows that school heads demonstrated a very high overall level of leadership efficiency ( $M = 3.51$ ,  $SD = 0.57$ ). Instructional leadership received the highest rating ( $M = 3.53$ ,  $SD = 0.56$ ), followed by visionary leadership and communication skills ( $M = 3.52$  each). Resource management was also rated very high ( $M = 3.51$ ), while emotional intelligence obtained the lowest dimension mean ( $M = 3.47$ ). The pattern indicates that school heads were particularly strong in setting instructional goals, using data, encouraging collaboration, and maintaining a clear direction for school improvement. This supports research emphasizing the role of instructional leadership and professional learning communities in strengthening teacher practice (He et al., 2024; O'Connor & Park, 2023).

At the indicator level, the highest instructional-leadership item was setting clear, measurable goals for teaching and learning ( $M = 3.61$ ), while the lowest was providing ongoing professional development ( $M = 3.45$ ). In emotional intelligence, maintaining a positive outlook ranked highest ( $M = 3.58$ ), whereas understanding one's emotions, strengths, and weaknesses ranked lowest ( $M = 3.44$ ). Communication was generally strong, but adapting messages to different audiences and communicating with empathy received comparatively lower ratings. Resource management likewise remained very high, although regular monitoring and accountability for assigned resources ranked lowest within the dimension. These results indicate that the major opportunity for leadership development lies not in basic administrative competence but in reflective self-awareness, empathy, sustained professional development, and systematic follow-through.

### Moral Support Received by Teachers

Table 2. *Summary of the Extent of Moral Support Received by Teachers*

| Moral-Support Dimension               | Mean | SD   | Interpretation |
|---------------------------------------|------|------|----------------|
| Creative activities                   | 3.53 | 0.55 | Very high      |
| Moral education                       | 3.50 | 0.58 | Very high      |
| Active listening                      | 3.50 | 0.56 | Very high      |
| Life-skills and vocational activities | 3.49 | 0.54 | Very high      |
| Wellness education                    | 3.46 | 0.58 | Very high      |
| Overall                               | 3.50 | 0.56 | Very high      |

Teachers reported a very high overall extent of moral support ( $M = 3.50$ ,  $SD = 0.56$ ). Creative activities ranked first ( $M = 3.53$ ,  $SD = 0.55$ ), reflecting strong encouragement for collaborative projects, innovative teaching approaches, and creative expression. Moral education and active listening each obtained a mean of 3.50, while life-skills and vocational activities obtained 3.49. Wellness education ranked lowest, although it remained within the very high range ( $M = 3.46$ ). The strong rating for creative activities is consistent with evidence that leadership can shape a school climate that encourages innovation, intrinsic motivation, and professional connection (Berame et al., 2024; Tahir et al., 2024).

The detailed findings identified specific areas for improvement. Regular wellness workshops and organized initiatives such as fitness activities, mental-health days, or relaxation sessions received the lowest ratings in the wellness domain ( $M = 3.39$ ). Teachers' comfort in sharing concerns without judgment ranked lowest under active listening ( $M = 3.44$ ), while the provision of vocational training programs ranked lowest under life-skills and vocational support ( $M = 3.42$ ). These findings reinforce calls for systematic and accessible wellness programs in Philippine schools (Portes & Mesa-Portes, 2025; Sunga, 2019). They also support evidence that genuine listening can reduce stress and strengthen constructive teacher behavior (Rave et al., 2022).

### Relationship Between Leadership Efficiency and Moral Support

Table 3. *Relationship Between School Heads' Leadership Efficiency and Teachers' Moral Support*

| Variables             | N  | Mean | SD   | r    | p-value | Decision     |
|-----------------------|----|------|------|------|---------|--------------|
| Leadership efficiency | 66 | 3.51 | 0.46 | .965 | < .001  | Reject $H_0$ |
| Moral support         | 66 | 3.49 | 0.44 | .965 | < .001  | Reject $H_0$ |

A very strong positive and statistically significant relationship was found between school heads' leadership efficiency and teachers' moral support ( $r = .965$ ,  $p < .001$ ). The null hypothesis was therefore rejected. This result indicates that higher levels of visionary and instructional leadership, communication, emotional intelligence, and resource management were closely associated with stronger moral education, wellness support, active listening, life-skills development, and creative engagement. The relationship does not establish causality, but its magnitude demonstrates that leadership and teacher support were strongly interconnected within the participating schools. The finding is consistent with research showing that supportive principal leadership is associated with lower teacher stress and stronger workplace functioning (Collie, 2021). It also complements evidence that teachers value principal support across emotional, relational, and professional dimensions (Đuranović et al., 2024). The result suggests that leadership-development programs should not be limited to instructional supervision or administrative compliance; they should also strengthen emotional intelligence, listening, wellness leadership, and practical systems that help teachers feel supported.

### Enhanced Annual Implementation Plan

Table 4. *Core Components of the Teacher Moral Support Enhancement Program*

| Program Component                     | Proposed Activity and Expected Documentation                                                                                                  |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Moral education                       | Seminar on emotional awareness, resilience, and positive coping; activity design, attendance sheet, and activity report.                      |
| Wellness education                    | School wellness program, health-promotion sessions, and access/referral information; photo documentation and teacher feedback.                |
| Active listening and coaching         | Coaching conversations, feedback mechanisms, and structured listening sessions; coaching logs and summary reports.                            |
| Life-skills and vocational activities | Workshops on financial literacy, time and stress management, leadership, and practical skills; outputs and participation records.             |
| Creative activities                   | Collaborative projects, arts-based activities, and recognition of creative contributions; portfolios, photos, and accomplishment reports.     |
| Leadership capacity-building          | Development sessions on emotional intelligence, empathetic communication, and resource management; learning materials and reflection records. |
| Monitoring and evaluation             | Quarterly review of implementation, participation, teacher satisfaction, and reported outcomes; monitoring and evaluation reports.            |

The proposed Teacher Moral Support Enhancement Program was incorporated into the enhanced Annual Implementation Plan to address the lower-rated areas while sustaining existing strengths. The program consolidated moral education, wellness education, listening and coaching, life-skills and vocational development, creative engagement, leadership capacity-building, and quarterly monitoring. Its expected documentation included activity designs, attendance sheets, activity and accomplishment reports, photo documentation, monitoring and evaluation reports, and teacher-satisfaction feedback.

Embedding the program in the Annual Implementation Plan provides an operational mechanism for translating the findings into school action. Strategic plans become more effective when goals are connected to activities, resources, responsibilities, and measurable outputs (Bryson et al., 2022). Participatory monitoring and collaboration are likewise important for ensuring that the program responds to teacher needs and can be revised on the basis of evidence (Hallinger & Kulophas, 2020; Yema, 2025). The proposed plan therefore positions teacher moral support as a continuing school-improvement priority rather than a one-time intervention.

## **CONCLUSION**

The study established that school heads in the selected public elementary schools demonstrated a very high level of leadership efficiency and that teachers experienced a very high extent of moral support. Instructional leadership emerged as the strongest leadership dimension, reflecting consistent goal setting, evidence-informed decision-making, and support for collaboration. Emotional intelligence, although still rated very high, received the lowest rating, indicating a need to further strengthen self-awareness, empathy, emotional regulation, and reflective leadership. Creative activities represented the strongest form of moral support, whereas wellness education received the lowest rating, particularly in relation to regular wellness programs and structured health-support initiatives.

The very strong positive relationship between leadership efficiency and moral support demonstrates that teacher well-being and professional engagement are closely connected with the quality of school leadership. Effective school heads do more than manage instruction and resources; they create the relational and organizational conditions in which teachers feel heard, supported, and capable of sustaining their work. The Teacher Moral Support Enhancement Program provides a practical contribution by integrating leadership development, wellness, listening, life-skills, vocational, and creative activities into the Annual Implementation Plan, thereby aligning teacher support with continuous school improvement.

## **Recommendation**

The Department of Education, Schools Division Office, and district supervisors should support leadership-development initiatives that give greater emphasis to emotional intelligence, empathetic communication, conflict management, and reflective practice. School heads should institutionalize regular wellness activities, coaching and listening sessions, peer-support mechanisms, and practical life-skills or vocational learning opportunities. Resource allocations in the Annual Implementation Plan should explicitly provide for teacher well-being, professional support, and the documentation needed to monitor participation and outcomes.

Teachers should be actively involved in identifying support needs, designing activities, providing feedback, and evaluating the usefulness of the program. Schools should implement the Teacher Moral Support Enhancement Program through a collaborative and evidence-based process, using quarterly reviews and teacher-satisfaction data to refine activities. Future researchers may examine the long-term effects of specific wellness and leadership interventions on teacher performance, retention, burnout, job satisfaction, and learner outcomes, and may replicate the study in other districts or with larger and more diverse samples.

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