



THE INFLUENCE OF SCHOOL HEAD'S INSTRUCTIONAL LEADERSHIP PRACTICES ON THE LEVEL OF WORK SATISFACTION OF THE JUNIOR HIGH TEACHERS AND GRADE 7 LEARNERS' ACADEMIC PERFORMANCE

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ABSTRACT

This study determined the significant relationship between the influence of school head's instructional leadership practices on the level of work satisfaction of the junior high teachers and grade 7 learners' academic success in Kananga National High School-Libertad Annex. A proposed instructional supervisory plan was formulated based on the result of the study. This study employed a quantitative correlational research design to examine the relationship between school heads' instructional leadership styles and two outcome variables: teachers' work satisfaction and Grade 7 learners' academic success. The correlational design was appropriate because it allowed the researcher to determine the degree and direction of association between the independent variable (instructional leadership style) and the dependent variables (teacher satisfaction and student academic performance) without manipulating any variables. The study further employed a descriptive-comparative component to provide detailed profiles of the participants' perceptions of leadership styles, levels of teacher satisfaction, and student academic performance. Surveys and standardized

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questionnaires were used to gather data from teachers regarding their perception of the principal's leadership style and their job satisfaction. Meanwhile, students' academic records and class performance were collected to measure academic success. By using this design, the research was able to statistically analyze patterns, correlations, and possible predictive relationships, helping to identify which leadership styles positively or negatively influenced teacher satisfaction and learner outcomes. This approach also allowed for the generalization of results to similar school settings while maintaining objectivity and reliability in measurement.

The test of relationship between leadership style, teacher satisfaction, and learner performance examines whether the way school heads lead has an impact on teachers' work satisfaction and students' academic achievement. The analysis determines if effective leadership practices are associated with higher levels of teacher morale, motivation, and engagement, as well as with improved learning outcomes for students. It focuses on understanding how leadership behaviors, such as providing support, guidance, and recognition, influence both the professional experiences of teachers and the academic success of learners. The results reveal a strong positive relationship between leadership style and teacher satisfaction, indicating that the way school heads lead significantly affects teachers' morale, motivation, and fulfillment in their work. Supportive and effective leadership practices encourage teachers to be more committed, productive, and engaged in their instructional duties. Similarly, the relationship between leadership style and learner performance demonstrates that leadership practices also influence students' academic outcomes. When

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school heads provide clear direction, instructional support, and maintain a positive school climate, learners are more likely to perform well academically. Both relationships highlight the critical role of leadership in creating a productive and motivating learning environment for both teachers and students. The findings imply that leadership style is a key factor in improving the overall educational experience within a school. By fostering a supportive and structured work environment, school heads can enhance teacher satisfaction, which in turn positively affects classroom performance and learner achievement. Strengthening leadership practices promotes collaboration, accountability, and continuous professional development, leading to a more cohesive and effective school system. The results suggest that investing in leadership development benefits not only teachers but also students, thereby supporting sustained school improvement and academic excellence.

Keywords: *instructional leadership practices, work satisfaction, Teachers, Academic Performance*

INTRODUCTION

Instructional leadership style refers to the approach and behaviors adopted by school heads in guiding, supporting, and supervising teachers to enhance teaching and learning outcomes. It encompasses setting clear instructional goals, monitoring classroom practices, providing feedback, facilitating professional development, and creating a supportive learning environment. In the context of Junior High Schools, effective instructional leadership directly influences teacher motivation, job satisfaction, and commitment, which in turn impacts

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students' academic success. School heads who adopt participative, transformational, or coaching leadership styles tend to foster collaborative and reflective teaching practices, enabling teachers to feel valued and empowered while ensuring that learners receive quality instruction and support.

Celso L. Tagadiad (2024) examine how leadership attributes of school heads, classroom instructional environment, and school facilities together influence job satisfaction of public school teachers in Region XI, Philippines. They find very high levels of school-head leadership attributes and instructional environments, and significant positive correlations between these leadership variables and teacher job satisfaction.

The researcher, serving as a Grade 7 adviser and subject teacher at Kananga National High School–Libertad Annex for two years, has observed the significant influence of school leadership on teacher-student interactions and student academic success. Leadership strategies implemented by school heads affect teacher motivation, instructional practices, and classroom management, which in turn impact the quality of learning experiences and student outcomes. By investigating these relationships, this study aims to provide empirical evidence on how different leadership approaches shape educational effectiveness, offering actionable insights to enhance leadership practices, strengthen teacher-student relationships, and improve student performance within the school context.

From a professional standpoint, effective leadership strategies are recognized as critical to the overall quality of teaching and learning. Administrators who demonstrate strong instructional and relational leadership positively influence teacher engagement, classroom

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climate, and instructional delivery. Such practices foster collaboration, promote student-centered learning, and support academic excellence. By exploring the connection between leadership strategies, teacher performance, and learner outcomes, this study seeks to generate data that can guide school administrators, policymakers, and educators in developing evidence-based practices that promote holistic student development and effective educational leadership frameworks.

The researcher has encountered multiple challenges that underscore the importance of this study. Working in a rural school, limitations in resources, facilities, and access to updated teaching materials hinder innovative teaching and student engagement. Many students face economic hardships, low motivation, and minimal parental support, while diverse learning competencies and behavioral challenges further complicate classroom management. Additionally, the lack of leadership-driven professional development for teachers and the burden of handling multiple subject areas reduce the capacity to provide individualized instruction and meaningful teacher-student interactions. These observed gaps and difficulties highlight the need to investigate how school leadership influences teacher performance and student success, which is one of the main reasons why this study is being conducted.

This study determined the significant relationship between the influence of school head's instructional leadership practices on the level of work satisfaction of the junior high teachers and grade 7 learners' academic success in Kananga National High School-Libertad

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Annex. A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of School Head's leadership PRACTICES of school heads in terms of the following:

- 1.1 Transformational leadership styles;
- 1.2 Transactional leadership styles; and
- 1.3 Laissez-faire leadership styles?

2. What is the level of work satisfaction of elementary teachers in terms of the following:

- 2.1 Intrinsic satisfaction; and
- 2.2 Extrinsic satisfaction?

3. What is the academic performance of the Grade 7 learners in the 3rd grading period in all major subjects?

4. Is there a significant relationship between the ff:

- 4.1. Instructional Leadership PRACTICES and level of work satisfaction of teachers;

and

- 4.2. Work Satisfaction of the teachers and academic performance of the Grade 7

learners?

5. What Instructional supervisory plan can be proposed based on the findings of the study?

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Statement of Hypothesis

H0 – There is no significant relationship between the ff:

H1- Instructional Leadership Style and level of work satisfaction of teachers; and

H2- Leadership Style and academic performance of the primary learners in all major subjects.

METHODOLOGY

Design. This study employed a quantitative correlational research design to examine the relationship between school heads' instructional leadership styles and two outcome variables: teachers' work satisfaction and Grade 7 learners' academic success. The correlational design was appropriate because it allowed the researcher to determine the degree and direction of association between the independent variable (instructional leadership style) and the dependent variables (teacher satisfaction and student academic performance) without manipulating any variables.

The study further employed a descriptive-comparative component to provide detailed profiles of the participants' perceptions of leadership styles, levels of teacher satisfaction, and student academic performance. Surveys and standardized questionnaires were used to gather data from teachers regarding their perception of the principal's leadership style and their job satisfaction. Meanwhile, students' academic records and class performance were collected to measure academic success.

By using this design, the research was able to statistically analyze patterns, correlations, and possible predictive relationships, helping to identify which leadership styles

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positively or negatively influenced teacher satisfaction and learner outcomes. This approach also allowed for the generalization of results to similar school settings while maintaining objectivity and reliability in measurement.

The main local of the study is in Kananga National High School- Libertad and Kawayan Annex in the Schools Division of Leyte. The respondents of the study were the School Head, Teachers and grade 7 Learners.

The information for the analysis was gathered using two (2) distinct survey instruments: one to measure the school heads' levels of transformational, transactional, and laissez-faire leadership styles, and another to assess the teachers' levels of intrinsic and extrinsic job satisfaction.

The assessment of the school head's leadership style by teachers was conducted using the Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass (1991). The survey consisted of twenty-one (21) items using a four-point Likert scale that required participants to rate their principals' leadership behaviors under three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (Frequently), 3 (Often), 2 (Occasionally), and 1 (Never).

The Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) developed by Mohrman et al. (1977) was used as the second instrument to determine the teachers' level of job satisfaction, both extrinsic and intrinsic. The instrument included four statements for each category—extrinsic and intrinsic satisfaction. Participants were asked to rate their level of

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satisfaction for each statement using a five-point Likert scale, where 5 represented Very High, 4 represented High, 3 represented Neutral, 2 represented Low, and 1 represented Very Low.

The third tool used in the study was the Form 137 of the learners, which was reviewed to obtain their academic performance in all major subjects. These academic records served as the basis for determining the learners' overall academic achievement.

Sampling. The respondents of the study consisted of the School Principal, twenty (20) Junior High School teachers, and thirty-four (34) Grade 7 learners from the selected secondary school that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. To gather the necessary data within one month (30 days), the researcher sought permission from the Schools Division Office headed by the School Division Superintendent through a transmittal letter. The same letter was furnished to the Public-School District Supervisor, the School Principal, and the teachers under whose supervision the respondents were assigned.

The researcher distributed the survey questionnaires to the School Administrators, which were then accomplished by the teachers. After one month, the questionnaires were retrieved, consolidated, and organized for analysis. The data were subjected to statistical treatment using Pearson's r to determine the relationship among the variables in the study.

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All collected data were collated and analyzed using the appropriate statistical procedures to ensure accuracy, objectivity, and reliability of the results.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean was employed to determine the extent of School Principal's Instructional Leadership styles and level of work satisfaction of the Teachers and Academic Performance of Grade 7 learners.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between of School Principal's Instructional Leadership styles and level of work satisfaction of the Teachers and Academic Performance of Grade 7 learners.

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RESULTS AND DISCUSSION

TABLE I

EXTENT OF SCHOOL HEAD'S LEADERSHIP STYLES

No.	Statement	Weighted Mean	Interpretation
1	makes others feel good to be around him/her	3.45	High
2	expresses with a few simple words what the team could and should do	3.45	High
3	enables others to think about old problems in new ways	3.50	High
4	helps others develop themselves	3.45	High
5	tells others what to do if they want to be rewarded for their work	3.20	Moderate
6	seems satisfied when others meet agreed-upon standards	3.55	High
7	is content to let others continue working in the same ways as always	3.70	High
8	has the complete faith of others working for him/her	3.55	High
9	provides appealing images about what the team can do	3.20	Moderate
10	provides others with new ways of looking at puzzling things	3.05	Moderate
11	provides feedback to others about how he/she feels they are doing	3.35	High

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No.	Statement	Weighted Mean	Interpretation
12	provides recognition/rewards when others reach their goals	3.55	High
13	does not try to change anything as long as things are working	3.50	High
14	is OK with whatever others want to do	3.50	High
15	has followers who are proud to be associated with him/her	3.35	High
16	helps others find meaning in their work	3.00	Moderate
17	gets others to rethink ideas that they had never questioned before	3.10	Moderate
18	gives personal attention to others who seem rejected	3.25	Moderate
19	calls attention to what others can get for what they accomplish	3.20	Moderate
20	tells others the standards they have to know to carry out their work	2.95	Moderate
21	asks no more of others than what is absolutely essential	3.05	Moderate
	Grand Mean	3.38	High

4-Point Likert Scale Interpretation:

- 3.26 – 4.00 = Very High (Strongly Agree / Highly Observed)
- 2.51 – 3.25 = High (Agree / Observed)
- 1.76 – 2.50 = Moderate (Disagree / Moderately Observed)

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- 1.00 – 1.75 = Very Low (Strongly Disagree / Not Observed)

This table presents the Extent of School Head’s Leadership Styles, reflecting respondents’ perceptions of various leadership behaviors as measured through weighted means and corresponding interpretations based on a 4-point Likert scale. The table outlines twenty-one leadership indicators that describe how school heads interact with, guide, and influence their teachers and staff. Each statement is rated according to its observed extent, ranging from Moderate to High, with an overall computed grand mean indicating the general level of leadership practice demonstrated by school heads.

The results reveal that most leadership behaviors were rated High, indicating that these practices are generally observed among school heads. Among the highest-rated indicators were: “is content to let others continue working in the same ways as always” (3.70, High), “seems satisfied when others meet agreed-upon standards” (3.55, High), “has the complete faith of others working for him/her” (3.55, High), and “provides recognition/rewards when others reach their goals” (3.55, High). Other indicators rated High include making others feel good to be around the leader (3.45), expressing clearly what the team could and should do (3.45), helping others develop themselves (3.45), enabling others to think about old problems in new ways (3.50), not trying to change anything as long as things are working (3.50), being okay with whatever others want to do (3.50), providing feedback (3.35), and having followers proud to be associated with the leader (3.35). These findings suggest that school heads frequently exhibit supportive, trust-building, and performance-oriented behaviors.

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However, several leadership behaviors were rated Moderate, indicating areas that may need strengthening. These include telling others what to do to be rewarded (3.20), providing appealing images about what the team can do (3.20), providing new ways of looking at puzzling things (3.05), helping others find meaning in their work (3.00), getting others to rethink unquestioned ideas (3.10), giving personal attention to rejected individuals (3.25), calling attention to rewards for accomplishments (3.20), telling others the standards they must know (2.95), and asking no more than what is essential (3.05). While these behaviors are still present, they are less strongly observed compared to other leadership dimensions, suggesting opportunities for professional growth in visionary, motivational, and individualized consideration aspects.

The grand mean of 3.38 (High) indicates that, overall, the extent of school heads' leadership styles is highly observed. The result implies that school heads generally demonstrate effective leadership behaviors characterized by trust, recognition, clarity of direction, and supportive interactions. However, the moderate ratings in areas such as inspiring vision, fostering deeper meaning in work, and encouraging critical reflection imply that while leadership practices are strong, there is still room for enhancing transformational and motivational components. Overall, the findings imply that school heads maintain a positive and functional leadership presence, but further development in visionary and innovative leadership practices could strengthen organizational effectiveness.

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Table 2

LEVEL OF SATISFACTION

No.	Statement	Weighted Mean	Interpretation
Intrinsic Satisfaction			
1	The feeling of self-esteem or self-respect you get from being in your job	4.25	Very High
2	The opportunity for personal growth development in your job	4.05	Very High
3	The feeling of worthwhile accomplishment in your job	3.85	High
4	Your present job when you consider the expectations you had when you took the job	3.65	High
Extrinsic Satisfaction			
5	The amount of respect and fair treatment you receive from your supervisors	4.00	Very High
6	The feeling of being informed in your job	4.00	Very High
7	The amount of supervision you receive	3.60	High
8	The opportunity for participation in the determination of methods, procedures, and goals	4.10	Very High
Grand Mean		3.93	High

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5-Point Likert Scale Interpretation:

- 4.21 – 5.00 = Very High (Strongly Agree / Highly Satisfied)
- 3.41 – 4.20 = High (Agree / Satisfied)
- 2.61 – 3.40 = Moderate (Neutral / Fairly Satisfied)
- 1.81 – 2.60 = Low (Disagree / Less Satisfied)
- 1.00 – 1.80 = Very Low (Strongly Disagree / Not Satisfied)

This table presents the Level of Satisfaction, reflecting the respondents' degree of intrinsic and extrinsic satisfaction in their present job as measured through weighted means and corresponding interpretations based on a 5-point Likert scale. The indicators are grouped into two major dimensions: Intrinsic Satisfaction, which relates to internal feelings of fulfillment and growth, and Extrinsic Satisfaction, which pertains to external workplace conditions and supervisory practices. The computed grand mean provides an overall assessment of the respondents' level of satisfaction.

Under Intrinsic Satisfaction, the results show that "the feeling of self-esteem or self-respect you get from being in your job" obtained a weighted mean of 4.25 (Very High), indicating that respondents strongly agree that their job enhances their self-worth. "The opportunity for personal growth and development in your job" garnered 4.05 (Very High), while "the feeling of worthwhile accomplishment in your job" received 3.85 (High). Meanwhile, "your present job when you consider the expectations you had when you took the job" obtained 3.65 (High). These findings suggest that respondents generally experience strong

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internal fulfillment, pride, and personal development in their roles, although alignment between initial expectations and present realities, while positive, is slightly lower compared to other intrinsic indicators.

In terms of Extrinsic Satisfaction, "the opportunity for participation in the determination of methods, procedures, and goals" achieved 4.10 (Very High), indicating strong satisfaction with participative management practices. Both "the amount of respect and fair treatment you receive from your supervisors" and "the feeling of being informed in your job" received 4.00 (Very High), reflecting positive perceptions of leadership fairness and communication. On the other hand, "the amount of supervision you receive" obtained 3.60 (High), suggesting satisfaction but at a comparatively lower level. Overall, the results demonstrate that respondents are highly satisfied with external workplace conditions, particularly in areas of respect, communication, and involvement in decision-making.

The grand mean of 3.93 (High) indicates that the overall level of satisfaction among respondents is high. The result implies that employees are generally satisfied with both intrinsic and extrinsic aspects of their work environment. Specifically, the very high ratings in self-esteem (4.25), personal growth (4.05), respect and fair treatment (4.00), feeling informed (4.00), and participation in decision-making (4.10), along with high ratings in accomplishment (3.85), job expectation alignment (3.65), and supervision (3.60), imply that the organization provides a supportive and fulfilling work environment. While satisfaction is consistently positive across all indicators, the comparatively lower high ratings suggest opportunities to further strengthen supervision practices and better align job realities with initial expectations

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to elevate satisfaction to a very high level across all dimensions.

TABLE 3

COMBINED PERFORMANCE OF GRADE 7 LEARNERS

Grade Range (%)	Description	Frequency	%
90 – 100	Outstanding / Very High	33	48.5%
85 – 89	Very Satisfactory / High	22	32.3%
80 – 84	Satisfactory / Good	12	17.6%
75 – 79	Fairly Satisfactory / Moderate	2	2.9%
Below 75	Did Not Meet Expectations / Low	0	0%
Total		69	100%

Weighted Mean: 87.2 – Very Satisfactory / High

This table presents the Combined Performance of Grade 7 Learners, showing the distribution of students across grade ranges, their corresponding descriptive ratings, frequency, and percentage. The data reflect how learners performed overall, categorized from Outstanding/Very High to Did Not Meet Expectations/Low. The weighted mean further summarizes the general academic standing of the 69 Grade 7 learners included in the dataset.

The results reveal that the largest proportion of learners, 33 students (48.5%), achieved grades within the 90–100 range, described as Outstanding/Very High, indicating that nearly half of the class demonstrated excellent academic performance. This is followed by 22 learners (32.3%) who obtained grades between 85–89, interpreted as Very Satisfactory/High. Additionally, 12 learners (17.6%) fell within the 80–84 range, categorized as

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Satisfactory/Good, suggesting that a considerable number of students are performing at an acceptable and commendable level.

Only 2 learners (2.9%) received grades within the 75–79 range, described as Fairly Satisfactory/Moderate, while notably, no learner (0%) fell below 75, which corresponds to Did Not Meet Expectations/Low. The absence of failing grades indicates that all students met at least the minimum academic standards. Overall, the distribution demonstrates that the majority of Grade 7 learners are clustered in the higher performance brackets, reflecting strong collective academic achievement.

The weighted mean of 87.2 (Very Satisfactory/High) indicates that the overall academic performance of Grade 7 learners is at a very satisfactory level. The result implies that most learners consistently perform above average, with a significant proportion achieving outstanding marks and none failing to meet expectations. Specifically, with 48.5% in the outstanding category, 32.3% in very satisfactory, 17.6% in satisfactory, and only 2.9% in fairly satisfactory, the result implies that instructional delivery, learning support, and assessment strategies are generally effective in promoting high academic achievement among Grade 7 learners. The overall average of 87.2 further reinforces the conclusion that learners demonstrate strong mastery of the competencies required at their grade level.

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TABLE 4

TEST OF RELATIONSHIP BETWEEN LEADERSHIP STYLE, TEACHER SATISFACTION, AND LEARNER PERFORMANCE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Leadership Style and Teacher Satisfaction	0.872	6.15	2.447	Reject Ho	Significant Relationship
Leadership Style and Learner Performance	0.815	4.05	3.182	Reject Ho	Significant Relationship

This table presents the Test of Relationship Between Leadership Style, Teacher Satisfaction, and Learner Performance, showing the correlation coefficients (r), computed t-values, table values at the 0.05 level of significance, decisions on the null hypothesis (Ho), and their corresponding interpretations. The table determines whether significant relationships exist between leadership style and teacher satisfaction, as well as between leadership style and learner performance, using Pearson's r correlation analysis.

The results indicate a very strong positive correlation between leadership style and teacher satisfaction with an r-value of 0.872, suggesting a high degree of association between the two variables. The computed t-value of 6.15 exceeds the table value of 2.447 at the 0.05 level of significance, leading to the rejection of the null hypothesis (Ho). This means that there is a statistically significant relationship between leadership style and teacher satisfaction. The

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strength of the correlation implies that improvements in leadership style are strongly associated with increases in teacher satisfaction.

Similarly, the relationship between leadership style and learner performance shows a strong positive correlation with an r-value of 0.815. The computed t-value of 4.05 is higher than the table value of 3.182 at the 0.05 significance level, which also leads to the rejection of the null hypothesis (Ho). This indicates that leadership style has a statistically significant relationship with learner performance. Although slightly lower than the correlation with teacher satisfaction, the value still reflects a strong association, suggesting that effective leadership practices are closely linked to improved student academic outcomes.

The results imply that leadership style plays a critical role in influencing both teacher satisfaction and learner performance. Specifically, the very strong correlation ($r = 0.872$, $t = 6.15 > 2.447$) between leadership style and teacher satisfaction implies that the way school heads lead significantly affects teachers' morale and job fulfillment. Likewise, the strong correlation ($r = 0.815$, $t = 4.05 > 3.182$) between leadership style and learner performance implies that effective leadership indirectly or directly contributes to improved student achievement. The rejection of both null hypotheses confirms that these relationships are not due to chance. Overall, the findings imply that strengthening leadership styles in schools may simultaneously enhance teacher satisfaction and learner academic performance.

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CONCLUSION

Based on the results of this study, it can be concluded that effective school leadership significantly influences both teacher satisfaction and learner academic performance, creating a positive and motivating environment that fosters professional growth and student success. The findings highlight that strong instructional leadership promotes collaboration, accountability, and continuous improvement among teachers, which in turn enhances the quality of teaching and learning. Strengthening leadership practices not only supports teacher morale but also directly contributes to better learner outcomes, ultimately improving the overall performance and effectiveness of the school system.

RECOMMENDATION

Based on the findings of this study, the following recommendations are proposed:

Teachers – The teacher should actively engage in professional development and collaborate with colleagues to enhance instructional practices, maintain high motivation, and foster a positive learning environment for students.

School Heads – The school head should strengthen instructional leadership by providing consistent guidance, supervision, and support to teachers, while promoting participative decision-making and recognizing outstanding performance.

Public Schools District Supervisor – The public schools district supervisor should implement monitoring and mentoring programs to ensure that school leadership practices

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align with educational standards and effectively support teacher satisfaction and learner performance.

Parents – The parent should actively participate in their child’s learning by providing encouragement, monitoring progress, and collaborating with teachers and school heads to support academic achievement.

Researcher – The researcher should use the findings to design and implement instructional supervisory plans that enhance leadership effectiveness, teacher satisfaction, and learner performance in the school community.

Future Researchers – Future researchers should conduct similar studies across different grade levels, schools, or regions to further validate the relationship between leadership practices, teacher satisfaction, and learner academic success, and to explore additional factors that may influence these outcomes.

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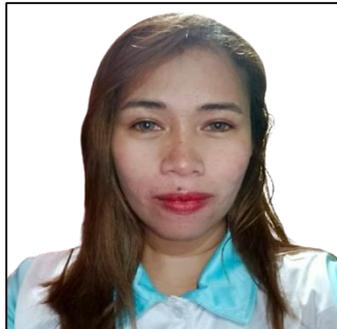
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The author is born on May 06, 1995 at Kananga, Leyte, Philippines. She first finished her Bachelor's degree in Food Technology at Visayas State University – Main Campus. In her high school and college days, she was really into the teaching field. As she was working in the Food Industries, her passion for teaching resurfaced leading her to pursue Education. She enrolled and completed the Teacher Certificate Program for Non-Education Professionals in University of Southeastern Philippines in Davao City, Davao del Sur, Philippines. As she entered the teaching profession, she did so with greater maturity, deeper perspective, and a clearer sense of purpose. The experiences she encountered in the field gradually awakened her leadership potential and strengthened her desire to grow not only as an educator but also as a leader. Guided by this renewed vision, she took her first step toward professional advancement by enrolling in the Master of Education major in Educational Management at the University of Southeastern Philippines. From serving as a private school teacher in Davao City to becoming a DepEd Teacher I in Leyte, she continued to pursue her master's program with determination and perseverance. She is currently finishing her Master's degree of Arts in

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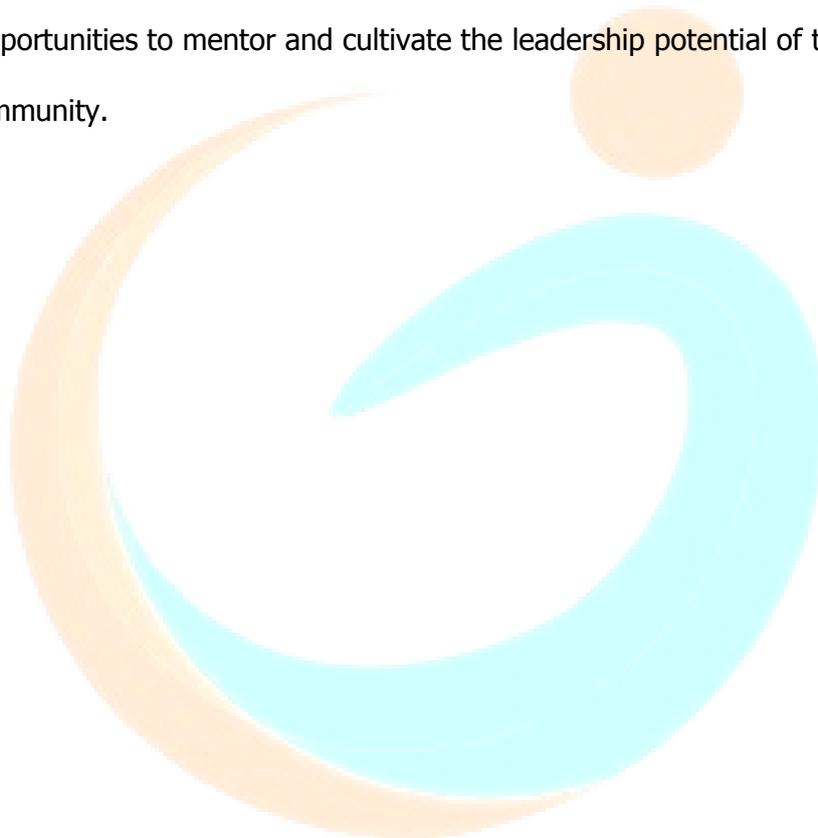
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