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TEACHERS' PERCEPTIONS OF INSTRUCTIONAL LEADERSHIP PRACTICES AND ITS IMPACT ON THEIR WELL-BEING

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ABSTRACT

This study examined the relationship between teachers' perceptions on instructional leadership practices and their well-being among 139 public school teachers in District VI of Valencia City, Division. A quantitative descriptive-correlational research design was used is the study. A random sampling method was used in the study. The research data were collected through the use of a questionnaire. The findings revealed that teachers perceived instructional leadership practices at a very high level, with resource provider, instructional resource, and communicator all receiving very high ratings. Teachers' well-being was likewise at a very high level across student interaction, organizational well-being, and workload well-being, with student interaction receiving the highest rating. All three dimensions of instructional leadership were significantly and positively associated with teachers' well-being, thus we reject H_{01}. Among the leadership dimensions, communicator showed the strongest relationship and emerged as the only significant predictor of teachers' well-being when the three dimensions were considered simultaneously. The regression model further indicated that instructional leadership practices collectively explained a meaningful proportion of the variation in teachers' well-being.The study concludes that strong instructional leadership is correlated with better teacher well-being, particularly through effective communication. It is recommended that school administrators strengthen open communication, collaborative decision-making, professional support, and feedback mechanisms while maintaining adequate instructional resources and manageable workloads to sustain teachers' well-being.

KEYWORDS: Instructional Leadership and Teachers' Well-being.

INTRODUCTION

Teachers' well-being has recently emerged as a pressing issue in educational institutions worldwide due to job demands, role conflict, emotional labor, and other factors teachers face (Skaalvik & Skaalvik, 2021). Teachers' well-being is often treated as an umbrella construct that includes their emotional, psychological, and social functioning within the educational environment. When teachers experience lower well-being through stress, burnout, emotional exhaustion, or poor job satisfaction, teaching performance declines; that is, students' performance is adversely affected (Madigan & Kim, 2021).

Teachers' well-being is no longer a private matter but an organizational concern, as previous studies have shown that stress leads to increased absenteeism, demotivation, and attrition, which significantly threatens the institution's sustainability (UNESCO, 2023). Teachers in public schools have multi-faceted roles, including teaching in the classroom, performing administrative tasks, implementing curricular reform initiatives, supervising learners, and complying with DepEd initiatives. The existing lack of resources and increased accountability further compound these expanding responsibilities (DepEd, 2022).

Local and national studies have shown that Filipino teachers are regularly experiencing intense work-related stress, fatigue, and burnout that reached acute levels during and immediately after the disruptions due to recent educational reforms and recovery efforts (DepEd, 2022). Anecdotal and supervisory observations of varying teachers' morale, motivation, and coping capacities across schools raised concerns in the Valencia City Division about how school-level leadership practices may be shaping teachers' workplace experiences and overall well-being.

Despite increasing awareness of teacher well-being as an essential education concern, a research gap remains regarding the relationship between best practices in instructional leadership, as perceived by teachers, and teacher well-being at the division level in Valencia City. Much research has focused on the interplay between instructional leadership interventions and student achievement, but little has examined their psychological impact on educators (Wang et al., 2022). In particular, existing Philippine-related research tends to examine issues of leadership efficacy/ineffectiveness or job satisfaction without necessarily exploring well-being directly as an integral end-point variable for teachers' perceptions of professional support, instructional goals, or collaborative supervision by leaders that can

protect or undermine teachers from their professional environment challenges (Berkovich & Eyal, 2021).

This research aimed to address this gap because maintaining teacher well-being is important for maintaining quality in the pool of teachers, especially in public schools consistently exposed to educational challenges. This research thus aimed to uncover the teachers' perceptions of instructional leadership practices and their effect on teacher well-being in the chosen integrated schools under the Valencia City Division.

Theoretical Framework

The present study is premised on Transformational Leadership Theory, which focuses on leadership behaviors that encourage and inspire followers through inspirational visions and trust, as well as personalization. In an educational setting, transformational instructional leadership fosters teachers' autonomy, commitment, and interest, all of which contribute significantly to well-being (Bass & Riggio, 2006). Studies have shown that leadership behaviors positively affect educators' emotional well-being and help prevent burnout by creating a motivating school environment (Wang et al., 2021).

This study is also based on the Job Demands-Resources (JD-R) Theory by Bakker and Demerouti (2007). The JD-R Theory posits that employee w ll-being results from a balance between work demands and job resources. Work overload and responsibility pressure negatively affect employee well-being. Conversely, employee well-being is pos tively influenced by work or job resources, such as administrative or professional support through employee leadership. Instructional leadership practices provide necessary job resources, such as administrative and professional support.

Moreover, this paradigm is underpinned by Self-Determination Theory, which suggests that to improve personal well-being, a specific set of psychological needs must be met: autonomy, competence, and relatedness. Instructional leadership that engages teachers in instructional decision-making and supports their competence and relatedness can profoundly improve teachers' motivation and well-being (Ryan & Deci, 2000, as cited in Collie, 2021). Overall, the framework shows that effective instructional leadership is a crucial organizational and psychological asset for teachers' well-being. Conversely, ineffective instructional leadership can increase teachers' workload and, in turn, affect their psychological well-being. This study used a conceptual framework to examine how instructional leadership practices affect teachers' well-being in the Valencia City Division.

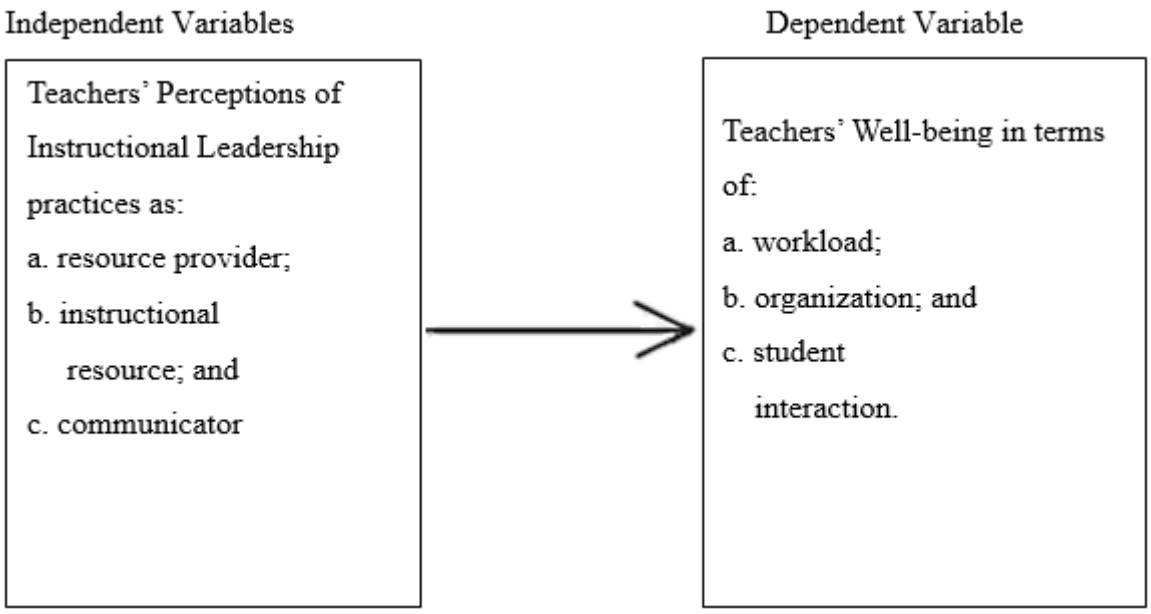


Figure1. A Schematic Diagram of the Study on "Teachers' Perception of Instructional Leadership Practices and Its Impact on their Well-being".

Statement of the Problem

This research aimed to determine the relationship between teachers' perceptions of instructional leadership practices and how these practices affect their well-being. Specifically, this aimed to answer the following questions:

1. What is the level of teachers' perceptions of instructional leadership practices as a resource provider, instructional resource, and communicator?
2. What is the level of teachers' well-being, specifically in terms of workload, organization, and student interaction?
3. Is there a significant relationship between teachers' perceptions of instructional leadership practices and their well-being?
4. What variable, singly or in combination, best predicts teachers' well-being?

Hypotheses of the Study

Based on the problem of the study, the following hypotheses were formulated and tested:

H01: There is no significant relationship between teachers' perceptions of instructional leadership practices and their well-being

H02: There is no variable, singly or in combination, that best predicts teachers' well-being.

Significance of the Study

This study will explore the impact of teachers' instructional leadership practices on teachers' well-being in Integrated Schools. The results of this research will be important to the following individuals:

To the Learners. Learners are indirect beneficiaries of this study because teachers' well-being greatly affects the quality of teaching they receive. If teachers feel the instructional leadership practices they encounter are supportive, collaborative, and development-focused, they are more likely to experience positive well-being, which can make them more motivated and effective in their teaching.

To the Teachers. This offers teachers a chance to reflect on their views of their school heads' instructional leadership practices and the consequences these have had for them. Understanding the relationship between instructional leadership and well-being could increase teachers' voice in their professional needs, particularly in shaping leadership approaches that foster supportive, trusting, and professionally growth environments. Improved instructional leadership practices

may reduce stress, burnout, and emotional exhaustion, thereby enhancing job satisfaction and professional fulfillment.

To the School Heads. The findings of this study can help school heads and instructional leaders understand how teachers perceive their instructional leadership practices and how those practices affect teachers' well-being. The results can inform administrators as they refine leadership approaches, strengthen instructional support, and build a positive school climate. By adopting instructional leadership practices that prioritize teacher well-being, school heads can increase teacher engagement and instructional effectiveness, thereby improving overall school performance.

To the Policymakers. This study may provide an empirical basis for policymakers to create and refine policies on school leadership and teacher well-being. The results may guide the creation of standards and training that incorporate instructional leadership as one of the most important factors in teachers' well-being. Improving leadership practices at the policy level can contribute to healthier school environments and improved educational outcomes.

To Valencia Colleges Incorporated. The results of this research will help the institution gain scientific insights into the connection between instructional leadership activities and teachers' well-being. The results may support institutional planning, leadership development, and wellness programs, thereby sustaining a productive teaching workforce. Teacher well-being

contributes to higher organizational commitment, instructional quality, and the attainment of institutional goals.

To Future Researchers. This can contribute to existing literature on instructional leadership and teacher well-being. Future researchers may incorporate additional factors such as school climate, organizational support, and/or teacher resilience, or use a different research design and context. The outcomes of this study may guide future studies to enhance instructional leadership practices and promote teacher well-being.

Scope and Delimitations of the Study

The present study aimed to develop an in-depth understanding of teachers' perceptions of instructional leadership practices and their impact on teachers' teaching in public schools in District 6, Valencia City, Bukidnon. Specifically, this research examined teachers' perceptions of school heads' leadership practices as resource providers, instructional resource providers, and communicators, to assess teachers' experiences in terms of workload, organization, and student interactions.

The study was delimited to the following public schools: Colonia Integrated School, Dabong-dabong Integrated School, Kahaponan Integrated School, Mailag Central School, Nabag-o Integrated School, San Isidro Integrated School, and Sugod Integrated School. The study respondents were the elementary and high school teachers of School Year 2026-2027. The researchers conducted the study from July to August of School Year 2026-2027 using self-administered survey questionnaires to validate teachers' perceptions of instructional leadership practices and their own well-being.

The study employed quantitative research approaches, using descriptive statistics to establish the level of instructional leadership practices and teacher well-being, correlation to establish the relationship between the variables, and regression analysis to determine the extent to which instructional practices determine teacher well-being.

The Methodology

Research Design

This research employed a descriptive-correlational design with a quantitative emphasis and self-administered questionnaires to analyze perceptions of instructional leadership practices and their impact on teachers' well-being. The research design fits the research objectives as it aims to determine the extent to which instructional practices are evident in teachers' perceptions and the extent to which teachers feel their organization and student interactions support their welfare.

The descriptive part helped describe the current situation of instructional leadership practices based on teachers' perceptions of the school leaders as a resource provider, instructional resource, and communications channel. It also helped describe the current level of teachers' well-being based on these dimensions. Thus, this design helps create a comprehensive picture of the current situation of instructional leadership and teachers' well-being at the educational institution.

However, this study used a correlational approach to determine whether, and in what direction, instructional leadership practices correlate with teachers' well-being. This correlational approach enabled the study to determine whether instructional leadership practices, either alone or combined, can predict teachers' well-being.

Locale of the Study

This study was conducted in District 6 of the Division of Valencia City, Bukidnon, a place known for having varied Public Integrated Schools that cater to learners from various socio-economic backgrounds. District 6 was chosen as the setting because teachers there are already exposed to a range of teaching challenges found in Philippine public schools.

The schools included in District 6 were Colonia Integrated School, Dabong Dabong Elementary School, Kahaponan Integrated School, Mailag Central School, Nabag-o Integrated School, San Isidro Integrated School, and Sugod Integrated School. These schools share common characteristics, including active involvement in DepEd programs, diverse student populations, and experienced school personnel. Each school creates a distinctive environment that can be ideal for observing the impact of instructional leadership behaviors on school personnel well-being.

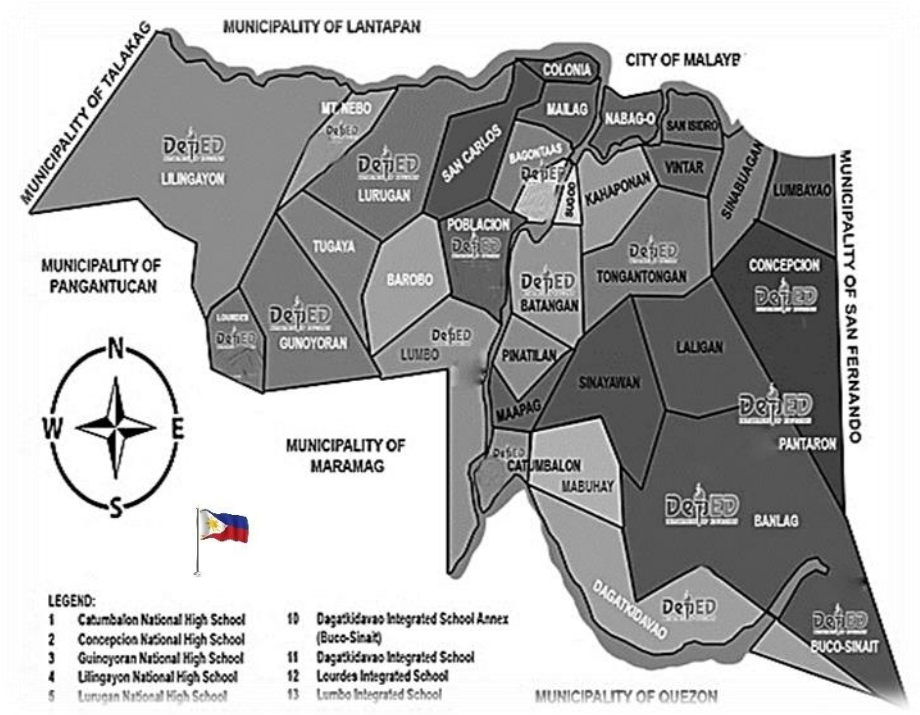


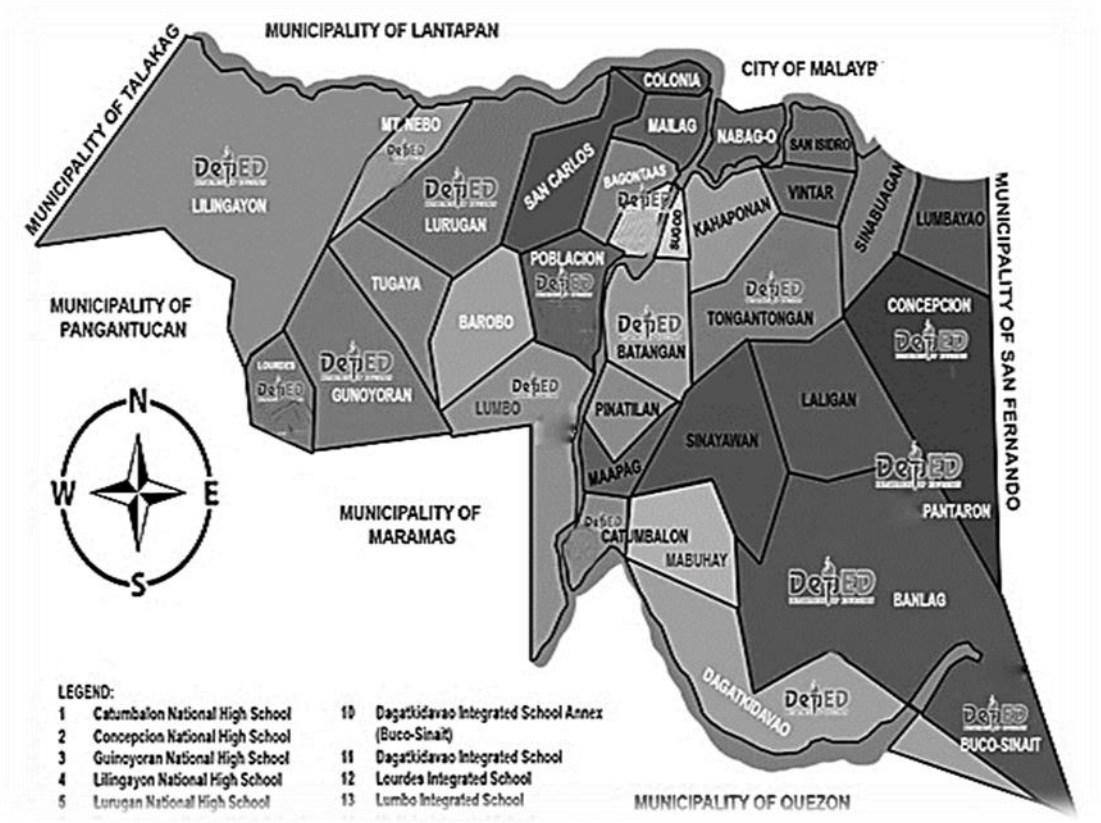
Figure 2. Map of the Division of Valencia City, Bukidnon.

Legend

-Location of the Participating School

District 6 is chosen to ensure the evidence reflects the teaching context, with a broad spectrum of teaching roles, support, and the effects of administration on students' educational

needs. It is also an ideal backdrop for exploring teachers' expectations about instructional leadership, which can further influence their mental, emotional, and work environments.



The Respondents of the Study

The respondents in this research were teachers from schools selected within the Division of Valencia City, Bukidnon, District 6. The schools included in this research are Colonia Integrated School, Dabong Dabong Elementary School, Kahaponan Integrated School, Mailag Central School, Nabag-o Integrated School, San Isidro Integrated School, and Sugod Integrated School. These schools have a total of 198 teachers, of whom 132 were respondents in the current research.

The sample population selected to represent the teaching staff of District 6 is directly affected by how school administrators practice instructional leadership. This is because the respondents hold various teaching and learning roles. This makes their responses highly relevant.

Sampling Procedures

In this study, random sampling was employed to determine the appropriate number of respondents from the total population of teachers in District 6, Division of Valencia City,

Bukidnon, namely: Colonia Integrated School, Dabong Dabong Elementary School, Kahaponan Integrated School, Mailag Central School, Nabag-o Integrated School, San Isidro Integrated School, and Sugod Integrated School. The total teacher population in these selected schools was 198.

To identify the required sample size, the researcher used Slovin's Formula with a 5% margin of error. Therefore, the required sample size is approximately 132 teachers.

A sampling procedure is significant because it enables the researcher to obtain adequate representation from the total population without surveying the entire population. The researcher used a sample of 132 participants from 198 teachers, based on a predetermined sampling formula. This makes data collection easier and more practical without compromising the research's required precision. The 5% margin of error provides a solid basis for determining the required sample size and ensuring that the data from the sampled participants adequately represent the larger population of teachers in the selected schools.

The chosen sampling technique is even more important in a descriptive-correlational study, as it helps the researcher collect the necessary and relevant data for description and for determining the relationship between variables.

The Research Instruments

The primary instrument of this study was a structured, self-administered questionnaire designed to gather responses on how teachers perceive instructional leadership practices and their effect on well-being. The questionnaire was divided into three parts: part one was regarding teachers' information, where it asked about their school assignment; part two measured teachers' perceptions of instructional leadership practices adapted from Hallinger, P. (2010), which focuses on sub-dimensions of resource providers, instructional resources, and communication; and part three measured well-being adapted from the study of Collie, R. J. (2014), which focuses on workload, organizational support, and interaction with students.

These questionnaires were adapted from established instruments used in various studies on instructional leadership and teacher well-being. Adjustments were made to suit better the public schools of District 6 within Valencia City Division. The questionnaire was structured to enable effective data gathering for statistical analysis. Structured data collection greatly supported this study.

Data Gathering Procedure

The researcher first secured the necessary permits from the Schools Division Office in Valencia City and the school administrations of the public schools in District 6. The researcher worked with school administrators to schedule questionnaire distribution and retrieval without disrupting class activities. Before administering the questionnaire, the researcher explained the research objective, its voluntary nature, and the anonymity of responses to the respondents.

The researcher gathered data through self-administered questionnaires distributed to elementary and secondary school teachers in the selected public schools. The researcher personally collected the completed questionnaires to verify the accuracy of the collected data. This ensured the data were well organized to facilitate statistical analysis. The collected data were used to interpret the study objectives, specifically the impact of instructional leadership practices on teachers' well-being.

Scoring Procedure

To quantify teachers' perceptions of instructional leadership regarding resource provider, instructional resources, and communicator, the researcher used a five-point Likert scale with defined limits and descriptive equivalents.

Value	Range	Descriptive Equivalent	Qualitative Interpretation
5	4.20-5.00	Always	Very High Level
4	3.40-4.19	Very Often	High Level
3	2.60-3.39	Often	Moderate Level
2	1.80-2.59	Sometimes	Low Level
1	1.00-1.79	Rarely	Very Low Level

To quantify teachers' well-being in terms of workloads, organizational dimensions, and interactions with students, the researcher used a five-point Likert scale with assigned limits and corresponding descriptive equivalents.

Value	Range	Descriptive Equivalent	Qualitative Interpretation
5	4.20-5.00	Always	Very High Level
4	3.40-4.19	Very Often	High Level
3	2.60-3.39	Often	Moderate Level
2	1.80-2.59	Sometimes	Low Level
1	1.00-1.79	Rarely	Very Low Level

Statistical Analysis

To summarize the data acquired, both descriptive and inferential statistical methods were employed. Descriptive statistics such as mean and standard deviation were used to assess teachers' perceptions of instructional leadership and well-being.

To confirm the correlations between the variables in this research, Pearson Product Moment Correlation was employed because it can distinguish the strength and nature of relationships between teachers' perceptions of instructional leadership and well-being (Stangor, 2019).

Moreover, regression analysis was used to identify the extent to which teachers' perceptions of instructional leadership, alone or in combination, can predict teachers' well-being. This analysis provided a clearer perspective on how well teachers' perceptions of instructional leadership variables predict teachers' well-being.

FINDINGS

These findings showed that teachers had a high level of understanding of instructional leadership overall, with a weighted mean of 4.40 and a standard deviation of 0.55. Among the three constructs, resource provider had the highest weighted mean of 4.41, while instructional resource was 4.40 and communicator was 4.39. Despite the slight variance in their weighted means, all three constructs were interpreted as very high. This implies that teachers perceived their school leaders as consistently providing resources, instructional assistance, and communication that support teaching and learning.

More importantly, the results indicated that teachers' well-being was very high, with an overall weighted mean of 4.46 and a standard deviation of 0.46. Across the three dimensions, the highest weighted mean was 4.53 and the lowest was 4.36 for student interaction well-being and workload well-being, respectively, with standard deviations of 0.45 and 0.49, respectively. Although workload well-being received the lowest rating, it remains in the very high category, suggesting that teachers see their workload as manageable. The findings reveal that positive relationships with students and a supportive organizational environment are important factors in teachers' well-being, but workload needs more attention because teachers perform varied tasks.

The correlation analysis found that all three dimensions of instructional leadership practices are significantly and positively correlated with teachers' well-being. The resource provider dimension had $r = 0.474$, while the instructional resource dimension had $r = 0.493$. However, the communicator dimension had the highest correlation ($r = 0.555$). All these correlations are significant at the 0.01 level ($p = 0.000$). The results show that high perceptions of

instructional leadership practices are significantly correlated with teachers' well-being. Of the three dimensions, communicator has the highest correlation with teachers' well-being.

Lastly, the regression analysis indicated that instructional leadership practices predicted teachers' well-being when all three dimensions were considered. Regression analysis showed $R = 0.557$, $R^2 = 0.310$, $F = 20.205$, and $p = 0.000$. This means the overall model was significant, and the three dimensions of instructional leadership accounted for 31.0% of the variation in teachers' well-being. Nevertheless, only the communicator dimension significantly predicted teachers' well-being ($B = 0.499$, $Beta = 0.675$, $p = 0.001$). Resource provider ($p = 0.657$) and instructional resource ($p = 0.744$) did not significantly predict teachers' well-being if all three dimensions were included in the analysis simultaneously.

CONCLUSION

According to the findings of the study, the following are concluded:

In light of the findings, teachers view instructional leadership practices very positively. Because all dimensions were rated consistently high (i.e., resource provider, instructional resource, and communicator), teachers see school leaders as providing the resources and support they need to do their jobs. All three dimensions had similar ratings and therefore seem equally important and consistently practiced.

Another finding is that teachers report an extremely high level of well-being in all three domains: student interaction, organizational well-being, and workload well-being. The highest rating for student interaction suggests that teachers usually have good and valuable interactions with their students. In contrast, the high rating for organizational well-being suggests that teachers see their working environment as supportive. Although workload well-being received the lowest rating, it was still extremely high, suggesting that teachers cope well with their professional tasks. However, the comparatively lower rating means workload still requires teachers' attention.

The study also found a significant, positive link between instructional leadership practices and teachers' well-being. The resource provider, instructional resource, and communicator have all shown a significant relationship with well-being. This means teachers who observe more instructional leadership practices also exhibit higher levels of well-being. Of the three dimensions, the communicator has the strongest relationship, highlighting the importance of communication, collegiality, trust, feedback, and concern expression, among others.

Lastly, instructional leadership behaviors predict teachers' well-being, as the three dimensions combined predict 31.0% of the variance in teachers' well-being. Nevertheless,

only one dimension of instructional leadership, communicator, predicted teachers' well-being as the unique predictor. This suggests that communication is particularly significant in the relationship between instructional leadership and teachers' well-being. The results show that although instructional leadership is important, other factors also contribute to teachers' well-being and cannot be neglected. Thus, other factors account for 69.0% of the variance in teachers' well-being.

Recommendations

Based on the study's results and conclusions, school principals and other school leaders are advised to maintain and further develop their communication-oriented leadership behaviors. Given the strong association between communication and the well-being of the teachers and the communicator being the only significant predictor in the regression model, school leaders could focus on communicating openly, consulting, giving constructive feedback, engaging in collegial activities, and giving opportunities to the teachers to voice their concerns and participate in conversations on teaching and learning issues.

It is also recommended that school leaders continue developing resource-provision behaviors by providing teachers with instructional materials, equipment, professional references, and other resources necessary for teaching. School leaders can also offer alternative instructional resources and professional development opportunities to meet different classroom needs. In addition, school heads can improve instructional resource management through routine yet constructive classroom observation, coaching, mentoring, professional learning communities, and proper use of assessment data. Teachers are expected to engage actively in professional development, work with other teachers, share effective teaching practices, and inform school leaders about their instructional and professional needs.

Alternatively, schools may develop plans focused on workload, organizational support, and interactions with students to improve teachers' well-being. Examples include workload management activities, peer support activities, consultation, appreciation of teachers' efforts, and activities that improve the positive school environment. These programs may supplement instructional leadership practices in addressing other elements that affect teachers' well-being.

Lastly, future researchers may conduct similar research in other schools, districts, or divisions to see whether this study's results apply to other settings. Future research may include additional dimensions of instructional leadership and other elements affecting teachers' well-being. Moreover, qualitative or mixed methods may also be considered to explain better how

leadership practices affect teachers, specifically the role of communication and organizational relations in teachers' well-being.

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