

# Instructional Leadership Roles: Its Influence to Teaching Effectiveness and Professional Satisfaction Towards the Development of a Contextualized Professional Plan

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## Abstract

This study examined the influence of instructional leadership roles on teaching effectiveness and professional satisfaction among teachers in Malitbog National High School, Calinog, Iloilo. Grounded in multiple leadership theories, including instructional, distributed, and situational leadership, the study adopted a post-positivist perspective to understand how leadership practices shape teacher outcomes. A mixed-method design was employed, combining descriptive-correlational quantitative analysis and qualitative inquiry. Data were collected from 32 permanent teachers using a structured questionnaire consisting of the Instructional Leadership Questionnaire (Akram, M., Kira, S. & ILGAN, A., 2017), teaching effectiveness measures such as the IPCRF and Jayaraman's scale, and the Academic Job Satisfaction Questionnaire (Rahim, Abumadini, Wosornu, & Al-Rubaish, 2011), supplemented by interviews and focus group discussions. Findings revealed that instructional leadership roles were generally visible, particularly in curriculum implementation and maintaining visible presence, while teaching effectiveness was rated very effective. Professional satisfaction was high in interpersonal relationships and commitment but moderate in supervision, salary, and workload. No significant differences were found across demographic variables. Moreover, instructional leadership and professional satisfaction did not significantly influence teaching effectiveness; however, a strong positive relationship existed between instructional leadership and professional satisfaction ( $r=.761, p=.000$ ). Qualitative results further highlighted leadership practices such as teacher empowerment, professional development support, and instructional guidance, alongside challenges related to resources, workload, and communication. The study concludes that instructional leadership significantly enhances teacher satisfaction and institutional performance, emphasizing the importance of supportive leadership practices. The study aligns with SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 16 (Peace, Justice, and Strong Institutions) by promoting effective educational leadership, teacher well-being, and institutional accountability. It contributes to educational, institutional, and socio-economic sustainability by strengthening leadership practices, improving teacher retention, and supporting sustainable school development.

**Keywords:** Instructional Leadership, Job Satisfaction, Malitbog National High School, Professional Satisfaction, Teacher Effectiveness

## 1. Introduction

This study examines the influence of instructional leadership roles on teaching effectiveness and professional satisfaction among teachers in Malitbog National High School, Calinog, Iloilo. Leadership in education significantly shapes teacher performance, institutional development, and student learning outcomes. Existing literature highlights that instructional leadership, teaching effectiveness, and job satisfaction are interrelated constructs influenced by leadership practices, school environment, and professional support systems. This study situates these variables within a school-based context to determine their relationships and implications for professional development planning.

### 1.1 Instructional Leadership Roles of School Heads and Teacher Outcomes in Malitbog National High School

Leadership effectiveness plays a crucial role in institutional success, particularly in influencing teachers' performance and professional satisfaction. Instructional leadership supports the implementation of school goals and enhances teaching effectiveness through teacher-leader relationships grounded in trust (Leithwood and Day, 2007; Walker and Ko, 2011). In Malitbog National High School, the shift toward shared decision-making and collaborative teaching practices reflects a move from bureaucratic control to professionalized teaching environments (Blase & Blase, 2000). However, teachers often face challenges such as inadequate administrative support, feelings of under-preparedness, and job dissatisfaction, which may lead to attrition. Teacher performance is influenced by factors such as commitment, professional growth, and school environment, all of which are closely linked to leadership practices. Promoting professional development is identified as a key instructional leadership behavior (Sheppard, 1996), while effective leadership practices such as supervision, training,

and supportive environments enhance teacher performance (Obi, 2002; Sach, 1995). Furthermore, effective leadership is associated with teacher commitment and improved educational outcomes (Sergiovanni, 1996).

### **1.2 Instructional Leadership, Teaching Effectiveness, and Professional Satisfaction: Synthesis of Related Literature**

Educational leadership is central to school effectiveness, as school leaders guide instructional processes, allocate resources, and foster collaboration among stakeholders (Kruger & Scheerens, 2012; Cotton, 2003; Hallinger, 2005). Research indicates that differences in school performance are largely attributed to leadership behaviors (Bamburg & Andrews, 1991; Ross & Gray, 2006). Instructional leadership directly and indirectly influences teaching and learning by improving school climate, curriculum implementation, and student achievement (Hallinger, 2011; Daresh and Ching-Jen, 1985; Marks & Printy, 2003; Özdemir & Sezgin, 2002). The model of Hallinger and Murphy (1985, 1986) identifies key leadership dimensions such as defining school mission, managing instructional programs, and promoting a positive learning climate. Teacher effectiveness is defined by instructional practices, classroom management, and student outcomes. Effective teachers foster higher-order thinking, student engagement, and collaborative learning environments (Paris and Paris, 2001). Additionally, teacher effectiveness is influenced by aptitude, experience, and professional characteristics (Khatal, 2010; Amadi & Allagoa, 2017). Teacher job satisfaction is shaped by workplace conditions, administrative support, relationships, and professional fulfillment (Ingersoll, 2001; Ng & Peter, 2010). Lack of support, workload stress, and changing educational demands contribute to dissatisfaction and attrition (Abbey & Esposito, 2001; Baran, Maskan, & Baran, 2015). Leadership plays a significant role in job satisfaction, with positive correlations observed between leadership styles and teacher satisfaction (Yang, 2012; Walumbwa et al., 2005). Studies further show that teacher effectiveness and job satisfaction are positively correlated (Mishra, 1999), while instructional leadership influences both outcomes directly and indirectly (Duyar et al., 2013).

### **1.3 Instructional Leadership and Teacher Outcomes in Local, National, and Global Educational Contexts**

Globally, education systems are undergoing continuous transformation due to social, cultural, and technological changes, requiring adaptive leadership and innovative teaching practices (Saeed et al., 2011). Teachers face increasing demands in addressing diverse student needs and integrating new pedagogical approaches. At the national level, educational reforms emphasize accountability, instructional quality, and leadership effectiveness in improving student outcomes. Locally, Malitbog National High School reflects these trends through collaborative teaching practices and leadership restructuring. However, challenges such as limited support, communication gaps with stakeholders, and teacher dissatisfaction persist, affecting teaching performance and school effectiveness (Fadeeva et al., 2014).

### **1.4 Theoretical and Conceptual Foundations of Instructional Leadership, Teaching Effectiveness, and Professional Satisfaction**

This study is grounded in multiple leadership theories, including the Great Man Theory (Northouse, 2010; Palestini, 2009), which emphasizes inherent leadership traits, and the behavioral approach focusing on leadership actions and interactions. The situational leadership theory (Hersey and Blanchard, 1969) highlights adaptability in leadership styles based on context, while contingency theory (Fiedler, 1964, 1967) emphasizes alignment between leadership style and environment. The Path-Goal Theory (House, 1971) explains how leaders motivate followers toward achieving goals. Contemporary theories such as distributed leadership (Gronn, 2000; Spillane, 2005), servant leadership (Greenleaf, 2002), and authentic leadership (Gardner et al., 2011) further expand leadership understanding. Additionally, instructional theory (Reigeluth, 1999) supports the role of leadership in enhancing teaching and learning processes. The conceptual framework adopts a post-positivist perspective, recognizing that leadership effectiveness is shaped by teachers' experiences and contextual realities. Instructional leadership is viewed as influencing teaching effectiveness and professional satisfaction through teacher perceptions and contextual variables.

### **1.5 Research Gaps on Instructional Leadership Influence on Teaching Effectiveness and Professional Satisfaction in Secondary Schools**

While previous studies have examined leadership, teacher effectiveness, and job satisfaction independently, limited research explores their combined relationships within secondary school contexts. Existing studies often focus on higher education or international settings, leaving gaps in localized, school-based analyses. Furthermore, prior research has largely examined leadership models separately rather than investigating their integrated effects on teacher outcomes. There is also limited focus on indirect influences of leadership through school culture and conditions (Goddard et al., 2015). This study addresses these gaps by examining the influence of instructional leadership on teaching effectiveness and professional satisfaction within a specific local context and by developing a contextualized professional development plan.

### **1.6 Alignment of Instructional Leadership and Teacher Outcomes with Sustainable Development Goals (SDGs)**

This study aligns with: SDG 4 – Quality Education, as it focuses on improving teaching effectiveness and instructional leadership to enhance learning outcomes. SDG 8 – Decent Work and Economic Growth, through addressing teacher job satisfaction and professional well-being. SDG 16 – Peace, Justice, and Strong Institutions, by promoting effective,

accountable, and inclusive educational leadership systems. By strengthening leadership practices and teacher support systems, the study contributes to sustainable improvements in education quality and institutional effectiveness.

### **1.7 Contribution of the Study to Educational, Institutional, and Socio-Economic Sustainability**

The study contributes to educational sustainability by enhancing teaching quality and professional development. It supports socio-economic sustainability by improving teacher retention and job satisfaction, which are essential for stable education systems. It also promotes institutional sustainability by strengthening leadership practices and decision-making processes within schools. Additionally, the study contributes to community sustainability by fostering collaboration among stakeholders, improving communication, and supporting student development. Overall, the research provides evidence-based insights that inform policy, leadership practices, and professional development initiatives aimed at sustaining quality education systems.

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## **2. Material and methods**

### **2.1 Research Design**

The study utilized a mixed-method design combining qualitative and quantitative approaches to collect and analyze data (Creswell & Tashakkori, 2007; Bryman, 2006). The quantitative component employed a descriptive-correlational design to determine the relationships among instructional leadership roles, teaching effectiveness, and professional satisfaction. This approach enabled the examination of whether significant relationships existed among the variables. The design was appropriate given the increasing demands in education for accountability and teacher performance, where administrative support plays a critical role in teacher retention and satisfaction (Alliance for excellent Education, 2005). The study aimed to contribute to existing literature by examining instructional leadership as a key variable influencing teacher outcomes.

### **2.2 Locale of the Study**

The study was conducted at Malitbog National High School located in Calinog, Iloilo. The school served as the primary setting for data collection, where instructional leadership practices and teacher outcomes were examined within an actual educational environment.

### **2.3 Respondents of the Study**

The respondents of the study were 32 permanent teachers from Malitbog National High School. All respondents were qualified to participate and provided data on instructional leadership, teaching effectiveness, and professional satisfaction. The group consisted of teachers with varying profiles in terms of sex, age, educational qualification, and teaching experience.

### **2.4 Sample and Sampling Procedure**

The study employed complete enumeration, where all 32 permanent teachers in the school were included as respondents. This ensured that the entire population was represented in the data collection process, eliminating sampling bias and providing a comprehensive assessment of the variables under study.

### **2.5 Research Instrument**

Data were collected using a structured questionnaire composed of four parts. The first part gathered demographic information such as age, sex, educational qualification, and teaching experience. The second part utilized the Instructional Leadership Questionnaire (ILQ) developed by Akram, M., Kira, S. & ILGAN, A. (2017), which measured instructional leadership roles using a Likert scale ranging from 1 (never) to 5 (always). The instrument underwent content validation through expert and practitioner review and demonstrated high reliability, with Cronbach's alpha values indicating strong internal consistency (Field, 2009; Pett, Lackey, & Sullivan, 2003). The third part measured teaching effectiveness using the Individual Performance Commitment and Review Form (IPCRF) and the Jayaraman's Teacher Effectiveness Scale, which has established reliability and validity (Roy & Halder, 2018; <https://shodhganga.inflibnet.ac.in>). The fourth part assessed professional satisfaction using the Academic Job Satisfaction Questionnaire (AJSQ) by Rahim, Abumadini, Wosornu, & Al-Rubaish (2011), which includes multiple subscales such as supervision, workload, and interpersonal relationships, and has demonstrated acceptable reliability levels. For the qualitative component, interview guide questions were prepared and used during focus group discussions and interviews to gather in-depth insights from participants.

### **2.6 Data Gathering Procedure**

Permission to conduct the study was secured from the school head of Malitbog National High School. The researcher personally administered the questionnaires to the respondents. In cases where respondents were unavailable, designated school personnel assisted in distributing the questionnaires. Follow-up through telephone and online communication was conducted to ensure complete data collection. Data collection was carried out over a two-month period. Measures were taken to minimize non-response error, including designing a respondent-friendly questionnaire, maintaining multiple contacts with respondents, and using personalized communication strategies.

## 2.7 Data Analysis Techniques

Quantitative data were analyzed using frequency, percentage, mean, Mann-Whitney U-test, Kruskal-Wallis H-test, and Spearman Rank Correlation. Frequency and percentage were used to describe respondents' profiles, while mean scores determined the extent of instructional leadership roles, teaching effectiveness, and professional satisfaction. Non-parametric statistical tests were applied due to the use of complete enumeration. The Mann-Whitney U-test and Kruskal-Wallis H-test determined differences across respondent groups, while Spearman Rank Correlation assessed relationships among instructional leadership, teaching effectiveness, and professional satisfaction. Qualitative data were analyzed using inductive analysis, where responses from interviews and focus group discussions were examined to identify patterns and themes. The researcher transcribed and reviewed responses to generate meaningful interpretations, leading to the development of themes that explained stakeholder perceptions of instructional leadership and teacher outcomes.

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## 3. Results and Discussion

### 3.1 Instructional Leadership Roles of School Head

#### 3.1.1 Instructional Resource Provider

The findings showed that instructional leadership in terms of instructional resource provision was generally "visible" ( $M=3.91$ ). This perception remained consistent across sex, age, and educational qualification. However, respondents with more than 30 years of teaching experience rated it as "highly visible," indicating stronger perceptions among more experienced teachers. This suggests that experienced teachers recognize greater access to instructional resources and perceive stronger leadership support. This aligns with the idea that effective instructional leadership improves educational quality and student achievement (Marks & Printy, 2003; Özdemiş & Sezgin, 2002). It also reflects that principals play an active role in guiding teachers to meet student needs.

#### 3.1.2 Maintaining Visible Presence

The extent of maintaining visible presence was rated "highly visible" ( $M=4.22$ ) overall. Most groups, particularly female teachers and those aged 36 years and above, perceived high visibility, while some groups rated it as "visible." This indicates that school leadership is actively engaged in school operations and maintains presence in the learning environment. Visibility strengthens leadership influence and reinforces accountability, particularly among experienced and mature teachers who perceive leadership involvement more strongly.

#### 3.1.3 Professional Development

Professional development was rated "visible" overall ( $M=4.02$ ), though older and more experienced teachers perceived it as "highly visible," while those with higher academic qualifications rated it lower. This implies that professional growth opportunities are present but not uniformly perceived. Teachers with longer experience and lower academic attainment may rely more on leadership support for development. This supports the importance of instructional leadership in fostering teacher growth and improving instructional practices.

#### 3.1.4 Maximizing Instructional Time

Maximizing instructional time was rated "highly visible" ( $M=4.22$ ), with consistent ratings across sex. Older and more experienced teachers showed stronger perceptions of this attribute compared to younger teachers. This suggests strong teacher commitment to maximizing teaching time, even beyond required hours. The findings indicate that leadership supports effective time management, contributing to improved teaching performance and student learning outcomes.

#### 3.1.5 Monitoring Students' Progress

Monitoring students' progress was rated "visible" ( $M=3.70$ ) across all respondent groups. This indicates that while monitoring practices are present, they may require strengthening. Monitoring student progress is essential for ensuring curriculum implementation and learning outcomes, highlighting the need for more consistent leadership involvement in this area.

#### 3.1.6 Feedback on Teaching and Learning

Feedback on teaching and learning was rated "visible" ( $M=4.02$ ), though respondents with higher qualifications and longer experience perceived it as "highly visible." This suggests that feedback mechanisms are generally practiced but vary in effectiveness. This finding supports the role of instructional leaders in improving teaching through supervision, evaluation, and professional support (Obi, 2002; Sach, 1995).

#### 3.1.7 Curriculum Implementation

Curriculum implementation was rated "highly visible" ( $M=4.24$ ), especially among older and more experienced teachers. However, those with higher academic qualifications rated it slightly lower. This indicates strong leadership in managing curriculum processes. The findings align with the instructional leadership model emphasizing curriculum coordination, supervision, and learning climate (Hallinger and Murphy, 1985, 1986).

### **3.2 Teaching Effectiveness**

#### **3.2.1 Level of Teaching Effectiveness**

The level of teaching effectiveness was “very effective” overall ( $M=4.29$ ). This rating was consistent across sex and teaching experience, with slight variations across age and educational qualification. This suggests that teachers in Malitbog National High School demonstrate high competence in delivering instruction. The findings support the notion that effective teaching leads to improved learning outcomes and overall school quality.

### **3.3 Professional Satisfaction of Teachers**

#### **3.3.1 Authority**

Teachers reported being “very satisfied” in terms of authority ( $M=3.58$ ), particularly those with longer teaching experience. This indicates that teachers feel empowered in their roles, though findings contradict studies suggesting that longer service may reduce satisfaction (Gosnell, 2000; Agho, Mueller, & Price, 1993; Crossman & Harris, 2006).

#### **3.3.2 Supervision**

Professional satisfaction in supervision was rated “satisfied” overall, with female and more experienced teachers reporting higher satisfaction. This highlights the importance of supportive leadership in improving teacher retention and job satisfaction. Positive supervisory relationships influence teachers’ commitment and decision to remain in the profession.

#### **3.3.3 Policies, Facilities, and Work Itself**

Teachers were “very satisfied” with policies, facilities, and the nature of their work across all groups. This suggests that working conditions are conducive to teaching, supporting the idea that job satisfaction contributes to school success and reduces teacher attrition (Baran, Maskan, & Baran, 2015).

#### **3.3.4 Interpersonal Relationships**

Interpersonal relationships were rated “very highly satisfied” ( $M=4.24$ ), especially among female and younger teachers. This indicates strong teacher-student and teacher-community relationships. The findings align with research showing that strong interpersonal connections enhance job satisfaction (Dinham and Scott, 1998).

#### **3.3.5 Commitment**

Commitment was rated “very highly satisfied” ( $M=4.32$ ), particularly among experienced teachers. This suggests strong intrinsic motivation and dedication to teaching. This supports the idea that teacher satisfaction increases when teachers invest personally in their work (Sergiovanni, 1992).

#### **3.3.6 Salary**

Salary was rated “satisfied” ( $M=3.24$ ), indicating moderate satisfaction across respondents. This suggests that salary is not the primary determinant of job satisfaction. This finding aligns with studies indicating that salary has limited influence on teacher satisfaction (Sylvia and Hutchinson, 1985).

#### **3.3.7 Workload**

Workload was rated “satisfied” ( $M=3.39$ ), with higher satisfaction among male and less experienced teachers. This indicates that workload is manageable but varies across groups. The findings support previous studies showing that workload and compensation are not primary determinants of satisfaction (Sylvia and Hutchinson, 1985).

### **3.4 Differences Across Variables**

#### **3.4.1 Differences in Instructional Leadership Roles**

The results showed no significant differences in instructional leadership roles when respondents were grouped by sex, age, educational qualification, or teaching experience ( $p>0.05$ ). This indicates that perceptions of leadership are consistent across demographic groups. The findings support studies suggesting that leadership effectiveness is not significantly influenced by demographic characteristics (Sheppard, 1996).

#### **3.4.2 Differences in Teaching Effectiveness**

There were no significant differences in teaching effectiveness based on sex, age, educational background, or teaching experience ( $p>0.05$ ). This suggests that teacher effectiveness is consistent regardless of demographic factors. The findings align with research showing minimal differences in effectiveness across gender and other variables (Kaur, 2012; Amadi & Allagoa, 2017).

#### **3.4.3 Differences in Professional Satisfaction**

There were no significant differences in professional satisfaction across sex, age, educational background, or teaching experience ( $p>0.05$ ). This indicates that job satisfaction is generally stable across demographic groups. The findings support studies showing that demographic factors are not strong predictors of job satisfaction (Gosnell, 2000).

### 3.5 Relationship Among Variables

The results revealed no significant relationship between instructional leadership and teaching effectiveness, and no significant relationship between teaching effectiveness and professional satisfaction. However, a significant positive relationship was found between instructional leadership and professional satisfaction ( $r=.761$ ,  $p=.000$ ). This indicates that while leadership may not directly influence teaching effectiveness, it significantly enhances teacher satisfaction. This contradicts findings by Mishra (1999) but supports studies showing that leadership positively affects job satisfaction (Schyns & Schilling, 2013; Yang, 2012; Walumbwa et al. 2005).

### 3.6 Qualitative Insights on Instructional Leadership and Teacher Outcomes

The qualitative findings revealed that instructional leadership practices include empowering teachers, promoting professional growth, and supporting instructional improvement. Teachers reported being motivated to take leadership roles, though some expressed concerns about unequal opportunities and limited support for career advancement. These findings highlight the importance of leadership in fostering teacher development and addressing challenges in professional growth. Effective leadership practices, including recognition and support, enhance teacher motivation and instructional capacity. Additionally, teachers identified strategies such as using learning resource platforms, monitoring student progress, and implementing interventions to support learners. However, challenges such as limited resources, inadequate training, and workload issues were also noted. These insights emphasize the need for continuous leadership support and improved communication with stakeholders. Effective communication strengthens collaboration among teachers, parents, and the community, contributing to better educational outcomes (Fadeeva et al., 2014). Overall, while teachers expressed general satisfaction with their profession, concerns regarding leadership practices, workload, and communication highlight areas for improvement. These findings reinforce the role of instructional leadership in shaping teacher experiences and sustaining educational quality.

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## 4. Conclusion & Recommendations

The study concludes that instructional leadership roles of the school head are generally visible, with some aspects requiring further development, while teaching effectiveness among teachers is very effective, indicating a strong instructional process. Professional satisfaction is very high in terms of interpersonal relationships and commitment, although supervision, salary, and workload require improvement. The findings further reveal that instructional leadership, teaching effectiveness, and professional satisfaction do not significantly differ across demographic variables such as sex, age, educational background, and teaching experience. Moreover, instructional leadership and professional satisfaction do not influence teaching effectiveness; however, instructional leadership has a significant positive relationship with professional satisfaction, indicating that improved leadership enhances teacher satisfaction. Overall, effective leadership plays a critical role in influencing teacher performance, particularly when recognition and incentives are provided.

It is recommended that teachers maintain and further enhance the high level of instructional leadership practices, while school administrators continue to implement programs that motivate teachers to improve performance and aspire for higher achievement. Administrators should also support teachers by addressing their instructional material needs and integrating these into school improvement planning. Teachers should be empowered through adequate facilities, reduced workload, and sustained support to improve teaching and learning processes, while maintaining strong interpersonal relationships and commitment. Furthermore, higher education authorities such as DepEd officials should support teachers' professional growth through policies, scholarships, and financial assistance, and future studies related to teacher motivation, teaching effectiveness, and professional satisfaction should be conducted to further strengthen educational practices.

The study is limited to the respondents from Malitbog National High School and focuses only on instructional leadership roles, teaching effectiveness, and professional satisfaction as variables, which may restrict the generalizability of the findings to other contexts or institutions.

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## Compliance with ethical standards

The study was conducted with permission from the school head of Malitbog National High School, where data were collected through questionnaires and interviews. Measures were implemented to ensure confidentiality, as all information provided by respondents was treated with utmost privacy and used solely for research purposes. Participation in the study was voluntary, and respondents were informed that there were no right or wrong answers, emphasizing that responses would not be used for evaluation or judgment.

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