

School leadership transfer of learning: Its relationship to teachers' performance

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Abstract

This study investigated the relationship between school leadership and teacher performance of Public Elementary teachers in Capalonga District, addressing a gap in research on the transfer of learning within this context. This descriptive-correlational study examined the relationship between school leadership, transfer of learning, and teacher performance among 148 elementary school teachers in the Capalonga District, selected via stratified random sampling. Data were collected using a validated questionnaire measuring perceptions of leadership effectiveness, transfer of learning, and teacher performance. Findings revealed correlations between leadership practices and teacher performance, particularly in professional development and promotion. While most teachers exhibited high performance, a negative correlation highlighted the need for improved alignment between leadership support and teacher outcomes. Significant positive correlations emerged between effective leadership and factors influencing the transfer of learning (training quality, organizational support, motivation, student feedback, and peer collaboration), suggesting that strong leadership positively impacts these key elements. The study concludes by recommending targeted professional development and leadership interventions to enhance teacher performance and foster a culture of professional growth. Analysis of teacher demographics and 2022-2023 Individual Performance Commitment Review Forms (IPCRFs) revealed a predominantly female teaching force composed of entry-level teachers with Bachelor's degrees. While most teachers received outstanding IPCRF ratings, a significant negative correlation emerged between leadership effectiveness in professional development/promotion and teacher performance. Key factors influencing teacher performance included training quality, organizational support, personal motivation, student feedback, and peer collaboration. A positive correlation was found between effective school leadership practices and these influencing factors, suggesting avenues for performance enhancement. The study concludes with recommendations for targeted professional development, improved leadership practices, and strategic interventions to strengthen the identified influential factors, aiming to create a holistic approach to improving teacher effectiveness and fostering a culture of professional growth.

Keywords: School Leadership, Transfer of Learning, School Heads, Teachers, Performance

1. Introduction

School leadership and teacher performance dynamics have increasingly garnered attention in the evolving education landscape, warranting meticulous investigations. School leadership has undergone significant transformations over the decades, evolving from mere managerial figures to catalysts promoting effective teaching, professional development, and overall institutional growth (Estacio and Estacio, 2022).

Today's school leaders are expected to manage, inspire, guide, and influence their teaching staff's pedagogical practices and learning outcomes.

The nexus between school leadership and teacher performance became a critical area of focus in the pursuit of educational excellence. Once mere managers, school leaders were recognized as pivotal agents in promoting effective teaching and fostering professional development within their institutions. This study was predicated on the understanding that leadership was instrumental in enhancing teacher performance through the transfer of learning.

The transfer of learning was defined as the application of skills, knowledge, or competencies acquired in one context to another—vital in the educational milieu (Barnett and Ceci, 2002). It was influenced by a confluence of factors, including effective professional development orchestrated by school leaders, which was crucial for the transfer of learning. Such programs were thoughtfully designed to align with the real-world challenges educators faced and adhered to principles that catered to adult learners.

Individual attributes such as resilience, adaptability, and self-efficacy significantly impacted the ability to transfer learning. Leadership shaped these traits by acknowledging the unique needs of each teacher, promoting goal setting, and offering support for both personal and professional development. The school's environment and culture, influenced by leadership practices, were critical to the learning transfer process. Leaders were tasked with creating a trusting atmosphere, encouraging innovation, and ensuring that infrastructure supported the adoption of new teaching practices (Popa-Villea et al., 2021).

School leadership aims to get the best out of teachers and students. It falls under transformational or instructional/pedagogical leadership (Day et al. 2018). The role of school leadership includes responsibilities that encompass both leadership (such as goal setting or teacher evaluation) and management duties (resource management and teacher deployment) (Vaillant, 2015). When investigating the complex dynamics between school leadership, transfer of learning, and teacher effectiveness, numerous legal frameworks and educational policies had an indirect impact. Republic Act No. 9155 (Governance of Basic Education Act of 2001) emphasized the importance of effective school leadership in delivering outstanding educational outcomes, indirectly impacting teacher performance.

There has been much interest in studies on the relationship between teachers' performance and school leadership approaches, primarily transformational leadership. Numerous research works examined different aspects of school leadership and how they affected teachers' effectiveness, job happiness, instruction quality, and overall success.

This study explored the intricacies of these factors and their interplay in facilitating learning transfer. The aim was to discern which leadership practices most effectively predicted high teacher performance and how these practices were operationalized within the educational context. Thus, the study conclusively mapped the intricate interplay between school leadership, the transfer of learning, and teacher performance within the Capalonga District. One specific problem that the researcher addressed in the Capalonga District was the lack of comprehensive research examining the role of school leadership in facilitating the transfer of learning among teachers and its impact on teacher performance and student outcomes.

Furthermore, DepEd Order No. 42 s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program), stressing daily lesson preparation, indirectly underlined the importance of school administrators in increasing teachers' effectiveness by providing resources and direction. While these legal frameworks and policies did not clearly state a link between school leadership transfer of learning and teacher performance, they all emphasized the importance of good leadership in encouraging teacher growth and increasing overall educational outcomes.

Despite recognizing the importance of effective school leadership, there was limited empirical evidence and theoretical frameworks specific to the context of Capalonga District. Without a clear understanding of how leadership practices influenced the transfer of learning within the district, educators and policymakers struggled to implement targeted strategies to improve teacher performance and student outcomes. By conducting research in the Capalonga District, the researcher aimed to fill this gap in the literature and provide insights into the

unique challenges and opportunities school leaders face in promoting effective transfer of learning. Ultimately, the goal was to advance understanding of how school leadership could enhance teacher performance and student outcomes in the context of Capalonga District, thereby informing evidence-based practices and policies to support educational improvement efforts.

Furthermore, identifying key factors influencing the transfer of learning has paved the way for strategic interventions to elevate teaching efficacy. The findings, offering both specificities to the Capalonga District and broader implications for the educational sector, make a compelling case for the transformative power of leadership in education.

This study sought to comprehend the intricate dynamics between school leadership and its relationship with teachers' performance. Specifically, this sought to answer the following: (1) What is the profile of the respondents in terms of sex, age, position, civil status, number of years in the service, and highest educational attainment? (2) What is the Individual Performance Commitment Review Form (IPCRF) result of teachers in Capalonga District for the period 2022-2023? (3) What is the level of effectiveness of the school head leadership practices in facilitating the transfer of learning among teachers in terms of performance, job satisfaction, professional development, innovation and creativity, and promotion? (4) Is there a significant relationship between the performance of teachers and the level of effectiveness of the school head leadership practices in facilitating the transfer of learning? (5) What are the factors that influence the transfer of learning that affect the performance of teachers in terms of training quality, organizational support and technical assistance, personal motivation, student feedback, and peer collaboration? (6) Does the level of effectiveness of school head leadership practices in facilitating the transfer of learning among teachers significantly relate to the factors that influence the transfer? (7) Based on the findings of the study, what intervention on transfer of learning may be proposed to improve the performance of teachers? This study produced reliable results using a quantitative descriptive-correlation research design.

2. Methodology

This quantitative study employed a descriptive-correlational design to examine the relationship between school leadership, transfer of learning, and teacher performance in the Capalonga District. A stratified random sample of 148 teachers (out of a population of 236) was selected to ensure representation across diverse geographical areas, using Slovin's formula to determine sample size. Data were collected via a validated questionnaire with Likert-scale items measuring perceptions of leadership effectiveness, transfer of learning, and teacher performance. Questionnaires were distributed both physically and digitally, with follow-up reminders to maximize response rates. Data analysis utilized Microsoft Excel and IBM SPSS Statistics Version 20. Descriptive statistics summarized demographic data and teacher performance (using 2022-2023 IPCRF data), while inferential statistics, including Somers' Delta, were used to analyze correlations between variables. The study aimed for a thorough, objective analysis of the impact of school leadership on learning transfer and teacher performance.

3. Results and Discussion

This part presents the results of the data analysis in response to the problems covered by this study.

3.1. Profile of the Respondents

Understanding the respondents' profiles based on various demographic and professional characteristics helps contextualize the findings and interpret the data effectively. Table 1 shows the profiles of the respondents in terms of sex, age, position, civil status, number of years in the service, and highest educational attainment.

Table 1. Profile of the Respondents

Profile	Frequency	Percentage (%)
Sex		
Male	31	20.9
Female	117	79.1
Total	148	100.0
Age		
20-29 years old	27	18.2
30-39 years old	57	38.5
40-49 years old	47	31.8
50-59 years old	16	10.8
60-65 years old	1	0.7
Total	148	100.00
Position		
Teacher I	86	58.1
Teacher II	19	12.8
Teacher III	31	20.9
Master Teacher I	12	8.1
Total	148	100.0
Civil Status		
Single	31	20.9
Married	113	76.4
Separated	2	1.4
Widowed	2	1.4
Total	148	100.0
Number of Years in the Service		
1-10 years	47	31.8
11-20 years	67	45.3
21-30 years	31	20.9
31-40 years	3	2.0
Total	148	100.0
Highest Educational Attainment		
Bachelor's Degree	77	52.0
Earned Units Towards Master's Degree	41	27.7
Complete Academic Requirements Towards Master's Degree	27	18.2
Master's Degree	3	2.0
Total	148	100.0

Sex. Table 2 shows the data about the respondents' sex. It can be gleaned that 79.1% of the respondents in this study are female, while the remaining 20.9% are male, indicating a significant gender disparity among teachers. This suggests that female educators dominate the teaching workforce in the Capalonga District. The findings highlight the need for gender-responsive strategies in educational leadership, such as considering gender-specific needs and preferences in leadership practices to enhance job satisfaction and professional development. Similar gender imbalances in the teaching workforce have been reported in other studies, such as Villa and Tulod (2021), which also noted a higher percentage of female teachers in their sample.

Age. Table 2 shows that most respondents (38.5%) were aged 30–39, while only 0.7% were 60–65. This indicates that the Capalonga District teaching workforce is predominantly in their thirties. This age group likely represents a period of career stability and peak performance. School leadership should focus on knowledge transfer strategies to support teachers of all ages, creating professional development programs that leverage the experience and stability of this dominant age group to enhance performance and job satisfaction. Similar age distribution in the teaching workforce has been reported in other studies, such as Francisco (2020), which also reported a predominantly younger workforce.

Position. In addition, Table 2 shows the respondents' position. Most respondents (58.1%) were Teacher I, while the fewest (8.1%) were Master Teacher I. This distribution reflects the varied positions within

the Capalonga District teaching workforce. The high proportion of Teacher I positions suggests a significant portion of the workforce is relatively new to the profession, potentially indicating a gap in career progression opportunities. School leadership should therefore focus on developing professional development opportunities to support teachers' advancement from entry-level to senior positions. This finding aligns with Abdurahman's (2020) report that most teachers are Teacher I, but contradicts Villa and Tulod's (2021) finding that most are Teacher II.

Civil Status. Moreover, the data on respondents' marital status (Table 2) show that most (76.4%) are married, while the smallest percentages are separated (1.4%) and widowed (1.4%). This indicates that a majority of the Capalonga District teaching workforce is married and likely has established family responsibilities. School leadership should therefore consider teachers' family responsibilities when designing support programs and work policies to enhance job satisfaction and professional development. This distribution differs from other studies; Abdurahman (2020) reported mostly single teachers, while Villa and Tulod (2021) found a majority to be widowed.

Number of Years in the Service. Further, the data on years of service (Table 2) show that most respondents (45.3%) have served 11–20 years, while a small percentage (2.0%) have served 31–40 years. This indicates a predominance of teachers with mid-range experience and relatively few with extensive long-term service. The high percentage with 11–20 years of service suggests a workforce with considerable experience and a strong understanding of educational practices. School leadership should strategically involve these experienced teachers in mentoring and knowledge transfer to enhance overall teacher performance. This finding contradicts dela Fuente's (2021) report that most teachers are relatively new to the service.

Highest Educational Attainment. Finally, Table 2 shows the respondents' highest educational attainment. Most (52.0%) have a bachelor's degree, while only 2.0% hold a master's degree. This indicates that most Capalonga District teachers have met the minimum qualification for public school positions, with relatively few pursuing graduate studies. The predominance of bachelor's degrees suggests a significant portion of the workforce may have limited advanced training or specialized knowledge. To enhance leadership and teaching outcomes, school leaders should support and encourage further educational opportunities for their staff. This aligns with Balanquit et al.'s (2023) findings that most teachers have bachelor's degrees, with fewer pursuing graduate studies.

3.2. Individual Performance Commitment Review Form (IPCRF) Rating of the Teachers in Capalonga District

The IPCRF ratings of teachers for the School Year 2022–2023 provided a quantitative measure of teacher performance. The IPCRF ratings are analyzed to determine the performance levels of teachers within the district. Table 2 shows teachers' performance ratings in Capalonga District in School Year 2022–2023. The data shows that the majority of teachers' performance ratings fell within the outstanding category (79.7%), while the satisfactory category (2.0%) has the lowest number. This indicates a predominantly high level of performance among the teachers in the district.

Table 2. IPCRF Rating of Teachers in Capalonga District SY 2022–2023

Ratings	Frequency	Percentage (%)
Outstanding	118	79.7
Very Satisfactory	27	18.2
Satisfactory	3	2.0
Total	148	100.0

The findings revealed a significant disparity in teacher performance within Capalonga District. While a substantial majority of teachers demonstrated exceptional performance, as evidenced by the high percentage

of outstanding ratings, a notable segment remained at a satisfactory level. This positive outcome, characterized by widespread excellence, was likely a direct result of effective school leadership practices that cultivated a supportive environment conducive to teacher growth and achievement. School leaders should have maintained and even enhanced these practices, ensuring continued recognition of outstanding performance and the fostering of a culture of excellence.

However, the presence of teachers performing at a satisfactory level necessitated a focused response. These teachers required additional support and targeted interventions to bridge the gap and achieve a uniformly high standard of teaching across the district. This finding directly contradicted previous research (Aquino et al., 2021; Francisco, 2020; Oco, 2022), which had indicated a predominantly very satisfactory performance rate. This discrepancy warranted further investigation to understand the underlying reasons for this shift, potentially examining changes in assessment methodologies, teacher demographics, or other contextual factors. Addressing the needs of the satisfactory group was crucial to ensuring equitable educational opportunities for all students in Capalanga District.

3.3. Level of Effectiveness of the School Head Leadership Practices

Assessing the effectiveness of school head leadership practices in facilitating the transfer of learning among teachers includes an analysis of performance, job satisfaction, professional development, innovation and creativity, and promotion. For each component, five indicators were rated by respondents on a Likert scale from 1 which can be interpreted as not effective to 4 as very effective.

Table 3. Level of Effectiveness of the School Head Leadership Practices in Facilitating Transfer of Learning along Performance

Indicators	Weighted Mean	Interpretation
1. The school head provides clear performance targets that align with our professional goals.	3.45	Very Effective
2. The performance assessment process is transparent and fair.	3.46	Very Effective
3. The school head's guidance helps in effectively managing classroom challenges.	3.35	Very Effective
4. The school head ensures that the resources are available to meet performance targets.	3.27	Very Effective
5. The school head's leadership style fosters a culture of continuous improvement.	3.32	Very Effective
Overall Weighted Mean	3.36	Very Effective

Rating Scale: 3.25 - 4.00 = Very Effective; 2.50 - 3.24 = Effective; 1.75 - 2.49 = Slightly Effective; 1.00 - 1.74 = Not Effective

Job Satisfaction. In addition, Table 4 shows the effectiveness of school head leadership practices in facilitating knowledge transfer among teachers, as measured by various job satisfaction indicators. Indicator 1, the school head's leadership makes me feel valued as a school member, received the highest weighted mean of 3.38, while Indicator 3, I feel motivated to go above and beyond in my role due to the school head leadership, received the lowest weighted mean of 3.30. All indicators were rated very effective, indicating consistently high effectiveness in leadership practices concerning job satisfaction.

These results suggest teachers perceive the school heads leadership as highly effective in enhancing job satisfaction. The highest rating for feeling valued underscores the importance of recognition and appreciation in maintaining high morale and job satisfaction among teachers. On the other hand, while still very effective, the slightly lower rating for motivation to exceed expectations indicates potential areas for further leadership enhancement.

The findings underscore the need for school heads to continue fostering a positive work environment, addressing work-life balance issues, and recognizing and rewarding contributions to sustain and enhance job satisfaction. The findings conform with Albino (2023), who stated that school head leadership is important in enhancing teacher job satisfaction.

Table 4. Level of Effectiveness of the School Head Leadership Practices in Facilitating Transfer of Learning along Job Satisfaction

	Indicators	Weighted Mean	Interpretation
1.	The school head's leadership makes me feel valued as a school member of the school.	3.38	Very Effective
2.	There is a positive work environment that enhances my job satisfaction.	3.32	Very Effective
3.	I feel motivated to go above and beyond in my role due to the school head's leadership.	3.30	Very Effective
4.	The school head addresses concerns related to work-life balance effectively.	3.31	Very Effective
5.	I feel my contributions to the school are properly acknowledged and rewarded.	3.36	Very Effective
	Overall Weighted Mean	3.34	Very Effective

Rating Scale: 3.25 - 4.00 = Very Effective; 2.50 - 3.24 = Effective; 1.75 - 2.49 = Slightly Effective; 1.00 - 1.74 = Not Effective

Professional Development. Table 5 reveals the effectiveness of school head leadership practices in facilitating knowledge transfer among teachers, as measured by various professional development indicators. Indicator 2, the school head encourages participation in workshops, seminars, and conferences, received the highest weighted mean of 3.48. In contrast, Indicator 3, the school head fosters a culture of learning and knowledge sharing, received the lowest weighted mean of 3.24. All indicators except Indicator 3 were rated as effective, suggesting an overall positive perception of leadership practices in this area.

Table 5. Level of Effectiveness of the School Head Leadership Practices in Facilitating Transfer of Learning along Professional Development

	Indicators	Weighted Mean	Interpretation
1.	The school head actively supports opportunities for my professional development.	3.39	Very Effective
2.	The school head encourages participation in workshops, seminars, and conferences.	3.48	Very Effective
3.	The school head fosters a culture of learning and knowledge sharing.	3.24	Effective
4.	Professional development activities are effectively integrated into practice.	3.28	Very Effective
5.	Collaboration and teamwork for professional growth are encouraged by the school head.	3.34	Very Effective
	Overall Weighted Mean	3.35	Very Effective

Rating Scale: 3.25 - 4.00 = Very Effective; 2.50 - 3.24 = Effective; 1.75 - 2.49 = Slightly Effective; 1.00 - 1.74 = Not Effective

Innovation and Creativity. Table 6 presents the effectiveness of school head leadership practices in facilitating knowledge transfer among teachers, as measured by various innovation and creativity indicators. Indicator 1, the school head encourages innovative teaching methods and approaches, received the highest weighted mean of 3.38, while Indicator 3, resources allocated to support innovative projects and creative endeavors, received the lowest weighted mean of 3.30. All indicators were rated as very effective, indicating strong school head support for teacher innovation and creativity.

This implies that teachers perceive their school heads as highly effective in fostering an environment that values and encourages innovation and creativity. The highest rating for encouraging innovative teaching methods highlights the school heads' role in promoting innovation and creativity in teaching. While still very positive, the slightly lower rating for resource allocation indicates an area where additional support could further enhance creative initiatives.

These findings underscore the need for school heads to prioritize and support innovative teaching practices, allocate adequate resources for creative projects, and provide constructive feedback to sustain a culture of continuous improvement and innovation. The findings align with Mohd Siraj et al. (2022), emphasizing the positive impact of school heads' leadership on fostering innovation and creativity among teachers and supporting a culture of continuous improvement.

Table 6. Level of Effectiveness of the School Head Leadership Practices in Facilitating Transfer of Learning along Innovation and Creativity

	Indicators	Weighted Mean	Interpretation
1.	The school head encourages innovative teaching methods and approaches.	3.38	Very Effective
2.	The school head appreciates and rewards innovative ideas and initiatives.	3.34	Very Effective
3.	Resources are allocated to support innovative projects and creative endeavors.	3.30	Very Effective
4.	Feedback on innovative projects is constructive and aimed at further improvement.	3.33	Very Effective

5.	The school head is proactive in adopting the latest educational technologies.	3.33	Very Effective
Overall Weighted Mean		3.33	Very Effective

Rating Scale: 3.25 - 4.00 = Very Effective; 2.50 - 3.24 = Effective; 1.75 - 2.49 = Slightly Effective; 1.00 - 1.74 = Not Effective

Promotion. Table 7 shows the effectiveness of school head leadership practices in facilitating knowledge transfer among teachers, as measured by various promotion indicators. Indicator 4, professional achievements and contributions are recognized in the promotion process, received the highest weighted mean of 3.41. Indicators 2, the school head guides career advancement and promotion prospects, and 5, the promotion process under the school head's leadership motivates me to excel in my role, received the lowest weighted mean of 3.36. All indicators were rated as very effective, indicating a strong perception of effective promotion practices.

This implies that teachers view their school heads as highly effective in managing promotion practices. The highest rating for recognizing professional achievements highlights the importance of acknowledgment and reward in motivating staff and ensuring a fair promotion process. While still positive, the slightly lower rating for guidance on career advancement and motivation to staff suggests an area where additional support could further enhance perceptions of career development opportunities.

These findings underscore the need for school heads to continue to ensure fairness and transparency in promotion processes while providing clear guidance on career advancement and motivation to staff to enhance overall effectiveness. The present findings align with Magboo et al. (2023), emphasizing the importance of recognizing professional achievements for effective promotion practices and highlighting the significance of acknowledgment and motivation in enhancing staff performance.

Table 7. Level of Effectiveness of the School Head Leadership Practices in Facilitating Transfer of Learning along Promotion

Indicators	Weighted Mean	Interpretation
1. The school head ensures that the process for promotion is transparent and merit-based.	3.39	Very Effective
2. The school head guides career advancement and promotion prospects.	3.36	Very Effective
3. The school head advocates for fair and equitable promotion opportunities.	3.38	Very Effective
4. Professional achievements and contributions are recognized in the promotion process.	3.41	Very Effective
5. The promotion process under the school head's leadership motivates me to excel in my role.	3.36	Very Effective
Overall Weighted Mean	3.39	Very Effective

Rating Scale: 3.25 - 4.00 = Very Effective; 2.50 - 3.24 = Effective; 1.75 - 2.49 = Slightly Effective; 1.00 - 1.74 = Not Effective

3.4. Relationship between the Performance of Teachers and the Level of Effectiveness of the School Head

The test for a significant relationship that may exist between the performance of teachers through their IPCR ratings and the level of effectiveness of school head leadership practices in facilitating the transfer of learning along performance, job satisfaction, professional development, innovation and creativity, and promotion were computed using the Somers' Delta Correlation Coefficient (d). Table 9 shows that among the five leadership practices, a significant relationship exists in the professional development and performance rating with $d = -.253$ and a p-value of .010 at 0.05 significant level. Moreover, a significant relationship exists in the promotion and performance rating with a coefficient of $-.260$ and a p-value of .009 at a 0.05 significant level.

School heads encouraging participation in workshops, seminars, and conferences have a significant relationship with teachers obtaining satisfactory ratings. This implies that teachers who actively engage in professional development opportunities are more likely to receive positive performance evaluations. This is because these workshops, seminars, and conferences provide teachers with updated knowledge, new teaching strategies, and practical skills, leading to improved classroom management, lesson planning, and student engagement.

Table 8. Test for Significant Relationship between the Performance of Teachers and the Level of Effectiveness of the School Head Leadership Practices in Facilitating the Transfer of Learning

Leadership Practices	IPCRF Rating		Remarks
	Somers' Delta (d)	p-value	
Performance	-.134	.197	Not Significant
Job Satisfaction	-.164	.122	Not Significant
Professional Development	-.253*	.010	Significant
Innovation and Creativity	-.102	.319	Not Significant
Promotion	-.260**	.009	Significant

*Correlation is Significant @ 0.05 level

**Correlation is Significant @ 0.01 level

Furthermore, participating in these events exposes teachers to new ideas, fosters a sense of community, and encourages collaboration, boosting their motivation, confidence, and overall commitment to their profession. School heads often select professional development opportunities that align with the school's vision and goals, ensuring teachers are equipped with the skills and knowledge needed to effectively implement school-wide initiatives. By prioritizing professional development, school heads demonstrate their commitment to their teachers' growth and well-being, fostering a positive work environment and enhancing teacher morale.

While professional development plays a significant role, other factors also influence teacher performance, such as individual teacher attributes, school resources and support, and student factors. Therefore, while encouraging professional development is crucial, it's not a guaranteed path to satisfactory ratings. A holistic approach that considers all these factors is essential for fostering a culture of continuous improvement and supporting teachers in achieving their best.

Those who obtain outstanding performance are negatively significantly associated with those who were guided by school heads to have career advancement and be promoted, likewise being motivated to excel sustainably in their work as teachers. This suggests that teachers who are highly motivated to excel and consistently demonstrate outstanding performance are less likely to be actively guided by school heads for promotion. This seemingly contradictory finding might be explained by several factors.

Firstly, teachers who are already demonstrating exceptional performance may be seen as self-motivated and capable of driving their own career advancement, making active guidance from the school head less necessary. Secondly, outstanding performers may be more focused on their teaching and less interested in administrative roles, preferring to remain in the classroom and contribute to student success. Additionally, school heads might prioritize promoting teachers who demonstrate strong leadership skills, collaborative spirit, and a willingness to take on administrative responsibilities, even if their performance ratings are not the highest.

However, it's crucial to note that this association doesn't imply that outstanding performance is detrimental to career advancement. Rather, it suggests that the path to promotion is multifaceted and might involve factors beyond pure performance, such as leadership potential, communication skills, and a willingness to contribute to the school's broader goals. While excelling in teaching is essential, demonstrating a commitment to the school's overall mission and a willingness to take on leadership roles can also be crucial for career progression. The study aligns with the findings of Muthoni et al. (2020), showing a significant negative relationship between professional development, promotion, and teacher performance ratings, emphasizing the importance of these aspects for enhancing teacher effectiveness.

On the other hand, the school heads' other practices of facilitating the transfer of learning along with performance, job satisfaction, innovation, and creativity did not obtain a significant relationship. This means that the teachers' performance ratings have nothing to do with the school heads' level of effectiveness in their leadership practices of facilitating the transfer of learning along the three variables considered. Specifically, performance metrics alone may not fully capture the impact of leadership practices, implying that a more comprehensive evaluation approach is needed. Job satisfaction, while necessary, may not directly enhance performance unless integrated with other supportive strategies. Similarly, fostering innovation and creativity

requires targeted resources and encouragement beyond general leadership practices. The present findings align with studies emphasizing the need for a comprehensive evaluation approach to assess leadership practices' impact on performance, job satisfaction, innovation, and creativity in schools (Olaiyar and Loayon, 2022).

3.5. Factors that Influence the Transfer of Learning that Affect the Performance of Teachers

Various factors influence the transfer of learning and affect teacher performance, including training quality, organizational support, personal motivation, student feedback, and peer collaboration. For each factor, five indicators were rated by respondents on a Likert scale from 1 which can be interpreted as not effective to 4 very effective. The weighted mean for each statement indicates the level of influence on the transfer of learning, with a higher weighted mean indicating a higher level of influence.

Training Quality. Table 9 shows factors influencing knowledge transfer and affecting teacher performance, as measured by various training quality indicators. Indicator 5, how influential is the appropriateness of training methods (e.g., workshops, seminars) in your learning transfer, received the highest weighted mean of 3.49, while Indicator 1, how influential is the clarity of training objectives on your learning transfer, received the lowest weighted mean of 3.39. All indicators were rated as very influential, reflecting the consistently high impact of training quality on knowledge transfer.

These results indicate that teachers perceive various aspects of training quality as highly influential. The highest rating for the appropriateness of training methods underscores the importance of using suitable and effective training formats to maximize knowledge transfer. The high ratings for training content relevance and trainers' expertise highlight the critical role of these elements in ensuring the practical applicability and effectiveness of training programs.

While the overall perception of training quality's influence on learning transfer is high, the slightly lower mean score for indicator 1 where clarity of training objectives suggests a potential area for improvement. This implies that, despite the generally positive view of training, teachers might experience some confusion regarding the specific goals and outcomes of training programs. This lack of clarity could hinder the effective application of learned skills and knowledge in the classroom, as teachers might struggle to see the direct relevance of the training to their daily work. Addressing this issue through clearly defined, communicated, and relevant training objectives is crucial to maximize the impact of training programs and ensure teachers fully benefit from the knowledge and skills acquired.

These findings underscore the importance of investing in high-quality, relevant, and appropriately delivered training programs to enhance teacher performance. The present findings align with studies emphasizing the significant impact of training quality, relevant content, effective trainers, and appropriate methods on learning transfer and teacher performance (Katsioloudes, 2022).

Table 9. Factors that Influence the Transfer of Learning that Affect the Performance of Teachers along Training Quality

	Indicators	Weighted Mean	Interpretation
1.	How influential is the clarity of training objectives on your learning transfer?	3.39	Very Influential
2.	To what extent does the relevance of training content to your job influence your learning transfer?	3.42	Very Influential
3.	How influential is the expertise and effectiveness of the trainers in your learning transfer?	3.41	Very Influential
4.	To what degree does the application of hands-on or practical activities during training influence your learning transfer?	3.48	Very Influential
5.	How influential is the appropriateness of training methods (e.g., workshops, seminars) in your learning transfer?	3.49	Very Influential
	Overall Weighted Mean	3.44	Very Influential

Rating Scale: 3.25 - 4.00 = Very Influential; 2.50 - 3.24 = Influential; 1.75 - 2.49 = Slightly Influential; 1.00 - 1.74 = Not Influential

Organizational Support and Technical Assistance. Table 10 presents factors influencing knowledge transfer and affecting teacher performance, as measured by various organizational support and technical assistance indicators. Indicator 5, how influential is the support from colleagues in applying new skills learned from training, received the highest weighted mean of 3.53. Indicators 2, to what extent does the recognition of your efforts by the organization influence your learning transfer, and 3, how influential is the organization's provision of resources like time and materials in your learning transfer, received the lowest weighted mean of 3.41. All indicators were rated as very influential, highlighting the crucial role of organizational support in facilitating effective knowledge transfer.

These results suggest that support from colleagues plays the most significant role in helping teachers apply new skills, underscoring the importance of a collaborative work environment. Although slightly lower, recognition of efforts and availability of resources still play a vital role in influencing learning transfer. These findings indicate that a well-rounded support system encompassing management, resources, and peer collaboration is essential for effective learning transfer.

These findings underscore the need for school heads to ensure support systems, recognize teachers' efforts, provide adequate resources, and foster a culture of continuous learning and peer support to maximize the effectiveness of professional development programs. The present findings align with studies emphasizing the significant impact of organizational support, peer collaboration, recognition, and available resources on learning transfer and teacher performance enhancement (Chiranorawanit and Nittayathamkul, 2024).

Table 10. Factors that Influence the Transfer of Learning that Affect the Performance of Teachers along Organizational Support and Technical Assistance

Indicators	Weighted Mean	Interpretation
1. How influential is the support from management in applying new skills to your job?	3.45	Very Influential
2. To what extent does the recognition of your efforts by the organization influence your learning transfer?	3.41	Very Influential
3. How influential is the availability of resources (like time and materials) provided by the organization in your learning transfer?	3.41	Very Influential
4. To what degree does the culture of continuous learning in the organization influence your learning transfer?	3.45	Very Influential
5. How influential is the support from colleagues in applying new skills learned from training?	3.53	Very Influential
Overall Weighted Mean	3.45	Very Influential

Rating Scale: 3.25 - 4.00 = Very Influential; 2.50 - 3.24 = Influential; 1.75 - 2.49 = Slightly Influential; 1.00 - 1.74 = Not Influential

Personal Motivation. Table 11 shows factors influencing knowledge transfer and affecting teacher performance, as measured by various personal motivation indicators. Indicator 1, to what degree does your attitude towards continuous personal development influence your learning transfer, received the highest weighted mean of 3.53, while Indicator 3, to what extent does your perseverance in facing challenges during the application of new skills influence your learning transfer, received the lowest weighted mean of 3.43. All indicators were rated as very influential, underscoring the significant impact of personal motivation on knowledge transfer.

This implies that teachers' attitudes toward continuous personal development influence their learning transfer. This highlights the importance of a growth mindset and the drive for ongoing self-improvement in enhancing teachers' abilities to apply new skills. Conversely, while still very influential, perseverance in facing challenges is rated slightly lower, suggesting that overcoming obstacles in skill application, though critical, may be somewhat more variable among individuals.

These findings underscore the importance of fostering an environment that supports and encourages these personal attributes, which can significantly enhance the effectiveness of professional development programs. The present findings align with studies emphasizing personal motivation's significant impact on learning transfer, particularly in attitudes toward continuous development, risk-taking, self-discipline, and work-life balance (Jaramillo-Baquerizo, 2020).

Table 11. Factors that Influence the Transfer of Learning that Affect the Performance of Teachers along Personal Motivation

Indicators	Weighted Mean	Interpretation
1. To what degree does your attitude towards continuous personal development influence your learning transfer?	3.53	Very Influential
2. How influential is your willingness to take risks and try new methods in your learning transfer?	3.44	Very Influential
3. To what extent does your perseverance in facing challenges while applying new skills influence your learning transfer?	3.43	Very Influential
4. To what degree does your self-discipline in practicing new skills influence your learning transfer?	3.46	Very Influential
5. To what extent does your work-life balance influence your capacity to transfer learning?	3.51	Very Influential
Overall Weighted Mean	3.48	Very Influential

Rating Scale: 3.25 - 4.00 = Very Influential; 2.50 - 3.24 = Influential; 1.75 - 2.49 = Slightly Influential; 1.00 - 1.74 = Not Influential

Student Feedback. Table 12 presents factors influencing knowledge transfer and affecting teacher performance, as measured by various student feedback indicators. Indicators 1, how influential is the relevance of student feedback to your teaching practices in your learning transfer, and 2, how influential is student feedback on the classroom environment in your learning transfer, received the highest weighted mean of 3.57. Indicators 3, to what extent does the timeliness of student feedback influence your learning transfer, 4, to what degree does student feedback on the use of technology in teaching influence your learning transfer, and 5, how influential is student feedback on the inclusivity of your teaching methods in your learning transfer, received the lowest weighted mean of 3.51. All indicators were rated as very influential, reflecting the consistently high impact of student feedback on knowledge transfer.

These results highlight that student feedback's relevance to teaching practices and the classroom environment is perceived as the most influential factor in learning transfer. This suggests teachers value constructive feedback, impacting their instructional methods and classroom dynamics. On the other hand, while still highly influential, timeliness, technology use, and inclusivity of teaching methods are slightly less emphasized, indicating areas where feedback can still be critical but might be viewed as more specific or situational.

Table 12. Factors that Influence the Transfer of Learning that Affect the Performance of Teachers along Student Feedback

Indicators	Weighted Mean	Interpretation
1. How influential is the relevance of student feedback to your teaching practices in your learning transfer?	3.57	Very Influential
2. How influential is the student feedback on the classroom environment in your learning transfer?	3.57	Very Influential
3. To what extent does the timeliness of student feedback influence your learning transfer?	3.51	Very Influential
4. To what degree does student feedback on the use of technology in teaching influence your learning transfer?	3.51	Very Influential
5. How influential is the student feedback on the inclusivity of your teaching methods in your learning transfer?	3.51	Very Influential

Overall Weighted Mean

3.53

Very
Influential

Rating Scale: 3.25 - 4.00 = Very Influential; 2.50 - 3.24 = Influential; 1.75 - 2.49 = Slightly Influential; 1.00 - 1.74 = Not Influential

These findings underscore the importance of promoting a continuous, detailed, and constructive student feedback system. The present findings align with studies emphasizing the significant influence of student feedback on teachers' learning transfer, particularly in relevance to teaching practices and classroom environment (Aslam and Khan, 2021).

Peer Collaboration. Table 13 reflects factors influencing knowledge transfer and affecting teacher performance, as measured by various peer collaboration indicators. Indicator 5, how influential is peer mentoring or coaching in your learning transfer, received the highest weighted mean of 3.55, while Indicator 4, to what degree does collaboration in professional development activities with peers influence your learning transfer, received the lowest weighted mean of 3.42. All indicators were rated as very influential, emphasizing the significant role of peer collaboration in knowledge transfer.

Table 13. Factors that Influence the Transfer of Learning that Affect the Performance of Teachers along Peer Collaboration

Indicators	Weighted Mean	Interpretation
1. To what degree does the support from peers in problem-solving influence your learning transfer?	3.52	Very Influential
2. To what extent does the sharing of resources among peers influence your learning transfer?	3.51	Very Influential
3. How influential is the encouragement and moral support from peers in your learning transfer?	3.47	Very Influential
4. To what degree does the collaboration in professional development activities with peers influence your learning transfer?	3.42	Very Influential
5. How influential is peer mentoring or coaching in your learning transfer?	3.55	Very Influential
Overall Weighted Mean	3.50	Very Influential

Rating Scale: 3.25 - 4.00 = Very Influential; 2.50 - 3.24 = Influential; 1.75 - 2.49 = Slightly Influential; 1.00 - 1.74 = Not Influential

These results indicate that peer mentoring or coaching is perceived as the most influential factor in learning transfer among teachers. This suggests that one-on-one or small group mentoring relationships greatly enhance teachers' application of new skills and knowledge. Conversely, while still very influential, collaboration in professional development activities is rated slightly lower, suggesting that while group learning experiences are valuable, they may not be as impactful as direct mentoring or coaching.

These findings highlight the need for school heads to prioritize and facilitate structured peer mentoring and collaborative professional development opportunities. The present findings align with studies emphasizing the significant impact of peer mentoring or coaching on learning transfer among teachers, highlighting the effectiveness of peer collaboration in skill application (Callo and Ubayubay, 2024).

3.6. Relationship between the Level of Effectiveness of the School Head Leadership Practices and the Factors that Influence the Transfer

To determine if there is a significant relationship between the level of effectiveness of the school head leadership practices in facilitating the transfer of learning and the factors that influence the transfer, Somers' Delta Correlation Coefficient (d) was used. Table 15 shows that the level of effectiveness of the school heads' leadership practices, along with performance, job satisfaction, professional development, innovation, creativity, and promotion, have a significant association with the factors that influence the transfer of learning along with training quality, organizational support, and technical assistance, personal motivation, student feedback, and

peer collaboration.

Table 14. Test for Significant Relationship between the Level of Effectiveness of the School Heads' Leadership Practices and the Factors that Influence the Transfer of Learning

Factors that influence the Transfer of Learning	Practices in Facilitating the Transfer of Learning									
	Performance		Job Satisfaction		Professional Development		Innovation and Creativity		Promotion	
	d	p-value	d	p-value	d	p-value	d	p-value	d	p-value
Training Quality	.467**	.000	.467**	.000	.609**	.000	.568**	.000	.554**	.000
Organizational Support and Technical Assistance	.552**	.000	.606**	.000	.558**	.000	.589**	.000	.525**	.000
Personal Motivation	.460**	.000	.462**	.000	.441**	.000	.500**	.000	.437**	.000
Student Feedback	.418**	.000	.427**	.000	.442**	.000	.443**	.000	.448**	.000
Peer Collaboration	.486**	.000	.525**	.000	.543**	.000	.492**	.000	.519**	.000

*Correlation is Significant @ 0.05 level

**Correlation is Significant @ 0.01 level

The coefficient values range from .418 to .609, at 0.01 level, indicating a positive moderate relationship. The coefficients suggest that as the level of effectiveness of leadership practices of school heads increases, the factors influencing the transfer of learning also tend to increase. This further indicates that school heads who demonstrate strong leadership skills are more likely to create an environment that fosters effective transfer of learning in the considered variables in this study.

The strong correlations between the factors influencing the transfer of learning and the effectiveness of school heads' leadership practices suggest that improvements in training quality, organizational support, personal motivation, student feedback, and peer collaboration are crucial for enhancing various dimensions of leadership effectiveness. For instance, the level of effectiveness of the school head leadership practices in facilitating the transfer of learning in terms of a performance assessment process that is fair and transparent is highly associated with the training quality, particularly on how influential the appropriate training methods are in the transfer of learning. Hence, the statement suggests the interconnectedness of leadership practices, training quality, and performance assessment processes in achieving successful learning outcomes within a school setting. It highlights the importance of investing in high-quality training and employing effective leadership practices to ensure that learning is not only acquired but effectively utilized in appropriate contexts.

Moreover, the level of effectiveness of the school head leadership practices in facilitating the transfer of learning in terms of job satisfaction which is the school heads leadership makes me feel valued as a school member of the school is highly associated with the organizational support and technical assistance on how influential the support from colleagues is, in applying new skills learned from training. Hence, the statement suggests a strong link between perceived organizational support and job satisfaction, particularly in the context of professional development and skill transfer. When school leaders create a supportive environment where colleagues readily assist each other in applying newly learned skills, it fosters a sense of belonging and value, leading to increased job satisfaction. This positive feedback loop reinforces the importance of providing adequate organizational support and technical assistance to maximize the impact of training programs and ultimately enhance the overall effectiveness of the school.

On the other hand, the level of effectiveness of the school head's leadership practices in facilitating transfer of learning in terms of professional development which is the school head encourages participation in workshops, seminars, and conferences is highly associated with the personal motivation on what degree does your attitude towards continuous personal development influence your learning transfer. Hence, the statement suggests a strong correlation between a school head's encouragement of professional development opportunities and an individual's personal motivation to learn and apply new skills. When school leaders actively promote

participation in workshops, seminars, and conferences, they demonstrate a commitment to their staff's growth and development. This, in turn, inspires a sense of personal motivation within teachers, leading them to actively seek out opportunities for continuous learning and improvement. A positive attitude towards personal development becomes a driving force for individuals to internalize new knowledge and skills, ultimately leading to a more effective transfer of learning into their daily practice.

Also, the level of effectiveness of the school head's leadership practices in facilitating the transfer of learning innovation and creativity which is the school head encourages innovative teaching methods and approaches is highly associated with student feedback which is how influential the relevance of student feedback to your teaching practices in your learning transfer. Hence, the statement suggests a strong link between a school head's encouragement of innovation and creativity in teaching and the impact of student feedback on learning transfer. When school leaders foster a culture of experimentation and encourage teachers to embrace new methods and approaches, it creates an environment where student feedback becomes a valuable tool for improvement. By actively seeking out and incorporating student feedback, teachers can refine their innovative practices and ensure that their teaching methods are relevant and effective. This constant feedback loop between innovation, creativity, and student input fosters a dynamic learning environment that maximizes the transfer of knowledge and skills to students.

Finally, the level of effectiveness of the school head leadership practices in facilitating transfer of learning in terms of promotion which is professional achievements and contributions recognized in the promotion process is highly associated with peer collaboration which is how influential is peer mentoring or coaching in your learning transfer. Hence, the statement suggests a strong connection between a school head's focus on recognizing professional achievements in the promotion process and the impact of peer collaboration on learning transfer. When school leaders value and reward professional growth, it encourages a collaborative learning environment where teachers actively seek out and engage in peer mentoring and coaching. This sense of shared responsibility for professional development creates a powerful platform for knowledge exchange and skill transfer. As teachers work together to support each other's learning, they gain valuable insights and perspectives that enhance their own professional growth and ultimately contribute to a more effective transfer of learning to students.

The present findings align with studies emphasizing the positive impact of effective leadership practices on factors influencing learning transfer, such as teaching performance, job satisfaction, professional development, innovation, and collaboration (Nacionales, 2024). Thus, the null hypothesis that there is no significant relationship between the level of effectiveness of the school head leadership practices and the factors that influence the transfer of learning will be rejected.

3.7. Intervention to Improve the Performance of Teachers

Based on the findings of this study, the proposed intervention to enhance teacher performance in the Capalonga District is based on key indicators from the study, focusing on training quality, organizational support, personal motivation, student feedback, and peer collaboration. The "Guide to Teacher Excellence Handbook" aligns with these findings, emphasizing actionable strategies to facilitate effective learning transfer. The intervention highlights the need for relevant and practical professional development, utilizing hands-on activities and workshops that reflect real classroom scenarios. It underscores the importance of organizational support through structured peer mentoring programs that encourage collaboration and knowledge sharing among teachers, facilitating their professional growth. Personal motivation is recognized as crucial, with opportunities for recognition and the promotion of a growth mindset to sustain engagement in continuous learning. Additionally, the role of student feedback is emphasized for refining teaching practices and fostering a culture of responsiveness. Peer collaboration through mentoring and coaching is also promoted to enhance shared learning and innovation among educators. Overall, the intervention aims to create a holistic approach to improving teacher effectiveness, addressing immediate challenges while fostering a sustainable culture of

professional growth and excellence in teaching.

4. Conclusion and Recommendations

The conclusions drawn from the study's findings are as follows:

1. The demographic profile of teachers in Capalonga District reveals a predominance of female teachers aged between 30 and 39, with most holding the position of Teacher I, married, having 11 to 20 years of service, and holding a bachelor's degree. This indicates that the teaching workforce in Capalonga District primarily comprises female young adults, with a significant portion in entry-level positions, mid-career professionals, and bachelor's degree holders.

2. The Individual Performance Commitment Review Form (IPCRF) ratings for the School Year 2022-2023 indicate that the majority of teachers are rated as outstanding. In contrast, very few teachers are rated as satisfactory.

3. School head leadership practices' effectiveness in facilitating the transfer of learning is consistently rated as "very effective" across various components. Performance, job satisfaction, professional development, innovation and creativity, and promotion are highly effective.

4. A significant negative relationship exists between the effectiveness of school head leadership practices in professional development and promotion and teacher performance. This suggests that while leadership practices are effective, their impact on teacher performance may vary.

5. Factors such as training quality, organizational support, personal motivation, student feedback, and peer collaboration all significantly influence the transfer of learning and teacher performance. Student feedback has the highest influence, with all factors classified as "very influential."

6. There is a significant positive relationship between the effectiveness of school head leadership practices and factors influencing the transfer of learning. Coefficient values indicate a moderate positive correlation, suggesting that effective leadership practices enhance factors that facilitate learning transfer.

7. This study proposes a teacher performance enhancement intervention for Capalonga District, focusing on training quality, organizational support, personal motivation, student feedback, and peer collaboration. The "Guide to Teacher Excellence Handbook" provides actionable strategies, emphasizing practical professional development, structured peer mentoring, opportunities for recognition and growth mindset cultivation, and the use of student feedback to refine teaching. This holistic approach addresses immediate challenges and fosters a sustainable culture of professional growth.

Based on the conclusions, the following recommendations are proposed:

1. School heads should implement targeted professional development programs tailored to the diverse needs of teachers in Capalonga District.

2. School leaders should maintain and build upon teachers' current high performance by offering support and resources to outstanding teachers. They should also implement strategies to elevate the performance of satisfactory teachers through additional professional development opportunities.

3. School heads should regularly review and adapt their leadership strategies to address emerging needs in performance, job satisfaction, professional development, innovation, creativity, and promotion. They should utilize continuous feedback and open communication with teachers to ensure these practices remain relevant and effective.

4. District officials should explore targeted interventions to address the negative relationship observed between professional development, promotion, and teacher performance. They should consider adjusting professional development programs and promotional prospects to align with teachers' needs and performance outcomes.

5. School leaders and district officials should implement comprehensive strategies to enhance training quality, organizational support, personal motivation, student feedback, and peer collaboration equally.

This will capitalize on the strong influence of these factors on the transfer of learning and maintain their positive impact on teacher performance.

6. School leaders should integrate influencing factors into leadership strategies and develop a comprehensive leadership framework that regularly evaluates training quality, organizational support, and feedback mechanisms. They should implement leadership practices that foster strong peer collaboration, address personal motivation, and continuously adapt to teachers' evolving needs.

7. District officials should implement a phased approach to teacher performance enhancement in Capalonga District. This phased implementation should focus on practical, hands-on professional development, structured peer mentoring, and strong feedback mechanisms. The district should prioritize a supportive, collaborative environment that values teacher growth and recognizes individual achievements. Regular monitoring and evaluation should be conducted to ensure the intervention remains relevant and effective.

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