International Journal of Sustainable and Integrated Studies
Volume 1, Issue 4 | ISSN: 3155-6361
DOI: https://doi.org/10.65339/ijsis.V1.I4.296

Educational Leadership Practices and Teachers' Responses to Academic Apathy Among Senior High School Students in Kidapawan and Cotabato School Divisions: An Explanatory Sequential Mixed-Methods Study

Kayla T. Casulla[1], Art Jericho D. Emman[1], Ralph E. Macailing[1], Marlie P. Soguilon[1], Daneca P. Sulit[1], May T. Tolentino[1], Vengie R. Tolentino[1], Eduardo M. Tejeros III, PhD[1], Mark Gennesis B. Dela Cerna, PhD[1]

[1]*Central Mindanao Colleges, Kidapawan City, Philippines*

Email of Corresponding Author: ktcasulla@cmc.edu.ph

Publication history:

Received: October 5, 2026 Accepted: November 16, 2026
Revised: November 13, 2026 Published: November 17, 2026

International Journal of Sustainable and Integrated Studies, Vol. 1, No. 4, pp. 402–410, November 2026.

Abstract

This study examined educational leadership practices and teachers' responses to academic apathy among senior high school students in the Kidapawan and Cotabato School Divisions, Philippines, focusing on their relationship and teachers' experiences. An explanatory sequential mixed-methods design was employed, involving 138 teachers recruited through convenience sampling and 10 purposively selected interview participants. Quantitative data were analyzed using descriptive statistics and Pearson's correlation, while qualitative responses underwent thematic analysis. Findings revealed very high levels of educational leadership practices ($M = 4.694$, $SD = 0.428$) and teachers' responses to academic apathy ($M = 4.675$, $SD = 0.350$), with instructional leadership and motivational interventions receiving the highest ratings. A significant moderate positive relationship emerged between the variables ($r = .466$, $p < .001$). Qualitative findings identified adaptive instruction, individualized guidance, collaboration, and leadership support alongside persistent workload and resource constraints. The study concluded that stronger perceived leadership practices were associated with more responsive teacher practices without establishing causation. Schools should strengthen instructional guidance, professional development, resource provision, and coordinated learner-support mechanisms. Convenience sampling, self-reported measures, and the absence of direct student outcomes limited generalizability and causal interpretation. The findings contribute contextual evidence supporting Sustainable Development Goal 4 (Quality Education), with relevance to SDG 3 (Good Health and Well-Being) and SDG 10 (Reduced Inequalities), informing sustainable educational leadership and inclusive learner-support practices.

Keywords: Academic Apathy; Educational Leadership; Instructional Support; Mixed-Methods Research; Senior High School; Student Engagement; Teacher Responses

1. Introduction

Academic apathy, characterized by diminished interest, effort, motivation, and participation in learning activities, presents challenges to student engagement and instructional effectiveness. Persistent disengagement may manifest through absenteeism, incomplete academic tasks, declining performance, and limited classroom participation, requiring teachers to implement responsive instructional and motivational strategies. Educational leadership plays an important role in establishing supportive school environments through instructional guidance, professional development, communication, supervision, and resource provision. Understanding how leadership practices relate to teachers' responses to academic apathy is particularly relevant among senior high school students in the Kidapawan and Cotabato School Divisions, where contextual differences in school resources, teacher support, and learner circumstances may influence educational practices.

Existing literature emphasizes the multidimensional nature of academic disengagement and the importance of contextual factors in shaping students' participation. Glaesser et al. (2024) highlighted the influence of classroom social dynamics on disengagement among at-risk students in Germany, while İlter (2021) identified an association between absenteeism-related amotivation and academic achievement in Turkey. Leung et al. (2023) examined relationships between severe depressive symptoms and contextual factors among secondary students in Hong Kong, providing insights into student well-being without directly establishing relationships with academic apathy. In the Philippines, Superales and Solomon (2025) explored teachers' experiences of apathy in Values Education, whereas Mag-aso et al. (2025) investigated school climate, subjective well-being, and student engagement. Similarly, Casulla et al. (2026) examined science teachers' instructional practices amid academic apathy in Kidapawan City. Collectively, these studies underscore the importance of understanding disengagement and classroom responses while indicating the need to examine how educational leadership relates to teachers' strategies for addressing academic apathy.

Within the Philippine educational system, policies emphasize responsive instruction, continuous teacher development, and appropriate learner support. DepEd Order No. 8, s. 2015 establishes classroom assessment as a mechanism for monitoring learning progress and adjusting instructional practices. DepEd Order No. 35, s. 2016 institutionalizes Learning Action Cells as school-based professional development mechanisms, while DepEd Order No. 40, s. 2012 provides guidelines for protecting learners and promoting supportive educational environments. These policies provide an institutional foundation for strengthening instructional practices and coordinating learner assistance (Department of Education, 2012, 2015, 2016). However, their implementation must be understood within local school conditions, particularly differences in instructional resources, administrative support, teacher workload, and home–school collaboration. Although international and national studies provide relevant perspectives on student disengagement, their findings cannot automatically be generalized to senior high schools in the Kidapawan and Cotabato School Divisions.

The study was anchored on three complementary theoretical perspectives. The Instructional Leadership Model of Hallinger & Murphy (1985) explains how school leaders influence instructional practices through educational direction, supervision, and the promotion of supportive learning environments. The Self-Determination Theory of Ryan & Deci (2017) provides a motivational perspective for understanding how educational conditions and teacher practices may support student engagement. Meanwhile, the Social Cognitive Theory of Bandura (1986) emphasizes interactions among environmental influences, individual cognition, and behavior, offering a framework for interpreting how school leadership environments and teachers' instructional responses may be related. Together, these theories provide a conceptual foundation for examining educational leadership practices and teachers' responses to academic apathy without presuming causal relationships.

Despite growing research on student disengagement, teacher support, and school leadership, limited evidence directly examines the relationship between educational leadership practices and teachers' responses to academic apathy among senior high school students in the Kidapawan and Cotabato School Divisions. Existing studies have primarily addressed disengagement, classroom experiences, or school-related factors separately, leaving insufficient understanding of how leadership support, instructional strategies, motivational interventions, and collaborative responses are associated within these local educational settings. Moreover, teachers' experiences of administrative guidance, professional development, resource limitations, and coordination with families and guidance personnel require further investigation. Addressing these gaps, the study employed an explanatory sequential mixed-methods design to determine the extent of educational leadership practices and teachers' responses to academic apathy, examine their statistical relationship, and explore teachers' experiences to contextualize the quantitative findings.

The study primarily aligns with Sustainable Development Goal 4 (Quality Education) by examining leadership and instructional practices relevant to inclusive, equitable, and responsive learning environments. It also has contextual relevance to SDG 3 (Good Health and Well-Being) through the recognition that persistent disengagement may coexist with learner well-being concerns requiring appropriate support and referral.

Furthermore, SDG 10 (Reduced Inequalities) is relevant to the importance of recognizing diverse learner needs and providing appropriate educational assistance. These alignments reflect the study's potential educational and social contributions rather than direct measurements of progress toward the identified goals.

From a multidisciplinary sustainability perspective, the study contributes to educational, institutional, and community sustainability by providing evidence that may inform instructional leadership, teacher professional development, resource planning, and coordinated learner-support mechanisms. Its relevance extends to educational governance through the examination of leadership practices, to teacher capacity-building through professional guidance and collaboration, and to community participation through home–school coordination. By investigating how educational leadership and teacher responses are associated within specific school contexts, the study may support the development of more responsive and sustainable educational practices for addressing academic apathy among senior high school students.

2. Material and methods

2.1 Research Design

The study utilized an explanatory sequential mixed-methods design consisting of quantitative and qualitative phases. The quantitative phase assessed educational leadership practices and teachers' responses to academic apathy through a survey, with descriptive statistics and Pearson's correlation used to examine the variables and their relationship. Subsequently, qualitative semi-structured interviews explored teachers' experiences, challenges, and perceptions of leadership support. The research process involved three interconnected stages: quantitative assessment, qualitative exploration, and integration of findings. The qualitative results were compared with the quantitative findings to provide contextual explanations of the observed statistical relationship and identify factors influencing teachers' responses to academic apathy.

2.2 Locale of the Study

The study was conducted in senior high schools within the Kidapawan and Cotabato School Divisions in the Philippines. These educational settings provided the context for examining teachers' perceptions of school leadership practices and their responses to academic apathy among senior high school students. The research included schools offering senior high school programs within the two divisions, allowing the investigation of leadership support, instructional practices, and challenges experienced by teachers in their respective school environments.

2.3 Respondents of the Study

The quantitative phase involved 138 senior high school teachers from schools offering senior high school programs in the Kidapawan and Cotabato School Divisions. Eligible respondents were teachers who had taught at the senior high school level for at least one school year within either division. Teachers who were not assigned to senior high school or were employed outside the identified divisions were excluded. For the qualitative phase, 10 teachers were selected to provide detailed accounts of their experiences in addressing academic apathy and their perceptions of educational leadership support.

2.4 Sample and Sampling Procedure

The quantitative sample size of 138 respondents was determined using Cochran's formula, based on an estimated population of 210 teachers, a 95% confidence level, a 5% margin of error, and an expected proportion of 0.50. Although the formula guided sample-size determination, actual recruitment followed a non-probability convenience sampling approach because participation depended on teachers' availability, willingness, and access to the survey distributed through school-based communication channels (Golzar et al., 2022). For the qualitative phase, purposive sampling was employed to select 10 participants capable of providing detailed explanations of the quantitative findings. This sequential sampling process supported the integration of statistical patterns with teachers' experiences and perceptions.

2.5 Research Instrument

The study utilized a researcher-adapted questionnaire and a semi-structured interview guide. The questionnaire measured educational leadership practices across five dimensions: instructional leadership, teacher support and development, communication and collaboration, monitoring and supervision, and resource provision. Teachers' responses to academic apathy were assessed through identification of apathetic behaviors, instructional responses, motivational interventions, classroom management responses, and referral or collaborative support. The instrument was conceptually informed by established literature on instructional leadership, educational resources, academic orientations, and classroom apathy (Alnahdi et al., 2021; Lai & Lien, 2023; Casulla et al., 2026). The questionnaire employed a five-point Likert scale ranging from 1 (Never) to 5 (Always), indicating the frequency with which the assessed practices were observed. Three validators reviewed the instrument, followed by pilot testing to assess its reliability. Cronbach's alpha yielded a coefficient of 0.936, indicating high internal consistency. The semi-structured interview guide explored teachers' experiences of academic apathy, instructional

challenges, and perceptions of leadership support, drawing on relevant educational leadership and teacher-support literature (Lai & Lien, 2023; OECD, 2025).

2.6 Data Gathering Procedure

Data collection commenced after securing ethics certification from the Central Mindanao Colleges–Research Ethics Committee and obtaining the necessary permissions from school division authorities. Informed consent was obtained from participants before administering the questionnaire. The survey link was distributed through school heads and program coordinators to eligible senior high school teachers in the Kidapawan and Cotabato School Divisions. A total of 138 completed questionnaires were collected for quantitative analysis. Following the initial analysis, 10 participants were purposively selected for semi-structured asynchronous interviews to explore their experiences and provide explanations of the quantitative findings. The asynchronous approach allowed participants to provide written or electronically recorded responses at their preferred pace while accommodating the researchers' established schedule (Fetters & Tajima, 2022). Interview responses were subsequently organized and prepared for qualitative analysis.

2.7 Data Analysis Techniques

Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics summarized respondents' assessments of educational leadership practices and teachers' responses to academic apathy, while Pearson's product–moment correlation determined the strength, direction, and statistical significance of the relationship between the two variables. Qualitative interview responses were analyzed using a Colaizzi-informed thematic procedure. The researchers repeatedly reviewed the transcripts, identified significant statements, formulated meanings, grouped related responses into categories, and developed emergent themes corresponding to the qualitative research questions (Praveena & Sasikumar, 2021). The qualitative findings were subsequently integrated with the quantitative results through comparison and a joint display (Fetters & Tajima, 2022), allowing the researchers to examine convergence, complementary explanations, and contextual differences between the two datasets. This integration supported interpretation of how educational leadership practices were associated with teachers' responses to academic apathy without establishing causal relationships.

2.8 Ethical Considerations

The study was conducted in accordance with the ethical requirements of the Central Mindanao Colleges–Research Ethics Committee (CMC-REC), following the issuance of ethics certification. Participation was voluntary, and informed consent was obtained before data collection. Participants were informed of their right to withdraw without negative consequences. Confidentiality was maintained by replacing personal identifiers with codes and restricting data access to authorized personnel. Research information was used exclusively for academic purposes and stored securely in accordance with institutional data-retention policies. Following the prescribed retention period, data were to be de-identified and securely deleted or destroyed. The researchers upheld respect, fairness, transparency, and integrity throughout the research process while minimizing potential harm or discomfort to participants.

3. Results and Discussion

3.1 Quantitative Findings

3.1.1 Extent of Educational Leadership Practices

Educational leadership practices were rated very high overall (M = 4.694, SD = 0.428). Instructional leadership obtained the highest mean (M = 4.770, SD = 0.399), followed by teacher support and development (M = 4.723, SD = 0.453), communication and collaboration (M = 4.705, SD = 0.497), monitoring and supervision (M = 4.663, SD = 0.498), and resource provision (M = 4.611, SD = 0.564). All dimensions received very high ratings, indicating favorable teacher perceptions of educational leadership practices. The findings emphasize the prominence of instructional leadership in supporting teaching practices, consistent with Aquino et al. (2021) and Grissom et al. (2021). Zhang et al. (2025) similarly associated instructional leadership with teacher self-efficacy, while Antinluoma et al. (2021) highlighted collaboration through professional learning communities. Although resource provision received the lowest rating, its importance in school management is supported by Grissom et al. (2021) and Bingat and Herrera (2025). These findings suggest that instructional guidance and professional support remain important alongside adequate educational resources (Anand et al., 2023; Ventista & Brown, 2023).

3.1.2 Extent of Teachers' Responses to Academic Apathy

Teachers' responses to academic apathy were rated very high overall (M = 4.675, SD = 0.350). Motivational interventions ranked highest (M = 4.778, SD = 0.365), followed by classroom management responses (M = 4.748, SD = 0.352), instructional responses (M = 4.694, SD = 0.407), identification of apathetic behaviors (M = 4.671, SD = 0.427), and referral or collaborative support (M = 4.483, SD = 0.621). These results indicate frequent reported use of motivational, instructional, and classroom management strategies, while referral and collaborative support received comparatively lower ratings. The prominence of motivational interventions aligns with Vargas-Madriz et al. (2024), who identified positive associations between teacher support and student engagement.

Kearney & Graczyk (2022) emphasized coordinated and tiered interventions, while O'Toole & Ćirić (2024) highlighted compassionate, collaborative, and culturally responsive approaches to attendance concerns. The comparatively lower rating for referral support suggests an area for further procedural examination rather than evidence of ineffective interventions.

3.2 Relationship Between Educational Leadership Practices and Teachers' Responses

A moderate, positive, statistically significant relationship was identified between educational leadership practices and teachers' responses to academic apathy ($r = .466$, $p < .001$). Higher leadership-practice ratings were associated with higher teacher-response ratings, indicating that favorable perceptions of school leadership tended to accompany more frequent or constructive reported responses to academic disengagement. The relationship suggests that leadership support is relevant to teachers' instructional and motivational responses, although causation cannot be established. Özdemir et al. (2022) emphasized the relationship between leadership and educational outcomes through organizational processes, while Vargas-Madriz et al. (2024) identified associations between teacher support and student engagement. Santos et al. (2023) further highlighted the influence of social-emotional competencies on engagement, indicating that teacher responses may also be associated with broader learner and school-related factors.

3.3 Teachers' Experiences in Responding to Academic Apathy

3.3.1 Persistent Academic Withdrawal

Teachers identified academic apathy through recurring absenteeism, tardiness, incomplete assignments, declining academic performance, and limited classroom participation. These behaviors frequently occurred together and persisted despite classroom reminders, prompting teachers to monitor patterns of disengagement rather than isolated incidents. These findings reflect the multidimensional nature of student engagement described by Carniel et al. (2025). Observable disengagement indicators may help teachers recognize students requiring additional support, although such behaviors do not independently establish the underlying causes of academic apathy.

3.3.2 Adaptive Teaching and Instructional Persistence

Teachers responded to academic apathy through differentiated activities, contextualized lessons, multimedia resources, positive reinforcement, individualized guidance, and continuous monitoring. Participants described repeatedly adjusting instructional strategies to encourage participation and address learners' changing needs. These responses highlight the relevance of supportive teacher–student relationships in adolescent motivation (Burns & Van Bergen, 2025). Patzak & Zhang (2025) emphasized autonomy-supportive instruction and classroom structure, while Brandmo & Gamlem (2025) highlighted constructive feedback. The findings suggest that instructional flexibility and individualized guidance are important reported responses, consistent with longitudinal research on teacher autonomy support (Yang et al., 2022), although their effectiveness was not directly measured.

3.3.3 Coordinated Support Beyond the Classroom

When academic disengagement persisted, teachers reported consulting colleagues, communicating with parents, involving school administrators, and referring students to guidance personnel. These practices reflected a coordinated approach to addressing concerns that could not be resolved through classroom interventions alone. The findings are consistent with multi-tiered approaches to student disengagement, which emphasize coordinated assistance based on learners' needs (Kearney & Graczyk, 2022). Collaboration among teachers, families, and school personnel provides additional avenues for addressing persistent concerns (Hidajat et al., 2026; OECD, 2026), although the effectiveness of specific referral procedures was not established.

3.3.4 Workload and Resource Constraints

Teachers identified heavy workloads, limited instructional time, administrative responsibilities, insufficient learning materials, and inconsistent home support as challenges in addressing academic apathy. These constraints limited opportunities for individualized instruction, monitoring, and sustained learner assistance. The findings indicate that teachers' responses are influenced by working conditions and available institutional resources. Daga et al. (2025) similarly emphasized the importance of considering teacher workload in educational practice. Consequently, sustained responses to academic disengagement require attention to practical constraints alongside instructional strategies.

3.4 Educational Leadership Practices Shaping Teachers' Responses

3.4.1 Instructional Capacity-Building

Teachers described instructional guidance, classroom observation feedback, technical assistance, professional development, and access to teaching materials as important forms of leadership support. These practices were perceived as helping teachers strengthen instructional strategies and respond to disengaged learners, consistent with evidence on principals' leadership of teacher professional development (Braseth, 2021). The findings align with the Instructional Leadership Model of Hallinger and Murphy (1985), which emphasizes instructional supervision and positive learning environments. Hallinger et al. (2025) likewise identified associations between

instructional leadership and teacher attitudes. These perspectives support the relevance of leadership guidance to teachers' professional practices without establishing causal effects.

3.4.2 Responsive Communication

Participants emphasized open communication, timely feedback, monitoring, and consultation with school administrators. These practices reportedly helped teachers clarify instructional concerns, obtain guidance, and coordinate responses to academic disengagement, consistent with research on leadership and teacher learning (Liu & Hallinger, 2021). Responsive communication reflects the collaborative functions of educational leadership. Antinluoma et al. (2021) highlighted professional learning communities as mechanisms for shared learning, reflection, and collaboration. Such practices may strengthen coordination and professional support when teachers encounter persistent learner difficulties.

3.4.3 Mentorship and Administrative Support

Teachers identified mentorship programs, school-head advice, administrative assistance, and approval of remedial interventions as valuable support mechanisms. Participants perceived these practices as providing professional reassurance and additional options when classroom strategies were insufficient. These experiences indicate that educational leadership extends beyond administrative supervision to professional guidance and instructional assistance. The findings are consistent with the leadership perspectives of Hallinger and Murphy (1985) and the professional collaboration described by Antinluoma et al. (2021), emphasizing mentorship and institutional support in educational practice.

3.4.4 Whole-School Support

Teachers described leadership assistance, peer collaboration, guidance services, parental involvement, and professional development as components of broader school support. However, inadequate resources, heavy workloads, limited time, and inconsistent family participation continued to constrain individualized interventions. The findings indicate that supportive leadership operates within broader institutional conditions, as also emphasized in research on leadership effectiveness and student engagement (Tortosa Martínez et al., 2022). Although leadership guidance and collaboration were positively perceived, resource availability and workload remained important considerations. Whole-school support therefore involves coordinated professional assistance and practical resources rather than reliance on leadership practices alone.

3.5 Integration of Quantitative and Qualitative Findings

3.5.1 Convergence of Leadership Practices and Teacher Responses

Quantitative findings revealed very high ratings for educational leadership practices ($M = 4.694$, $SD = 0.428$) and teachers' responses to academic apathy ($M = 4.675$, $SD = 0.350$), with a moderate positive association ($r = .466$, $p < .001$). Qualitative findings identified instructional guidance, professional development, communication, mentorship, and collaboration as perceived leadership supports. Teachers also described adaptive instruction, motivational strategies, monitoring, and referral practices when addressing disengagement. The integrated findings are consistent with the Instructional Leadership Model of Hallinger and Murphy (1985), which emphasizes instructional direction and supportive school environments. Self-Determination Theory (Ryan & Deci, 2017) provides a motivational perspective on responsive teaching, while Social Cognitive Theory (Bandura, 1986) offers a framework for understanding interactions between educational environments and teacher behavior. Related research on teacher support, leadership, and coordinated interventions further contextualizes these findings (Vargas-Madriz et al., 2024; Özdemir et al., 2022; Kearney & Graczyk, 2022). However, the study did not directly test these theoretical mechanisms or establish causation.

3.5.2 Contextual Constraints and Implications for Support

Despite favorable leadership and teacher-response ratings, qualitative findings revealed persistent challenges involving workload, limited time, insufficient instructional resources, and inconsistent home–school coordination. Teachers described progressing from classroom interventions to consultation with colleagues, families, administrators, and guidance personnel when disengagement continued. These findings qualify the positive quantitative results by demonstrating that leadership support and teacher initiative coexist with institutional constraints. The integrated evidence suggests that instructional guidance, professional development, manageable workloads, adequate resources, and coordinated referral procedures are relevant considerations for school improvement. Nevertheless, the findings reflect teachers' reported practices and perceptions and do not demonstrate reductions in student apathy or improvements in academic outcomes.

4. Conclusion & Recommendations

The study concluded that educational leadership practices and teachers' responses to academic apathy among senior high school students in the Kidapawan and Cotabato School Divisions were perceived at very high levels. Instructional leadership emerged as the strongest leadership dimension, while motivational interventions were the most prominent teacher response. A statistically significant moderate positive relationship indicated that favorable perceptions of educational leadership were associated with stronger reported responses to academic disengagement. Qualitative findings revealed that teachers addressed academic apathy through adaptive instruction, individualized guidance, motivational strategies, and collaboration with families and school personnel. Instructional guidance, professional development, communication, and mentorship were perceived as valuable leadership supports, although workload, limited resources, and time constraints affected sustained interventions. Overall, the findings demonstrate the relevance of educational leadership and coordinated institutional support in addressing academic apathy, while recognizing that the observed relationship does not establish causation or improvements in student outcomes.

School administrators should sustain instructional leadership practices through regular classroom guidance, constructive feedback, mentorship, and professional development focused on student engagement and classroom management. Schools should prioritize the provision of appropriate instructional materials, including reference books and digital resources, while reviewing teacher workloads and administrative responsibilities that limit individualized learner support. Teachers should continue implementing contextualized lessons, differentiated activities, interactive instruction, positive reinforcement, and individualized guidance to address varying patterns of academic disengagement. School leaders should also strengthen communication and establish clear referral and follow-up procedures involving teachers, guidance personnel, and parents to ensure coordinated responses to persistent academic concerns. Professional learning opportunities should emphasize practical strategies for recognizing disengagement and supporting learners with different instructional needs (OECD, 2025). Future researchers should examine student-level outcomes, employ longitudinal approaches, and investigate how institutional resources, teacher workload, and family involvement relate to educational leadership practices and responses to academic apathy.

The study relied on self-reported data from 138 senior high school teachers and qualitative interviews with 10 purposively selected participants, limiting the generalizability of findings beyond the Kidapawan and Cotabato School Divisions. Convenience sampling and the correlational design prevented causal interpretations, while the absence of direct student-level measurements limited conclusions regarding changes in academic apathy. Data collection was also affected by insufficient initial responses, delays in obtaining school division approvals, and time constraints. Future studies may address these limitations through broader sampling, longitudinal data collection, and direct assessment of student engagement and academic outcomes.

5. Compliance with ethical standards

The authors affirm that no conflicts of interest exist in relation to this study. The research involving 138 senior high school teachers from the Kidapawan and Cotabato School Divisions, Philippines, was conducted following ethics certification from the Central Mindanao Colleges–Research Ethics Committee (CMC-REC) and the necessary institutional permissions. Participation was voluntary, informed consent was obtained, and participants retained the right to withdraw without negative consequences. Confidentiality was maintained through coded identifiers, restricted data access, and secure storage in accordance with institutional data-retention policies, with the researchers acknowledging the participating teachers and school authorities for their cooperation.

REFERENCES

Alnahdi, G. H., Goldan, J., & Schwab, S. (2021). Psychometric properties and Rasch validation of the teachers' version of the Perception of Resources Questionnaire. *Frontiers in Psychology, 12*, 633801. https://doi.org/10.3389/fpsyg.2021.633801

Anand, G., Atluri, A., Crawfurd, L., Pugatch, T., & Sheth, K. (2023). Improving school management in low and middle income countries: A systematic review. *Economics of Education Review, 97*, 102464. https://doi.org/10.1016/j.econedurev.2023.102464

Antinluoma, M., Ilomäki, L., & Toom, A. (2021). Practices of professional learning communities. *Frontiers in Education, 6*, 617613. https://doi.org/10.3389/feduc.2021.617613

Aquino, C. J. C., Afalla, B. T., & Fabelico, F. L. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *International Journal of Evaluation and Research in Education, 10*(4), 1325–1333. https://doi.org/10.11591/ijere.v10i4.21518

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.

Bingat, S. O., & Herrera, F. T. (2025). Regular and integrated schools: Roles and performance of school heads, and teaching performance in Gingoog City, Philippines. *Psychology and Education: A Multidisciplinary Journal, 46*(7), 883–919. https://doi.org/10.70838/pemj.460705

Brandmo, C., & Gamlem, S. M. (2025). Students' perceptions and outcome of teacher feedback: A systematic review. *Frontiers in Education, 10*, 1572950. https://doi.org/10.3389/feduc.2025.1572950

Braseth, E. A. (2021). Principals' leadership of mathematics teachers' professional development. *Frontiers in Education, 6*, 697231. https://doi.org/10.3389/feduc.2021.697231

Burns, E. C., & Van Bergen, P. (2025). What are teacher–student relationships in adolescent motivation research? A systematic review of conceptualizations, measurement, and analysis. *Educational Psychology Review, 37*, Article 22. https://doi.org/10.1007/s10648-025-09998-y

Carniel, L., Espinosa, T., & Heidemann, L. (2025). Student engagement: An analysis of indicators, facilitators, and measurement methods in literature reviews. *Educação em Revista, 41*. https://doi.org/10.1590/0102-469853973t

Casulla, K. T., Rellon, J. A., & Kintanar, G. N. (2026). Instructional praxis of science teachers across educational levels in Kidapawan City amidst academic apathy: A multiple case study. *Advanced Journal of STEM Education, 4*(1), 105–122. https://doi.org/10.31098/ajosed.v4i1.4309

Daga, E. D. J. C., Abrigo, M. R. M., & Lingatong, E. E. (2025). *The impact of curriculum reform on teacher workload: A multidimensional time-use analysis*. https://doi.org/10.62986/dp2025.55

Department of Education. (2012, May 14). *DepEd Order No. 40, s. 2012: DepEd Child Protection Policy*. https://www.deped.gov.ph/2012/05/14/do-40-s-2012-deped-child-protection-policy/

Department of Education. (2015, April 1). *DepEd Order No. 8, s. 2015: Policy guidelines on classroom assessment for the K to 12 Basic Education Program*. https://www.deped.gov.ph/2015/04/01/do-8-s-2015-policy-guidelines-on-classroom-assessment-for-the-k-to-12-basic-education-program/

Department of Education. (2016, June 7). *DepEd Order No. 35, s. 2016: The Learning Action Cell as a K to 12 Basic Education Program school-based continuing professional development strategy for the improvement of teaching and learning*. https://www.deped.gov.ph/2016/06/07/do-35-s-2016-the-learning-action-cell-as-a-k-to-12-basic-education-program-school-based-continuing-professional-development-strategy-for-the-improvement-of-teaching-and-learning/

Fetters, M. D., & Tajima, C. (2022). Joint displays of integrated data collection in mixed methods research. *International Journal of Qualitative Methods, 21*, 1–13. https://doi.org/10.1177/16094069221104564

Glaesser, D., Holl, C., Malinka, J., McCullagh, L., Meissner, L., Harth, N. S., Machunsky, M., & Mitte, K. (2024). Examining the association between social context and disengagement: Individual and classroom factors in two samples of at-risk students. *Social Psychology of Education, 27*(1), 115–150. https://doi.org/10.1007/s11218-023-09829-4

Golzar, J., Tajik, O., & Noor, S. (2022). Convenience sampling. *1*, 72–77. https://doi.org/10.22034/ijels.2022.162981

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. The Wallace Foundation. https://www.wallacefoundation.org/knowledge-center/Documents/How-Principals-Affect-Students-and-Schools.pdf

Hallinger, P., Liu, S., & Chen, L. (2025). Principal instructional leadership and teacher attitudes: A meta-analytic review, 1989–2024. *European Journal of Education, 60*(4), Article e70199. https://doi.org/10.1111/ejed.70199

Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The Elementary School Journal, 86*(2), 217–247. https://doi.org/10.1086/461445

Hidajat, T. J., Nguyen, T.-A., Edwards, E. J., Lynch, D., & Carroll, A. (2026). Family–school partnership initiatives to improve student attendance: A systematic review. *Review of Education, 14*(2), Article e70175. https://doi.org/10.1002/rev3.70175

İlter, İ. (2021). The effect of school absenteeism on the relationship between amotivation and academic achievement: A path analysis. *Pedagogika, 142*(2), 117–139. https://doi.org/10.15823/p.2021.142.7

Kearney, C. A., & Graczyk, P. A. (2022). Multi-tiered systems of support for school attendance and its problems: An unlearning perspective for areas of high chronic absenteeism. *Frontiers in Education, 7*, Article 1020150. https://doi.org/10.3389/feduc.2022.1020150

Lai, H.-C., & Lien, H.-Y. (2023). Instructional leadership scale for high school principals: Development and validation. *Educational Management Administration & Leadership*. https://doi.org/10.1177/17411432231177531

Leung, D. Y. P., Leung, S. F., Zhang, X.-L., Ruan, J.-Y., Yeung, W.-F., & Mak, Y.-W. (2023). Factors associated with severe depressive symptoms among Chinese secondary school students in Hong Kong: A large cross-sectional survey. *Frontiers in Public Health, 11*. https://doi.org/10.3389/fpubh.2023.1148528

Liu, S., & Hallinger, P. (2021). Unpacking the effects of culture on school leadership and teacher learning in China. *Educational Management Administration & Leadership, 49*, 214–233. https://doi.org/10.1177/1741143219896042

Mag-aso, S. J. S., Albiso, K. M. R., Condeza, K. B., Edaño, R. V., Evangelista, A. F., Lazaro, E. L. O., Luzon, L. L. R., Maliguid, G. K. A., Mapatot, I. J. B., Sacil, R. J., Salcedo, C. A., Clamares, K. J. M., & Pelandas, A. M. O. (2025). The influence of school climate and subjective well-being on students' engagement. *International Journal of Research and Innovation in Social Science, IX*(III), 1844–1855. https://doi.org/10.47772/IJRISS.2025.90300145

O'Toole, C., & Ćirić, T. (2024). Compassion, collaboration and cultural responsiveness: Insights on promoting successful pathways through education for students who face school attendance barriers. *Frontiers in Education, 9*, Article 1456388. https://doi.org/10.3389/feduc.2024.1456388

OECD. (2025). *Teacher support for student learning: Insights from PISA* (OECD Education Policy Perspectives No. 124). OECD Publishing. https://doi.org/10.1787/97b3a899-en

OECD. (2026). *Tiered systems of support in education: A focus on MTSS* (OECD Education Working Papers No. 346). OECD Publishing. https://doi.org/10.1787/158128c5-en

Özdemir, N., Gümüş, S., Kılınç, A. Ç., & Bellibaş, M. Ş. (2022). A systematic review of research on the relationship between school leadership and student achievement: An updated framework and future direction. *Educational Management Administration & Leadership, 52*(5), 1020–1046. https://doi.org/10.1177/17411432221118662

Patzak, A., & Zhang, X. (2025). Blending teacher autonomy support and provision of structure in the classroom for optimal motivation: A systematic review and meta-analysis. *Educational Psychology Review, 37*, Article 17. https://doi.org/10.1007/s10648-025-09994-2

Praveena, K. R., & Sasikumar, S. (2021). Application of Colaizzi's method of data analysis in phenomenological research. *Medico Legal Update, 21*(2), 914–918. https://doi.org/10.37506/mlu.v21i2.2800

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press. https://doi.org/10.1521/978.14625/28806

Santos, A. C., Simões, C., Melo, M. H. S., Santos, M. F., Freitas, I., Branquinho, C., Cefai, C., & Arriaga, P. (2023). A systematic review of the association between social and emotional competencies and student engagement in youth. *Educational Research Review, 39*, 100535. https://doi.org/10.1016/j.edurev.2023.100535

Superales, E. G., & Solomon, J. Y. (2025). Cultivating purpose amid apathy: A phenomenological study of Values Education teachers. *International Journal of Research and Innovation in Social Science (IJRISS)*. https://doi.org/10.47772/IJRISS

Tortosa Martínez, B. M., Pérez-Fuentes, M. del C., & Jurado, M. del M. M. (2022). Addressing leadership effectiveness for student academic engagement: A systematic review. *School Leadership & Management, 42*(4), 366–380. https://doi.org/10.1080/13632434.2022.2111412

Vargas-Madriz, L. F., Konishi, C., & Wong, T. K. (2024). A meta-analysis of the association between teacher support and school engagement. *Social Development, 33*(4), e12745. https://doi.org/10.1111/sode.12745

Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open, 8*(1), 100565. https://doi.org/10.1016/j.ssaho.2023.100565

Yang, D., Chen, P., Wang, H., Wang, K., & Huang, R. (2022). Teachers' autonomy support and student engagement: A systematic literature review of longitudinal studies. *Frontiers in Psychology, 13*, 925955. https://doi.org/10.3389/fpsyg.2022.925955

Zhang, N., Siaw, Y.-L., & Jiang, N. (2025). The relationship between principal instructional leadership and teacher self-efficacy in student engagement and classroom management: A cross-sectional study in China. *Frontiers in Psychology, 16*, Article 1589958. https://doi.org/10.3389/fpsyg.2025.1589958