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Instructional Leadership and Curriculum Implementation of Elementary School Heads in Gigaquit District

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ABSTRACT

This study determined the instructional leadership practices of elementary school heads in the Gigaquit District, School Year 2024–2025, and the extent of curriculum implementation based on effective instructional leadership. The research considered the demographic profiles of both school heads and teachers as independent variables. Instructional leadership was examined using the domains of the Philippine Professional Standards for School Heads (PPSSH), while curriculum implementation was assessed in terms of fidelity, adaptability, and effectiveness. A quantitative descriptive research design was employed, utilizing a validated and reliable researcher-made survey questionnaire administered to 16 school heads and 129 teachers in the district. Data collection adhered to ethical protocols, and statistical treatments included frequency count, percentage, weighted mean, standard deviation, One-Way ANOVA, and Pearson Product Moment Correlation. The findings revealed that: (1) most school heads were aged 50–54 years, female, had 5–9 years of service, and held a master's degree, while most teachers were aged 40–44 years, female, had less than five years of service, and held a bachelor's degree; (2) school heads demonstrated a *very high extent* of instructional leadership, while teachers implemented the curriculum to a *high extent* with fidelity, adaptability, and effectiveness; (3) age influenced instructional leadership, whereas sex, years of service, and educational attainment did not; (4) teachers' curriculum implementation was not significantly affected by their profile attributes; (5) perceptions differed between some school heads and teachers regarding leadership effectiveness; and (6) strategic leadership, support for teaching and learning, and professional collaboration significantly and positively influenced curriculum implementation. It is recommended that the Gigaquit District establish structured feedback and reflection systems, prioritize the enhancement of instructional leadership competencies among school heads, and institutionalize support mechanisms to strengthen both leadership and curriculum delivery.

Keywords: Instructional Leadership, Curriculum Implementation, Philippine Professional Standards For School Heads, Gigaquit District, Fidelity, Adaptability, Effectiveness

Introduction

In many countries, the gap between the intended curriculum and its actual classroom implementation remains a pressing concern. Even with well-articulated national policies, inconsistencies in instructional leadership often

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hinder fidelity and quality in curriculum delivery. The 2022 UNESCO Global Education Monitoring Report revealed that only 60% of primary school teachers fully implemented their curriculum, with the lack of effective instructional leadership cited as a primary cause. When school leaders are unable to provide consistent guidance, support, and monitoring, the result is uneven learning outcomes across schools within the same system, widening educational disparities. Instructional leadership is widely recognized as a key driver of effective curriculum implementation. A 2025 mixed-methods study in *Frontiers in Education* focusing on Lesotho's curriculum reform found that principals who actively engaged in instructional management—monitoring teaching practices, building collaborative school cultures, and involving teachers in instructional decision-making—were significantly more successful in implementing reforms. These leadership strategies fostered shared responsibility, sustained professional dialogue, and alignment between curricular goals and classroom practice.

In the Philippine context, research echoes these findings. Reyes (2023) reported that school administrators who consistently provided mentoring, technical support, and classroom supervision had a direct and positive impact on K–12 curriculum implementation. Teachers in these schools were more confident in their instructional strategies and more inclined to collaborate in lesson planning and peer observation. Similarly, Ramos and Anonuevo (2024) emphasized the value of classroom observations paired with constructive feedback, noting their contribution to enhanced teaching performance and morale. However, challenges persist. Amancio's (2023) study in Negros Occidental revealed that while school leaders were strong in administrative functions, many lacked the skills to establish collaborative professional cultures. Teachers expressed the need for support in adapting to the competency-based K–12 framework, particularly in performance-based assessments and contextualized instruction. In Bacolod City, Esogon and Gumban (2024) found that transformational leadership—grounded in inspiration, trust, and shared vision—fostered teacher innovation in curriculum design.

In rural areas, these challenges are amplified. Rodulfa (2023) observed that in post-pandemic Sarangani, school heads played a pivotal role in maintaining curriculum alignment despite limited infrastructure, often by empowering teachers and facilitating access to digital resources. Yet, distributed leadership models, as examined by Ortiz et al. (2025), while fostering shared responsibility, also introduced logistical and resource management difficulties. Despite the growing body of literature on instructional leadership, studies have predominantly focused on urban, resource-rich, or secondary school settings. Rural elementary schools, such as those in Gigaquit District, Surigao del Norte, face unique constraints—scarce resources, limited access to professional development, and geographical isolation—that may significantly affect both leadership practices and curriculum implementation. Without localized empirical evidence, the understanding of these dynamics remains incomplete.

This study addresses that gap by examining the instructional leadership practices of elementary school heads in the Gigaquit District and their relationship to the fidelity, adaptability, and effectiveness of curriculum implementation. It further seeks to identify the contextual enablers and barriers that influence leadership practices, highlight differences in perceptions between school heads and teachers, and provide a basis for developing an instructional leadership program tailored to the district's needs.

Aim of the Study

This study aims to determine the instructional leadership practices of elementary school heads in the Gigaquit District and examine their relationship to the extent of curriculum implementation in terms of fidelity, adaptability, and effectiveness. The results will serve as the basis for formulating an instructional leadership program for the district.

Research Questions

Specifically, this study seeks to answer the following questions:

1. What is the demographic profile of the school heads in terms of:

   a. Age
   b. Sex
   c. Number of years as school head
   d. Highest educational attainment
2. What is the demographic profile of the teachers in terms of:
   a. Age
   b. Sex
   c. Number of years as teacher
   d. Highest educational attainment
3. What is the extent of instructional leadership practiced by school heads in terms of:
   a. Leading strategically
   b. Managing school operations and resources
   c. Focusing on teaching and learning
   d. Developing self and others
   e. Building connections
4. What is the extent of curriculum implementation as assessed by teachers in terms of:
   a. Fidelity
   b. Adaptability
   c. Effectiveness
5. Is there a significant difference in the extent of school heads' instructional leadership as assessed by teachers when grouped according to their demographic profile?
6. Is there a significant difference in the extent of school heads' instructional leadership as assessed by school heads when grouped according to their demographic profile?
7. Is there a significant difference in the extent of curriculum implementation as assessed by teachers when grouped according to their demographic profile?
8. Is there a significant difference between the responses of teachers and school heads on the extent of instructional leadership of the school head?
9. Is there a significant relationship between the perceived instructional leadership of school heads and the curriculum implementation practices of teachers?
10. What instructional leadership program can be formulated for the school heads based on the findings of the study?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

- **Ho_1:** There is no significant difference in the extent of school heads' instructional leadership as assessed by teachers when grouped according to their demographic profile.
- **Ho_2:** There is no significant difference in the extent of school heads' instructional leadership as assessed by school heads when grouped according to their demographic profile.
- **Ho_3:** There is no significant difference in the extent of curriculum implementation as assessed by teachers when grouped according to their demographic profile.
- **Ho_4:** There is no significant difference between the responses of teachers and school heads on the extent of instructional leadership of the school head.
- **Ho_5:** There is no significant relationship between the perceived instructional leadership of school heads and the curriculum implementation practices of teachers.

Significance of the Study

The findings of this study are valuable to various stakeholders in the education sector, particularly those involved in rural elementary school management. For school heads, the results will provide evidence-based insights into

effective instructional leadership practices that directly enhance curriculum implementation and teacher performance, enabling them to refine their leadership strategies in alignment with the Philippine Professional Standards for School Heads (PPSSH). For teachers, the study clarifies the role of school leadership in supporting instructional delivery, fostering collaboration, and providing mentoring and feedback systems that contribute to improved teaching confidence and competence. For policymakers at the Department of Education, the findings can inform the design of leadership development programs that address the specific realities of rural schools, guide equitable resource allocation, and ensure that national curriculum reforms are effectively implemented in underserved contexts. Local government units and education stakeholders can utilize the results to advocate for greater investment in leadership training, infrastructure, and instructional support tailored to rural settings. Finally, for future researchers, this study enriches the limited body of literature on instructional leadership in geographically isolated elementary schools in the Philippines and offers a foundation for comparative studies and further exploration of leadership–curriculum dynamics in similar contexts.

Scope and Limitation

This study was conducted in public elementary schools within the Gigaquit District, Surigao del Norte, a geographically isolated and socioeconomically distinct area in the Philippines. It focused on examining the instructional leadership practices of school heads and their relationship to the extent of curriculum implementation in terms of fidelity, adaptability, and effectiveness, as perceived by both school heads and teachers. The research employed a quantitative descriptive design using a researcher-made survey questionnaire, with respondents comprising all 16 school heads and 129 teachers in the district. While the study provides valuable insights into leadership–curriculum dynamics in rural elementary schools, its scope is limited to one district and does not include private schools, secondary schools, or other leadership domains such as financial management or external stakeholder relations. Furthermore, the findings may not be fully generalizable to urban or more resource-advantaged settings. Logistical constraints in reaching remote schools may also have influenced respondent participation and the representativeness of perspectives from the farthest locations in the district.

Review of Related Literature and Studies

Instructional leadership has been consistently linked to improved teaching quality and student learning outcomes. Hallinger, Gumus, and Bellibas (2020) emphasized that effective instructional leaders create a shared vision, provide professional development opportunities, and monitor classroom practices to sustain instructional improvement. Similarly, Shaked (2023) identified expertise, collaboration, and the ability to foster professional learning communities as essential attributes of high-performing school leaders. In the Philippine context, Daing and Mustapha (2023), in their assessment of school heads, reported that while many leaders demonstrate strong administrative and instructional skills, disparities in teachers' perceptions suggest a need for continuous capacity building and alignment of leadership practices with classroom realities.

Curriculum implementation translates policy into practice, requiring both fidelity to the prescribed content and adaptability to contextual needs. Gouëdard, Buhl, and Skedsmo (2020) argued that bottom-up approaches, which empower teachers as co-designers of curriculum delivery, enhance responsiveness to learner needs and local contexts. Conversely, Khan (2022) noted that top-down models provide consistency but can restrict teacher autonomy, potentially leading to lower engagement in curriculum innovation. In the Philippines, Palestina, Pangan, and Ancho (2020) found that teacher preparedness, adequate resources, and stakeholder involvement positively influence curriculum implementation, while insufficient training and overcrowded classrooms remain persistent challenges.

In rural school settings, leadership and curriculum implementation are often constrained by resource limitations and geographical isolation. Khosa and Makuvire (2021) highlighted that inadequate professional development opportunities and a lack of collaborative networks hinder both leadership effectiveness and instructional quality. In the Philippine rural context, Maguate et al. (2024) underscored the importance of sustained teacher training and

institutional support to maintain curriculum standards despite environmental and infrastructural challenges. These findings align with Ortiz, Soriano, and de la Cruz (2025), who observed that distributed leadership can foster teacher empowerment but requires clear role delineation and resource allocation to be effective.

Theoretical Framework

This study is grounded in Hallinger and Murphy's (1985) Instructional Leadership Model, which identifies defining the school's mission, managing the instructional program, and promoting a positive school learning climate as essential leadership functions that influence student outcomes, and which align with the strands of the *Philippine Professional Standards for School Heads* (DepEd, 2020). It also draws on Fullan's (2007) Change Theory, which views educational improvement as a dynamic process requiring sustained leadership commitment, collaborative relationships, and adaptability to diverse learner needs—concepts directly linked to the study's measures of curriculum fidelity, adaptability, and effectiveness. Complementing these perspectives are top-down and bottom-up implementation theories (Khan, 2022), which emphasize the interplay between policy directives from leadership and the agency of teachers in curriculum enactment. Together, these frameworks position instructional leadership as a critical driver of curriculum implementation in the Gigaquit District, providing the theoretical foundation for examining their interrelationship in this study.

Conceptual Framework

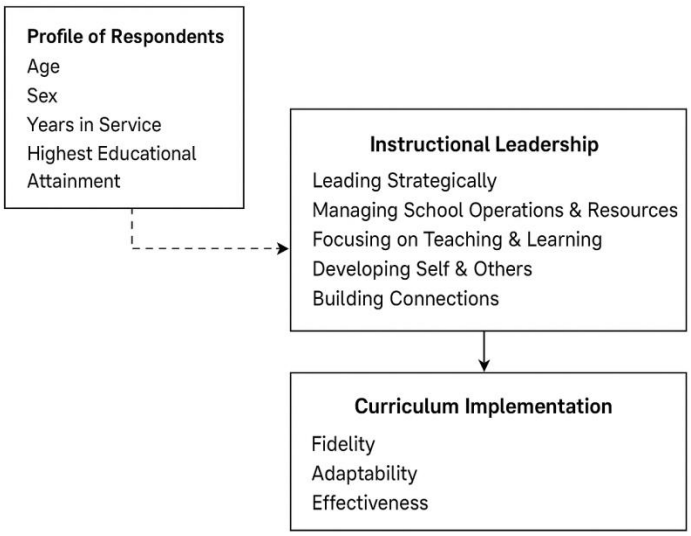

Figure 1. Schematic Diagram of Conceptual Framework

Figure 1 presents the conceptual framework of the study, illustrating the relationship between the independent variable, instructional leadership, and the dependent variable, curriculum implementation, with the profile of respondents serving as a moderating variable. The framework shows that instructional leadership—comprising leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections—is hypothesized to influence curriculum implementation in terms of fidelity, adaptability, and effectiveness. The profile of respondents, which includes age, sex, years in service, and highest educational attainment, is considered to have a moderating effect on both instructional leadership and curriculum implementation.

Research Methodology

This study employed a quantitative descriptive-correlational design to determine the instructional leadership practices of elementary school heads and their relationship to curriculum implementation in the Gigaquit District, Surigao del Norte. The respondents comprised all 16 school heads through total enumeration and 129 teachers selected through purposive sampling to ensure representation from all public elementary schools in the district. Conducted within a rural, geographically dispersed setting, the study utilized a researcher-made questionnaire developed from the domains of the Philippine Professional Standards for School Heads (PPSSH) and established indicators of curriculum implementation—fidelity, adaptability, and effectiveness. The instrument, validated by experts and tested for reliability with an acceptable Cronbach's alpha value, contained three parts: demographic profile, instructional leadership practices, and curriculum implementation, measured using a four-point Likert scale. Approval to conduct the study was obtained from the Department of Education–Division of Surigao del Norte and the respective school heads, and informed consent was secured from all participants. Data collection involved personal distribution and retrieval of questionnaires, with follow-ups to ensure completeness. Descriptive statistics such as frequency count, percentage, mean, and standard deviation were used to summarize the data, while One-Way ANOVA and t-tests determined significant differences, and Pearson Product Moment Correlation measured relationships between variables at a 0.05 significance level. The study adhered to ethical protocols, ensuring voluntary participation, confidentiality, and secure storage of data in compliance with institutional ethics guidelines.

Results and Discussion

Research Question 1: *What is the demographic profile of the school heads and teachers in the Gigaquit District in terms of age, sex, number of years in service, and highest educational attainment?*

Table 1. **Demographic Profile of School Heads and Teachers**

Profile Variable	School Heads (n=16)	%	Teachers (n=129)	%
Age				
Below 40	2	12.50	36	27.91
40–44	3	18.75	44	34.11
45–49	2	12.50	20	15.50
50–54	5	31.25	17	13.18
55 and above	4	25.00	12	9.30
Sex				
Male	6	37.50	32	24.81
Female	10	62.50	97	75.19
Years in Service				
Less than 5 years	2	12.50	55	42.64
5–9 years	6	37.50	34	26.36
10–14 years	3	18.75	22	17.05
15 years and above	5	31.25	18	13.95
Highest Educational Attainment				
Bachelor's Degree	1	6.25	92	71.32
Bachelor's with Units in Master's	3	18.75	25	19.38
Master's Degree	10	62.50	9	6.98
Doctorate Degree	2	12.50	3	2.32

Note: Percentages are based on total respondents per group.

The majority of school heads (31.25%) are aged 50–54 years, while most teachers (34.11%) fall within the 40–44 age bracket. Both groups are predominantly female, comprising 62.50% of school heads and 75.19% of teachers. In terms of service length, the largest proportion of school heads (37.50%) have 5–9 years of experience, whereas teachers are mostly within their first five years of service (42.64%). Educational attainment data reveal that most school heads hold a master's degree (62.50%), consistent with the requirements for leadership positions under DepEd Order No. 42, s. 2017, while a majority of teachers (71.32%) hold a bachelor's degree, indicating a potential need for continuous professional development to meet the Master Teacher qualifications. This profile suggests an experienced but aging leadership cohort, alongside a relatively younger teaching force, a demographic combination that can influence mentorship dynamics and curriculum delivery effectiveness.

Table 2. **Extent of Instructional Leadership of School Heads**

Domain (PPSSH)	Weighted Mean	Qualitative Description
Leading Strategically	3.65	Very High
Managing School Operations and Resources	3.58	Very High
Focusing on Teaching and Learning	3.71	Very High
Developing Self and Others	3.67	Very High
Building Connections	3.63	Very High
Overall Mean	**3.65**	**Very High**

Legend: 3.50–4.00 = Very High; 2.50–3.49 = High; 1.50–2.49 = Low; 1.00–1.49 = Very Low

The results indicate that school heads in the Gigaquit District demonstrate a *very high* level of instructional leadership across all five domains of the Philippine Professional Standards for School Heads (PPSSH), with the highest rating observed in *Focusing on Teaching and Learning* (WM = 3.71). This suggests a strong prioritization of instructional quality, classroom supervision, and learner achievement. Comparable studies, such as Hallinger, Gumus, and Bellibas (2020), affirm that leaders who prioritize teaching and learning create more effective learning environments and stronger academic outcomes. The lowest—though still *very high*—domain was *Managing School Operations and Resources* (WM = 3.58), which may reflect the logistical challenges of rural settings where resources are scarce, as also noted by Khosa and Makuvire (2021). Overall, the findings portray a leadership cohort that is proactive, supportive, and engaged in both strategic planning and day-to-day instructional oversight.

Table 3. **Extent of Curriculum Implementation**

Dimension of Curriculum Implementation	Weighted Mean	Qualitative Description
Fidelity	3.42	High
Adaptability	3.38	High
Effectiveness	3.41	High
Overall Mean	**3.40**	**High**

Legend: 3.50–4.00 = Very High; 2.50–3.49 = High; 1.50–2.49 = Low; 1.00–1.49 = Very Low

Teachers rated the overall extent of curriculum implementation in the Gigaquit District as *high* (WM = 3.40), indicating that while the prescribed curriculum is generally followed, there remains room for improvement in achieving *very high* implementation levels. Fidelity (WM = 3.42) emerged as the highest dimension, suggesting that

teachers adhere closely to DepEd-mandated content and standards. Adaptability (WM = 3.38) scored slightly lower, reflecting the challenges of customizing instruction to meet diverse learner needs, especially in resource-limited rural contexts. This aligns with Gouëdard, Buhl, and Skedsmo's (2020) assertion that adaptability requires both pedagogical flexibility and institutional support. Effectiveness (WM = 3.41) also scored *high*, indicating satisfactory outcomes but highlighting the need for strengthened instructional strategies to boost learner achievement. Similar trends were observed in Palestina, Pangan, and Ancho's (2020) Philippine study, which emphasized that training, resources, and stakeholder engagement are critical to sustaining curriculum quality.

Table 4. **Differences in Teachers' Perceptions of Instructional Leadership by Profile**

Profile Variable	Domain	F-value	p-value	Decision at 0.05
Age	Leading Strategically	2.30	0.031*	Significant
Age	Managing School Operations & Resources	2.14	0.044*	Significant
Age	Focusing on Teaching & Learning	2.01	0.056	Not Significant
Age	Developing Self and Others	1.88	0.068	Not Significant
Age	Building Connections	1.77	0.082	Not Significant
Sex, Years in Service, Highest Educational Attainment	All domains	—	> 0.05	Not Significant

Note: p < 0.05 indicates significance.

Teachers' perceptions of instructional leadership significantly differed by age in the domains of *Leading Strategically* and *Managing School Operations and Resources*, suggesting that generational differences may shape expectations of leadership style and resource management. Younger teachers may prioritize innovation, while older cohorts may value structured decision-making and systematic resource allocation. This finding is consistent with Hallinger, Gumus, and Bellibas (2020), who emphasized that demographic factors can influence how leadership effectiveness is perceived. The absence of significant differences across other demographic variables indicates that instructional leadership is generally evaluated consistently by teachers regardless of sex, tenure, or educational attainment.

Table 5. **Differences in School Heads' Self-Assessment of Instructional Leadership by Profile**

Profile Variable	Domain	F-value	p-value	Decision at 0.05
Age	Leading Strategically	5.22	0.013*	Significant
Age	Managing School Operations & Resources	5.96	0.008*	Significant
Age	Developing Self and Others	3.45	0.047*	Significant
Age	Building Connections	5.44	0.011*	Significant
Sex, Years in Service, Highest Educational Attainment	All domains	—	> 0.05	Not Significant

Significant age-related differences emerged in four of the five leadership domains, with older school heads tending to rate themselves higher in strategic, operational, developmental, and relational areas. This pattern suggests that

leadership confidence and capability may strengthen with professional maturity, consistent with Shaked's (2023) observation that leadership efficacy grows through accumulated experience and sustained professional engagement. No significant differences by sex, years in service, or educational attainment indicate that these variables may have minimal influence on self-perceived leadership performance in this context.

Table 6. Differences in Curriculum Implementation by Teacher Profile

Profile Variable	Fidelity	Adaptability	Effectiveness	Decision at 0.05
Age	NS	NS	NS	Not Significant
Sex	NS	NS	NS	Not Significant
Years in Service	NS	NS	NS	Not Significant
Highest Educational Attainment	NS	NS	NS	Not Significant

Note: NS = Not Significant (p > 0.05).

No significant differences were found in curriculum implementation ratings across all teacher demographic variables, indicating a uniform approach to delivering the curriculum throughout the district. This consistency may reflect strict adherence to DepEd's standardized curriculum policies and effective monitoring practices at the school level. Palestina, Pangan, and Ancho (2020) similarly noted that strong policy guidance and supervision contribute to stable curriculum implementation even in varied school settings. Nonetheless, the "high" mean ratings (see Table 3) imply that while consistency is achieved, there is still scope to raise implementation to a "very high" standard.

Table 7. Differences Between Teachers' and School Heads' Ratings of Instructional Leadership

Domain	t-value	p-value	Decision at 0.05
Leading Strategically	−1.77	0.079	Not Significant
Managing School Operations & Resources	−2.77	0.006*	Significant
Focusing on Teaching and Learning	−2.22	0.028*	Significant
Developing Self and Others	−2.44	0.016*	Significant
Building Connections	−2.55	0.012*	Significant

While teachers and school heads rated *Leading Strategically* similarly, significant differences appeared in the other four domains, with teachers generally giving lower ratings. This suggests that school heads may perceive their leadership practices more favorably than teachers experience them in daily operations. Such perception gaps are common in educational leadership research; Khosa and Makuvire (2021) also found that leaders often assess their own effectiveness higher due to focusing on intentions and planned actions, while teachers base their ratings on observable and immediate impacts

Table 8. **Relationship Between Instructional Leadership and Curriculum Implementation**

Instructional Leadership Domain	Fidelity (r)	p-value	Adaptability (r)	p-value	Effectiveness (r)	p-value
Leading Strategically	0.41	0.000*	0.49	0.000*	0.47	0.000*
Managing School Operations & Resources	0.38	0.000*	0.51	0.000*	0.47	0.000*
Focusing on Teaching and Learning	0.50	0.000*	0.57	0.000*	0.55	0.000*
Developing Self and Others	0.49	0.000*	0.56	0.000*	0.56	0.000*
Building Connections	0.50	0.000*	0.57	0.000*	0.52	0.000*

Note: $p < 0.05$ indicates significance.

All correlations between instructional leadership domains and curriculum implementation dimensions were positive and statistically significant, with the strongest associations found between *Focusing on Teaching and Learning* and both adaptability (r = 0.57) and effectiveness (r = 0.55). This confirms that robust instructional leadership contributes to more faithful, adaptive, and effective curriculum delivery. The results align with Gouëdard, Buhl, and Skedsmo's (2020) assertion that strong leadership fosters teacher engagement, pedagogical flexibility, and improved learning outcomes, especially when leaders prioritize instructional quality and teacher development.

Summary

This study examined the relationship between instructional leadership and curriculum implementation in the Gigaquit District, focusing on the perceptions of both teachers and school heads. Findings revealed that school heads demonstrated a *very high* level of instructional leadership, particularly in *Focusing on Teaching and Learning*, while teachers rated curriculum implementation as *high* across fidelity, adaptability, and effectiveness. Differences in leadership perceptions emerged by age for both teachers and school heads, with older groups tending to give higher ratings. No significant demographic differences were found in curriculum implementation, suggesting consistent delivery district-wide. Teachers and school heads aligned in their views on strategic leadership but differed significantly in other domains, with teachers generally giving lower scores. Correlational analysis confirmed significant positive relationships between all instructional leadership domains and all curriculum implementation dimensions, underscoring the importance of strong leadership in effective curriculum delivery.

Conclusions

The study concludes that instructional leadership in the Gigaquit District is robust, with school heads actively engaged in enhancing teaching and learning, though operational and relational aspects present areas for improvement. Curriculum implementation is steady but has yet to reach optimal adaptability and effectiveness, signaling the need for further pedagogical support. Age-related differences in perception suggest that generational factors influence leadership evaluation, while the strong positive correlations between leadership and curriculum outcomes reinforce the central role of leadership in sustaining quality education. The perceptual gaps between teachers and school heads indicate the importance of fostering mutual understanding and collaborative dialogue to align leadership intentions with classroom realities.

Recommendations

It is recommended that targeted professional development be provided for school heads, with emphasis on operational efficiency, resource management, and relational leadership skills to complement their strong instructional focus. Teachers should be supported through continuous capacity-building programs that promote adaptive teaching strategies and innovative curriculum delivery. Structured feedback mechanisms and regular collaborative forums between teachers and school heads are advised to bridge perception gaps and promote shared accountability. Furthermore, the district should explore mentorship programs that leverage the experience of older educators while encouraging younger teachers' innovative approaches, thereby fostering intergenerational collaboration in leadership and instruction.

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