International Journal of Education, Business and Economics Research (IJEBER)

ISSN: 2583-3006

Vol. 2, Issue.5, Sep - Oct 2022, pp. 179-222

To cite this article: Gee Pimentel-Relativo And Eugenio S. Guhao, Jr., Dm (2022). The Mediating Effect Of Teacher Disposition On The Relationship Between Instructional Leadership Of School Heads And Teacher Behavior. International Journal of Education, Business and Economics Research (IJEBER) 2 (5): 179-222

THE MEDIATING EFFECT OF TEACHER DISPOSITION ON THE RELATIONSHIP BETWEEN INSTRUCTIONAL LEADERSHIP OF SCHOOL HEADS AND TEACHER BEHAVIOR

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ABSTRACT

This study aimed to reveal the mediating effect of teacher disposition on the relationship between instructional leadership of school heads and teacher behavior. In the school year 2020-2021, the researcher distributed adapted questionnaires to 300 public school teachers in Pantukan District, Division of Davao de Oro, and Philippines. The statistical tools used were the Mean, Pearson r, and Path Analysis. The results revealed that the instructional leadership of school heads had a very high rating in all indicators, and the teacher's behavior had a high mean level. In contrast, the teacher's disposition had a very high mean rating. Furthermore, findings revealed that instructional leadership of school heads and teacher disposition and teacher disposition and teacher behavior showed significant relationships. However, path analysis showed that the instructional leadership of school heads did not significantly influence teacher behavior, thus giving a total mediation result; i e., teacher disposition fully mediates the relationship between instructional leadership of school heads and teacher behavior. Hence, school administrators may consider developing teacher disposition first to ensure that instructional leadership of school heads affects teacher behavior.

KEYWORDS: educational management, teacher disposition, instructional leadership, teacher behavior, public school teachers, mediation study, Philippines.

Chapter 1

INTRODUCTION

Rationale

Slow or underachieving pupils were more likely to receive less attention from teachers and be given less time for questions, have fewer follow-up questions, be called on less frequently, have incorrect answers criticized more regularly, and rarely receive praise when they gave correct or marginal responses. In addition, underperforming students received less feedback, were expected to give less effort, and were interrupted more frequently (Ismail & Majeed, 2011). The most frequently

mentioned negative instructor behavior was hostile behavior toward students. Teachers often displayed negative attitudes, such as sputtering in class, threatening students with low grades, and discriminating among students (Baloglu, 2009).

Teachers' attitudes greatly influence what they do in the classroom and, in turn, how well students do (Sitaram & Khurana, 2014). It is worth noting that one of the most critical determinants of student success in class is teacher conduct. Furthermore, research shows that a student's perception of a teacher's actions, rather than the teacher's actual behavior, substantially impacts their success. When students are categorized as belonging to a specific achievement group, teachers are more likely to create expectations for the students in that category (Ismail & Majeed, 2011).

To increase the quality of teaching and learning and to execute good academic management so that instructors may effectively educate, school leaders must engage in instructional leadership to influence teachers' behavior (Esa et al., 2018). School heads use instructional leadership to focus on teachers' behavior in specific activities that indirectly impact students' academic achievement. The primary responsibility of a school administrator is to exercise instructional leadership because this leadership style is associated with implementing, promoting, and improving student learning innovation programs (Ismail et al., 2018).

However, teacher dispositions affect student learning, motivation, and growth. They also affect a teacher's professional development. Beliefs and attitudes about ideals such as caring, equity, integrity, duty, and social justice guide dispositions. One of the dispositions can be the presumption that all pupils should learn, for example. Another disposition is a commitment to creating healthy, inclusive learning environments with high expectations (Singh & Stoloff, 2007; Pedro, 2016). Teachers' behaviors are the embodiment of their dispositions. Teachers' attitudes affect their ability to exhibit acceptable teaching behaviors and practices and promote learning in all pupils (Saleh, 2018). The connection between teacher dispositions and student performance is convincing if teacher dispositions serve as the basis for teacher conduct and decision- making (Walker, 2019).
Although there are several studies done on the variables in this study, there is still a considerable research gap, especially with literature dealing with teacher behavior. This study therefore combines the three variables, namely: instructional leadership of school heads, teacher behavior, and teacher disposition, making this study unique.

Research Objective

The primary purpose of this study is to determine the mediating effect of teacher disposition on the relationship between the instructional leadership of school heads and teacher behavior. Specifically, it aims to attain the following objectives:

1. To assess the level of instructional leadership of school heads when analyzed in terms of:

- instructional resource provider;
- maintain visible presence;
- professional development;
- maximizing instructional time;

- monitoring student progress;
- feedback on teaching-learning, and
- curriculum implementer.

2. To determine the level of teacher behavior when analyzed in terms of:

- teachers' controlling behavior, and
- teachers' supportive behavior.

3. To ascertain the level of teacher disposition.

4. To determine the significant relationship of:

- instructional leadership of school heads and teacher behavior;
- instructional leadership of school heads and teacher disposition, and
- teacher disposition and teacher behavior.

5. To determine the significance of the mediating effect of the teacher disposition on the relationship between instructional leadership of school heads and teacher behavior.

Hypothesis

The following hypothesis will be evaluated at a significance level of 0.05:

1. There is no significant relationship among Instructional Leadership of School Heads, Teacher Disposition, and Teacher Behavior.
2. Teacher Disposition has no significant mediating effect on the relationship between Instructional Leadership of School Heads and Teacher Behavior.

Review of Related Literature

This section deals with the review of related literature and studies on instructional leadership of school heads, teacher behavior, and teacher disposition as they are considered the study's variables. According to the study by Akram et al. (2016), the instructional leadership of school heads includes instructional resource provider, maintaining visible presence, teacher professional development, maximizing instructional time, monitoring student progress, providing feedback on teaching and learning, and curriculum implementation. The teacher's behavior includes teachers' controlling and supportive behavior, as indicated in the study (Ismail & Majeed, 2011). Whereas the teacher disposition includes the indicators of motivation to teach, teacher efficacy, willingness to learn, conscientiousness, and interpersonal and communication skills, as indicated in the study by (West et al., 2018).

Instructional Leadership of School Heads

Instructional Leadership of school heads continues to be a challenge in almost all schools worldwide, owing to its narrow definition compared to the numerous roles of principals and other school administrators (Daing, 2020). School principals' instructional leadership is the result of a mindset that regards a school principal as an expert in the field of education. The most common concepts in instructional leadership research center on instructional leadership functions as they relate to school principals' teaching and learning activities (Turkoglu & Cansoy, 2018). Practices in

instructional leadership put the emphasis on teaching and learning, encourage teachers to believe in the potential of all students to succeed, increase teachers' capacity and commitment to change, offer helpful advice on how to improve faculty knowledge and teaching abilities, and create the suitable learning environments in schools so that teachers could fulfill their potential to meet all students' needs (McBrayer et al., 2020).

Instructional Leadership should place more emphasis on organizational management for instructional improvement than it does on day-to-day teaching and learning. Instructional leaders may significantly impact the caliber of teaching and student learning through the teachers they employ, how they allocate those instructors to classes, how they keep those teachers, and how they provide chances for teachers to grow (Daing, 2020). Effective instructional leadership also requires regular monitoring and evaluation of classroom activities, frequent monitoring and evaluation of the school's vision while anticipating changes, empowering staff through adequate capacity building, and maintaining a good learning environment throughout the school (Muasya, 2018). School principals work to ensure that all teachers collaborate around school goals, that universal support and structures are in place for students, and that professional learning is aligned with school improvement efforts (Allensworth & Hart, 2018).

The effective instructional leader aligned the school's strategies and activities with the school's academic mission. Thus, instructional leaders focused not only on leading but also on managing. Their managerial roles included coordinating, controlling, supervising, and developing curriculum and instruction (Bamburg & Andrews, 1990; Bossert et al., 1982; Cohen & Miller, 1980; Dwyer, 1986; Glasman, 1984; Goldring & Pasternak, 1994; Hallinger et al., 1996; Heck, 1992, 1993; Heck et al., 1990; Jones, 1983; Leitner, 1994)

School heads' first domain of instructional leadership is that of an instructional resource provider. By offering resources, instructional leaders serve the fundamental needs of teachers in the classroom. For the school and its personnel to accomplish academic goals as effectively as possible, they have to work with partners to realize the school's vision and objectives and act as a conduit for resources such as assets (the library, the laboratory, and newspapers), as well as time and assistance. The instructional strategies will allow staff members to voice out their opinions through staff development meetings, professional debates and discussions, and acknowledge instructors' strengths and limitations. The instructional leader must ensure that teachers have the tools and training to accomplish their jobs well, which is directly tied to student achievement. The administration of efficient lesson plans to support an instructional and successful curriculum enables the creation of appropriate resources for the educational curriculum program and its expert execution. (Akram et al., 2017).

The school leaders have to go above and beyond what is expected of them regarding budgeting, time management, and resource use to plan for innovations. School leaders excel as suppliers of instructional resources because they have impressive abilities to evaluate current instructional teaching practices, innovate and reinforce practical instructional approaches, use valuable data to plan effective instructional interventions, and supervise and monitor staff members to improve instructional processes (Ma- lang, 2020).

The second domain of instructional leadership of school heads is maintaining a visible presence. As the instructional leader, the principal frequently visits classrooms to work with teachers and students or attend academic team meetings to assist in the development of effective teaching and learning strategies. In this role, the principal also foregoes instructional resources and professional development opportunities that would otherwise improve learning, teaching, and assessment practices (Fessehatsion, 2017). The school highly benefits from the school heads' visible presence since they regularly monitor its operations and procedures and respond quickly to pressing issues (Malang, 2020).

Additionally, the instructional leadership of a school head may spend too much time working one-on-one with specific instructors after becoming immersed in daily tasks. Finally, they must create staff cooperation mechanisms and strengthen the school's ability to lead around common objectives (Allensworth & Hart, 2018). However, entering teachers' classrooms and monitoring everyday instruction is a highly challenging endeavor due to the other obligations put on an administrator. Recent studies show that the average principal spends around 18% of their time on curriculum and instruction and about 3% on teacher assessment (Gray, 2018).

The third domain of instructional leadership of school heads is teachers' professional development. To aid in the professional development of teachers, school administrators foster a friendly learning environment. The contribution of school principals to teachers' professional development is recognized through improvements in the educational process (Chalikias et al., 2020). Because school administrators are open to new concepts, teachers will be free to experiment with new techniques they have learned during their professional development process. Teachers may be encouraged to invest more time in professional development if school officials stress its value. Teachers can engage in events like seminars and courses, and school administrators keep track of teacher development activities and advertise possibilities (Karacabey, 2020).

Empowering teachers' growth is a new role for school leaders (Fessehatsion, 2017). Principals encourage, support, and provide opportunities for professional development to help teachers improve their skills (Chalikias et al., 2020). The effectiveness of teachers' professional development depends heavily on the principal's ability to support those activities. The school's principal can influence effective teacher professional development programs to emphasize teachers' active engagement. They have a critical role in energizing, supporting, and praising the employees, as well as in hastening the live communication process and establishing a continuous consultation process. In general, the school principal's leadership position is essential since they participate in the school development process inside their schools (Hussain et al., 2021).

The fourth domain of instructional leadership of school heads is maximizing instructional time. Most school principals engage in activities aimed at improving physical classroom conditions, reducing behavioral issues, and meeting the demands of managing instructional time. They believe providing a peaceful environment to teach a lesson in the classroom and at school will result in the maximum instruction time possible (Turkoglu & Cansoy, 2018). In order to provide instructors enough time to fulfill the needs of all students, principals underlined the value of establishing

shared planning time, giving kids personalized attention through activities like tutoring or relationship- building, and being thoughtful about class size (Sterrett et al., 2018).

Most school principals conduct formal classroom observations to track teachers and instruction. A small percentage of them prefer unstructured findings. (Turkoglu & Cansoy, 2018). Principals only have a certain number of resources, including time. In learning communities, time serves two critical purposes: it determines how long it will take for reform and how well people engaged will manage their time. If the teachers believe their efforts are in vain, they may get burnout and give up. Thus, the principal's job is crucial in assisting teachers in using their time effectively to educate and work with other instructors (Sterrett et al., 2018).

The fifth domain of instructional leadership of school heads is monitoring student progress. Most school principals measure their students' progress using evaluation instruments like written assessments and examinations. School principals are expected to keep track of student's academic progress and assess them at various stages of the learning process. It is understood that steps are taken to assist the student based on the student's data. In this regard, it has been noted that school principals are responsible for tracking student progress and that the activities associated with this dimension are clearly defined (Turkoglu & Cansoy, 2018). Through efficient communication, the principal should provide frequent feedback and opportunities on the advancements achieved at the school (Fessehatsion, 2017).

The importance of instructional Leadership and, as a result, the role of school principals in motivating students to learn is critical to their success (Turkoglu & Cansoy, 2018). By integrating progress-monitoring tools, teachers may use student achievement data to evaluate their teaching efficacy and make more informed instructional decisions. In order to guide schools to tremendous student success, administrators must also be familiar with protocols that promote genuine criteria for choosing and using progress- monitoring resources (Harper-Young, 2018).

The sixth domain of instructional leadership of school heads is feedback on teaching and learning. Effective feedback and teacher assessment are two of the most acceptable ways for administrators to give instructional Leadership (Gray, 2018). The instructor can assess whether or not he or she is maintaining the proper flow of material throughout classroom study through feedback from school leaders. It can present an opportunity for teachers to give kids additional knowledge if they utilize it appropriately. Teachers also typically favor modifying behaviors, contemplating behavior adjustments, communicating in writing, outlining circumstances that led to principal input, and reflecting on their teaching in response to principal feedback following classroom observations (Santos & Villanueva, 2020). They may experience anxiety and insecurity without such feedback, which may harm their self efficacy (Pearce, 2017).

In addition, instructional leaders must provide ongoing guidance to teachers and have a broad knowledge of various subject areas. Furthermore, some school principals provide teachers with feedback based on informal findings. These comments can be made individually or in groups during meetings. The problems that need to be addressed and the shortcomings that need to be addressed in terms of education and training are listed in the feedback (Turkoglu & Cansoy, 2018).

The principal's leadership becomes crucial to maintaining employee engagement. There must be harmony between praise and criticism if instructors are interested in all facets of the school (Macina, 2019).

The seventh domain of instructional leadership of school heads is that of the curriculum implementer. Curriculum-instructional leadership creates an environment where teachers, students, and the curriculum can interact directly to improve teaching and learning. It is also a process by which principals provide direction, resources, and support for improving teaching and learning (Bahtilla & Hui, 2020). School principals have been critical in developing high-quality, critical, and community oriented leadership for curriculum implementation and change. There are multiple lenses through which principals' actions during curriculum implementation can be examined and judged, particularly as they attempt to implement change in schools (Arif et al., 2020). The principals must also be trusted to make critical curricular decisions for the benefit of the school as they are the instructional leaders (Gray, 2018). As a curriculum-instructional leader, the principal ensures that school objectives are implemented in the classroom. A curriculum-instructional leader ensures teachers have the tools and resources to implement the curriculum effectively (Bahtilla & Hui, 2020).

The instructional leadership of school heads plays a vital role in providing instructional resources, maintaining visible presence, providing teachers' professional development, maximizing instructional time, monitoring students' progress, providing feed- back on teaching and learning, and implementing the curriculum. In general, school leaders' instructional leadership gives teachers and students guidance, resources, and support to improve teaching and learning. It significantly impacts teachers' motivations and capabilities and the classroom's culture and environment, which helps improve educational outcomes. The efficiency and equality of education must be improved via effective school leadership.

Teacher Behavior

Teachers' behavior has a significant impact on student's motivation. Positive learning outcomes, such as academic performance, have been linked to motivation (Haakma et al., 2017). The instructor's behavior may significantly affect how well the kids learn and perform. They promote rigorous academic and behavioral capacity development for teachers to assist them in developing the correct teaching attitude and eventually influence the academic performance and learning capacities of the pupils they are teaching (Rashid & Zaman, 2018). The key to changing student behavior is changing the behavior of the teacher. In other words, teacher practices have the potential to influence measurable student outcomes. No single procedure or practice will guarantee student success in the behavioral area. To be sure, positive behavior change will always result from hard work and implementing practices that have been shown to have a higher success rate than other practices (Cooper, 2019).

Teachers' behavior is critical because they are in charge of their classrooms. The conductor is the teacher, whether they are giving presentations in the classroom, creating lesson plans, supervising learning activities, or creating work done outside of class. The teacher's actions in class directly impact student motivation, which is influenced by the student's differences. Furthermore, the

learning tasks and the classroom environment elicit students' emotions. These positive and negative emotions impact students' thinking, processing, and learning ability. Students' personalities influence their relation- ships with teachers and their emotional reactions to the teacher's actions and learning experiences (Milleken, 2017).

The way teachers treat one another may have a significant effect on the children. Students' enthusiasm and participation in the subject matter at a later age may suffer due to teachers' demanding attitudes and direct teaching methods (Moreno-Murcia et al., 2018). When students witness their teachers' positive interpersonal behavior, their motivation and performance in all subjects is increased. As a result, a positive relation- ship between the teacher-student relationship and classroom learning activities are required (Pondan Perlindungan, Leoanak & Kurniati Amalo, 2018). By exhibiting effective organizational and managerial systems, teachers may help pupils improve their capacity for self-regulation. Content specific perspectives on teaching highlight the value of instructor actions that influence students' attitudes and behaviors in ways that may or may not directly affect test scores (Blazar & Kraft, 2017).

Similarly, the interpersonal attitudes of teachers can have a significant impact on their students. Students' lack of interest and involvement in the subject matter at when they get older may be one of the adverse effects of direct teaching methods and push- in tactics from teachers. A large part of instructional success is determined by teachers' approach when teaching material, which affects student motivation. As a result, the essence of the instructional climate in the classroom, as shaped by the instructor's teaching methods, is critical to achieving a productive learning environment (Moreno- Murcia et al., 2018). A supportive atmosphere for student errors may be created by teachers who accept mistakes as chances for learning, permit students to talk about their misconceptions, and refrain from making fun of them when they make mistakes (Jiang et al., 2019).

Furthermore, school leaders must support teachers while supervising their behavior and actions to ensure that they follow the code of conduct. According to research, providing feedback to teachers in schools through supportive supervision and coaching is critical to improving teacher behavior and enabling classroom practices that are conducive to student learning. Furthermore, all relevant information and training opportunities must be made available to ensure that school leaders are adequately prepared to support teachers in implementing the code. Teachers must ensure that they foster a welcoming, valued, and supportive environment in the classroom. School leaders should encourage them to monitor students' emotional well-being and foster a supportive classroom culture. All teachers must have a positive attitude toward students with disabilities and maintain the exact expectations for all students while providing extra support to those requiring it. Teachers' actions must be directed toward assisting all students in reaching their full potential (Milner & Tenore, 2022).

The first domain of teacher behavior is teachers' controlling behavior. The teachers used a controlling motivational style due to cultural beliefs and personal characteristics. Parents and administrators believe management teachers were more capable than autonomous, supportive teachers (Yilmaz & Arcagok, 2018). When teachers utilize coercive methods to enforce compliance and, as a result, disregard their students' opinions, it is seen as being dominating. According to

SDT, essential people's (such as teachers, parents, and coaches) effects on interpersonal behavior may be classified into two categories: externally controlling and inwardly controlling. External circumstances, such as reward or punishment, set apart externally controlled behaviors, which are typically evident and overt (Koka et al., 2019).

Since students feel more compelled to wait for answers from their teachers be- fore or while performing assignments, teachers' controlling actions decrease students' motivation. When students failed, teachers who displayed controlling attitudes towards them were likelier to intimidate them. Boredom, unhappiness, and an increased probability of students being inactive during non-instructional class time result from these habits (Grant, 2018). Regulated encouragement involves external and internal legislation and is closely linked to controlling teaching. Direct monitoring teaching entails overt at- tempts to entirely and immediately alter student habits or feelings, such as by enforcing deadlines, surveillance, or providing orders, incentives, or threats of retribution, motivating students via external regulation. The practice of forcing pupils to think, feel, or act in a certain way without considering their opinions is known as controlling teaching (Jiang et al., 2019).

In addition, students' adverse effects, restricted participation, poor achievement, and psychological ill health are all consequences of teaching that make students feel monitored (Jiang et al., 2019). Children exhibited more emotional control and played interested when teachers lacked affective balance. These findings contrast with parents' involvement, where maternal optimism is associated with toddlers' ability to regulate emotions. Furthermore, teachers' non-supportive responses to children's emotions are linked to less emotionally negative or deregulated behavior; in general, however, maternal non-supportiveness is linked to more emotionally negative or deregulated behavior (Denham & Bassett, 2019).

Students’ desire to follow certain self-motivational habits to become individually competitive may be harmed by teachers' controlling behaviors. Controlling activities leave no space for student-teacher interaction. Students' viewpoints are often ignored in this teaching style, meaning that students must act, think, and respond in ways that represent the teachers' behavioral preferences (Grant, 2018). Similar to how student autonomy is harmed by teacher-provided control, which also causes resentment and anxiety in students, instructional conduct has a former cluster with categories associated with pushing language. Demanding teachers ensure pupils follow instructions (Moreno-Murcia et al., 2018). When students display such distressing emotional conduct, teachers may experience distress themselves and resort to unhelpful tactics to try and calm them down (Denham & Bassett, 2019).

According to SDT, controlling teaching methods harm students because they deprive them of meeting their essential psychological needs for autonomy, competence, and relatedness (Koka et al., 2019). Teachers can use controlling strategies rather than autonomy to help because they associate control with organized classrooms with clear goals and concrete details. In contrast, autonomy is associated with chaotic and permissive classrooms (Jiang et al., 2019). It was anticipated that restricting instructional conduct would harm students' intrinsic motivation and diminish their assessment of the subject's significance. Teachers often tend to be more control oriented than

autonomy- supportive, even though multiple studies have demonstrated that autonomy support for individual students positively impacts student learning processes (Moreno-Murcia et al., 2018).

The second domain of teacher behavior is teachers' supportive behavior. Teachers' supportive behaviors have been described as acts that give pupils a more excellent voice and autonomy in the classroom. Higher achieving students tended to take the lead in classroom debates and events. As a result of their teachers' encouraging attitudes, students took the initiative and motivation to master the course content (Grant, 2018). The delivery of education with an interpersonal tone of understanding and support that recognizes nourishes, and supports students' psychological needs for autonomy, competence, and relatedness is known as autonomy support. Instructors can con- vey this tone to their students by adopting their point of view, encouraging student participation and initiative, teaching in methods students prefer, and allowing negative emotions to surface. (Cheon et al., 2018).

Teachers can help students become more independent by providing autonomy resources, which include understanding and incorporating student experiences into the classroom. Controlling teaching, on the other hand, can inhibit students' autonomous motivation by ignoring their viewpoints and pressuring them to behave in a teacher- prescribed manner. Research shows that autonomy-supportive teaching, which is associated with positive student conduct, is more commonly employed than monitoring teaching, which is associated with negative student behavior (Jiang et al., 2019). According to research, students' experiences of need-supportive teaching activities are associated with autonomous motivation and, as a result, adaptive outcomes, such as higher levels. Studies show that students' impressions of their teachers' ability to monitor teaching behaviors are linked to higher levels of regulated motivation and arousal, resulting in maladaptive results, such as higher levels of subjective ill-being (Koka et al., 2019).

However, controlling behaviors allow for less time for academic interaction, while perceived encouraging behaviors allow for more positive experiences between students and teachers. Supportive instructor behaviors are associated with more time spent with individual students while regulating behaviors are associated with less time spent with individual students (Grant, 2018). Students' intrinsic motivation, psychological wellbeing, behavioral persistence, improved performance, and achievement are all positively impacted by teaching strategies that value their autonomy. Furthermore, praise can be interpreted as a tool of interpersonal influence when used as an extrinsic reward for appropriate responses and behaviors; consequently, praise is autonomy-supportive only when used to validate students' competence, such as effort, success, or change. As a result, positive reinforcement from teachers rarely increases students' intrinsic motivation (Jiang et al., 2019).

In need supportive teaching, teachers employ instructional strategies that cater to students' fundamental psychological needs for competence, autonomy, and relatedness. Meeting students' needs positively affects their motivation and involvement in learning (Haakma et al., 2017). According to the study, when students are supported in exercising their autonomy, they become more motivated and committed, have more excellent intentions to engage in physical activity, and

have a better understanding of conceptual information, like forming good behavioral patterns (Moreno-Murcia et al., 2018).

Teachers' actions affect their interactions with students, parents, coworkers, and administrators. How the instructor acts and runs the class can also impact students' motivation to study and academic success. Teachers' controlling behavior significantly impacts instilling discipline in learners, rewarding good behavior regardless of academic success, and paying attention to kids with disciplinary difficulties. In contrast, teachers' supportive behavior has given students a more significant role in class activities and autonomy. In regular encounters with learners, teachers can use praise and incentive to assist learners in reaching their maximum potential while also providing position reassurance.

Teacher Disposition

Teacher dispositions are the core beliefs and attitudes that shape an educator's behavior toward students, families, colleagues, and communities, as well as student learning, motivation, and development. Teacher dispositions are influenced by beliefs and attitudes about values such as compassion, fairness, honesty, responsibility, and social justice. A dedication to creating safe and supportive learning environments, high and rigorous standards, and the conviction that all students can learn are examples of adequate teaching dispositions (Wickham, 2015; Omar et al., 2019; Strom et al., 2019; Walker, 2019). According to common perception, teacher dispositions are mental and behavioral tendencies related to teaching, children, and the teacher's role. According to this perspective, dispositions are divided into two parts: one that comprises attitudes, beliefs, and principles, and the other that includes visible deeds or behaviors (Yao et al., 2017).

In addition, a teacher's attitude affects class planning and execution. On transcripts or standardized measurements, dispositions and other affective domain traits may go undetected. Dispositions may overshadow the importance of grades and standardized test results, implying that teachers considerably impact their students' success (Saleh, 2018). Understanding teachers' personalities are critical to ensure that excellent and competent teachers are consistently trained. They note the significance of raising awareness about this issue because teachers face many issues, including very heavy workloads and dissatisfaction with the educational system (Omar et al., 2019).

Furthermore, the most effective instructors have a mindset that embraces human differences and understands the value of being an excellent teacher to all children. Teachers who have a success-oriented mindset that encourages them to create learning opportunities for all of their students promote social inclusion and independence (Saleh, 2018). Teachers must have the correct dispositions in addition to knowledge and pedagogical abilities. They asserted that simply learning knowledge and abilities does not ensure they will be applied in the classroom. Teachers must have the right attitude to guarantee that their knowledge and skills are put to good use for the benefit of their students (Walker, 2019). Teachers must ensure that their ideals reflect their concern for their students. In other words, teachers must promote each student's intellectual, social, emotional, and moral development, which necessitates maintaining a relationship with each student. Teachers' behavior has an impact on the growth of the students (Saleh, 2018).

The first domain of teacher disposition is motivation to teach. The motives of teachers can have an impact on the motivations of their students. According to the Self Determination Theory (SDT) by Ryan and Deci, teachers' motivation affects their teaching methods, particularly those that enhance students' feelings of autonomy, structure, or communication involvement. These techniques boost students' autonomous motivation by meeting their essential psychological requirements for autonomy, competence, and relatedness (Ahn et al., 2021).

The degree to which teachers are passionate about their subjects affects the student's learning motivation. Teachers passionate about what they teach are more likely to relate their lessons to positive emotions and values (Johnson, 2017). The extent to which teachers' instruction satisfies their students' psychological needs is linked to their motivation to teach. Teachers, whose motivation is regulated, on the other hand, are seen to provide less autonomy, support, structure, and participation than teachers who are autonomously motivated (Ahn et al., 2021). Teachers motivate students to study by providing them with constructive criticism, with the result that they become more competent. When students receive feedback, they take charge of their learning and develop confidence in their skills. Professors who provide positive comments on their efforts give students the impression that they can succeed if they try hard (Johnson, 2017).

The second domain of teacher disposition is teacher efficacy. Teacher efficacy is a teacher's belief in their ability to carry out the responsibilities, commitments, and challenges related to their professional job (Barni et al., 2019). To achieve the intended educational and student outcomes, teachers must hold the conviction that they can define successful teaching strategies (Guhao, Jr., 2016). The teachers' confidence in their abilities and faith in their techniques helps them to complete the objectives. Higher self- efficacy teachers are more open to experimenting with cutting-edge teaching methods to meet their pupils' requirements. Because of this, a teacher's perception of effectiveness significantly improves student achievement (Shahzad & Naureen, 2017).

Most teachers have low self-efficacy because they get burned out easily from work- related stress. In actuality, self-efficacy and exhaustion have the opposite relationship. Burnout must be decreased for teachers to increase their classroom self-efficacy, and teacher self-efficacy directly affects student accomplishment. New instructors frequently feel this burnout, especially when dealing with disruptive students (Guhao, Jr., 2016).

However, teacher self-efficacy has grown in importance in school psychology re- search due to its effects on student academic success, instructional approaches, and teaching effectiveness. According to a considerable study, teachers with high self- efficacy report feeling more satisfied with their work, experiencing less stress at work, and having fewer problems dealing with students' misbehavior. In order to strive to improve teacher well-being and school performance, it may be highly beneficial to under- stand the significant self-efficacy antecedents (Barni et al., 2019). Teachers with high efficacy motivate students to learn. They address students' misconceptions about a subject and employ various visual aids to make the subject more appealing and exciting. Additionally, rather than giving grades on assignments, they let students join in conversations and provide honest feedback. There is evidence that teachers' attitudes, such as their passion for learning

and their sensitivity to how pupils are treated, may influence students' feelings towards the objectives (Muchena, 2019).

Additionally, educators who are confident in their abilities have a positive outlook on everything. High achievement is guaranteed by their constant emotional control, which prevents them from frequently venting their rage in front of their students. Teachers who feel confident in their abilities are receptive to new ideas and can put them into practice (Shahzad & Naureen, 2017). Highly effective instructors are more prepared and better at questioning, clarifying, and giving feedback to pupils who have difficulty under- standing what they are being taught. They help kids stay on track. By adopting a range of models to address the requirements of all students, teachers who have a strong sense of their efficacy are far more likely to give chances for student dialogue. According to studies, instructors with high levels of self-efficacy are more inclined to break the class into small groups rather than teach the entire class, allowing for more customized instruction (Muchena, 2019).

The third domain of teacher disposition is a willingness to learn. Teachers' ability to use a scientific method significantly impacts their teaching-learning process. A scientific method can be used to discover and demonstrate influences. According to findings, all teachers demonstrated some ability to use the scientific method. The teachers' willingness also influenced certain aspects. These characteristics were discovered during the creation of materials, teaching stages, the use of media by the teacher in the teaching process, student engagement, and student self-employment (Syahputra et al., 2017). A complex personal and professional education that includes elements like professionally significant individual qualities, special knowledge, skills, and abilities that en- sure the development of students' creative abilities is what is meant by the term teacher readiness for interactive methods training. It is because it is necessary to grow kids' creative talents (Kariyev et al., 2018).

The current study's findings demonstrate that it is a teacher's responsibility to en- sure that a learner's core human capabilities and culturally produced technology interact routinely, developing their cognitive abilities. Through group work, role-playing, and visual simulation for the students in the form of graphs, charts, and newspapers from which information on various business and financial themes was given, the student's learning was enhanced, and their creativity was increased. The study discovered that to promote learning, teachers must use various materials, including computers, books, smart boards, equipment, artifacts, whiteboards, special speakers, games, computer programs, and more (Munna & Kalam, 2021).

Teachers must comprehend the dynamics of their students to adjust their con- duct or methods of instruction. Different learners may have different learning requirements, strategies, or preferences; as a result, teachers must be aware of these differences and adapt their lesson plans to accommodate the needs and preferences of all students rather than just a select few. The most crucial thing is for teachers to spot learning obstacles as soon as possible (Munna & Kalam, 2021).

The fourth domain of teacher disposition is conscientiousness. Goal oriented, responsible, and well-organized people are more likely to be conscientious people. Because such behaviors promote task

completion, conscientiousness has historically been the strongest predictor of job performance in met analyses (Kim et al., 2019). Conscientiousness is a no cognitive ability that can influence student outcomes. According to the report, more attentive teachers were more successful in increasing their students' conscientiousness, but not their students' test scores (Yao et al., 2017).

Teacher conscientiousness is associated with higher levels of classroom success. Even after controlling for previous learning and expected grades, high levels of teacher conscientiousness were the strongest predictors of overall teacher evaluations at the tertiary level. We believe that teacher conscientiousness is related to teacher effectiveness because teaching requires preparation and independence to complete tasks and impart information to others (Kim et al., 2019).

According to studies on how conscientiousness affects academic ability, the former has a beneficial influence independent of other predictors of academic achievements, such as past results. Conscientiousness may be just as important as intelligence in predicting success. The higher effort, increased learning motivation, self-regulation, higher perceived ability, fewer behavioral issues, and achievement learning orientations are all linked to conscientiousness. From early childhood to adolescence to postsecondary education, there is evidence of a connection between academic performance and conscientiousness. There has also been evidence of a connection between conscientiousness and workplace outcomes (Moore & Shute, 2017).

The fifth domain of teacher disposition is interpersonal and communication skills. Interpersonal communication skills are becoming increasingly important in the workplace due to the increasingly collaborative nature of work. Active collaborative dialogue is required even in professional domains where individual work is the primary focus. Role-playing is a highly effective technique for teaching interpersonal skills across various disciplines. At its most basic, role play allows students to act out a scenario they might encounter in the real world (Metusalem et al., 2017).

Only in a well communicated environment can practical educational work be completed. Developing the best possible interpersonal connections based on the interpersonal communication variables involved in the educational process is one of its primary goals. Well-respected and successful schools are increasingly understood to re- quire high-quality interpersonal interaction. Many studies have shown that the quality of relationships in the classroom depends on this ability, so teachers must have it (Petani & Krajinovic, 2019). Interpersonal skills are required in educational work they have an impact on almost everything that people do in educational institutions. Individual interpersonal skills are undeniably crucial in regular contact and interaction in educational settings (Zhang, 2018).

Teachers' values, convictions, and professional ethics affect how they interact with their surroundings. Effective teachers have motivational abilities, efficacy as a teacher, openness to learning, diligence, and interpersonal and communication skills. To make sure they apply their knowledge and abilities for the benefit of their pupils, teachers need to have the right attitudes. The teacher's disposition impacts students intellectually, socially, emotionally, and morally; this requires being in a relationship with each student.

Correlations between Measures

To increase the quality of teaching and learning and to execute good academic management so that teachers can teach successfully, principals must engage in instructional leadership to influence teachers' conduct (Esa et al., 2018). School heads use instructional leadership to focus on teachers' behavior in specific activities that indirectly impact students' academic achievement. A school administrator's primary duty is to conduct instructional leadership since this leadership style is linked to the rollout of the program for promoting and increasing student learning innovation (Ismail et al., 2018). The focus of school heads' instructional leadership is on teacher behavior as they create and implement programs that positively impact student development (Mackey, 2016).

School heads' instructional leadership can become influential supporters of their teachers, primarily as teachers work to build robust dispositions that benefit all students (Pedro, 2016). The primary goal of school leadership is to develop not just the information and abilities that teachers and other staff members require but also the dispositions to persevere in applying that knowledge and skills. Improving employee performance is the primary responsibility of school leadership. Principals significantly impact four aspects of teacher learning: displaying that they are the lead learner, creating the learning environment for staff, participating directly in the learning activities, and evaluating the results of teacher learning (Evertson, 2020).

The instructors' actions are the manifestation of their character traits. The demonstration of proper teacher actions and practices, as well as the equal learning of all students, are influenced by the teachers' dispositions. (Saleh, 2018). The connection between teacher dispositions and student performance is convincing if teacher dispositions serve as the basis for teacher conduct and decision-making. (Walker, 2019).

The readings, papers, and concepts listed above were gathered from various sources to support the inquiry provided in this paper. These thoughts and notions have been the study's anchoring articles in creating the study's objectives. Furthermore, they support the study findings and outcomes, and the analysis of related literature serves as a resource for other researchers who wish to conduct similar research.

Theoretical Framework

This study is aligned with behaviorism, a learning theory that states that all behaviors are learned through interacting with the environment through conditioning. Thus, behavior responds to environmental stimuli (Watson, 1913). The behavioral leadership idea, which emphasizes how leaders behave and presumes that others may imitate these traits, is connected to behaviorism. It suggests that influential leaders may be formed via learnable behavior and is frequently referred to as the style hypothesis. According to behavioral theories of leadership, seeing a leader's behavior is the best indicator of how effective they will be as a leader. The behavioral learning hypothesis places more emphasis on behaviors than on characteristics. (Goof, 2003). Furthermore, behaviorism is also linked to social cognitive theory, which emphasizes that teacher dispositions result from interacting feelings, emotions, reflections, and environmental events, as well as habits and patterns of conduct. By looking at teacher expectations and dispositions, the Social Cognitive Theory is well suited to delving deeper into the cognitive aspects (Bandura, 1989). Through the instructional

leadership of school heads, the school curricula, programs, and policies are being established that enhance teacher behavior. In addition, the teacher's inherent qualities of mind and disposition are being developed through instructional leadership. Thus, shaping a teacher's behavior and the teacher's disposition.

This study is supported by Evert son (2020), which states that improving employee performance is the primary responsibility of instructional leadership for school heads. The primary goal is to develop the knowledge, and skills teachers and other staff members need and the dispositions to persevere in applying the knowledge and skills. Principals may strongly influence four aspects of teacher learning: displaying that they are the lead learner, creating the learning environment for staff, participating directly in the learning activities, and evaluating the results of teacher learning. This study is also inclined with the study of Saleh (2018), which states that the teachers' behaviors embody their dispositions. Teachers' attitudes affect how they exhibit proper actions and practices and equitably encourage all pupils' learning. Furthermore, Esa et al. (2018) stress that administrators must employ good academic management so that teachers may teach successfully and engage in instructional leadership to impact teachers' behavior and enhance the quality of teaching and learning.

Conceptual Framework

The conceptual framework for the study's variables is shown in Figure 1. The independent variable of this research is instructional leadership with the following indicators: instructional resource provider, which refers to providing resources and tools to instructors to meet their basic instructional needs; maintaining visible presence, which refers to the consistency of maintaining the visible presence of the principal in all aspects of the school; teacher professional development, which refers to the professional development opportunities offered by the principal to enhance teachers' instructional skills; maximizing instructional time, which refers to the amount of time that administrators spend collaborating with teachers and students in order to facilitate learning (Akram et al., 2017); and monitoring student progress, which refers to providing clear evaluation criteria, giving feedback on teaching and learning that is used to help staff and students improve their performance; prioritizing regular classroom inspections as shown by the school head; regularly tracking students' advancements toward academic goals; and evaluating teachers' success in achieving learning objectives (Akram et al., 2017). Feedback on Teaching and Learning refers to the actions taken by the school leader, such as being visible around the school, giving instructors praise and feedback on their professional development efforts, giving kids praise and feedback on their actions or behaviors in class and ensuring uninterrupted class time (Akram et al., 2017); curriculum implementer, which refers to maintaining a setting that supports the efficient delivery of educational material, classroom layout, interventions, management, and monitoring, and it is essential that the school principal understand the whys, hows, and whens of action (Akram et al., 2017).

The dependent variable of this study is teacher behavior with the following indicators: teachers' controlling behavior, which refers to using coercive tactics to force children to conform and, as a result, disregard their thoughts (Koka et al., 2019); and teachers' supportive behavior, which refers

to teachers' behaviors that give students a much more significant role in the activities and autonomy of the classroom (Grant, 2018).

The mediating variable is teacher disposition, which refers to the professional attitudes, values, and beliefs displayed by educators in their interactions with students, families, colleagues, and communities, both verbally and nonverbally (Strom, Margolis, & Polat, 2019).

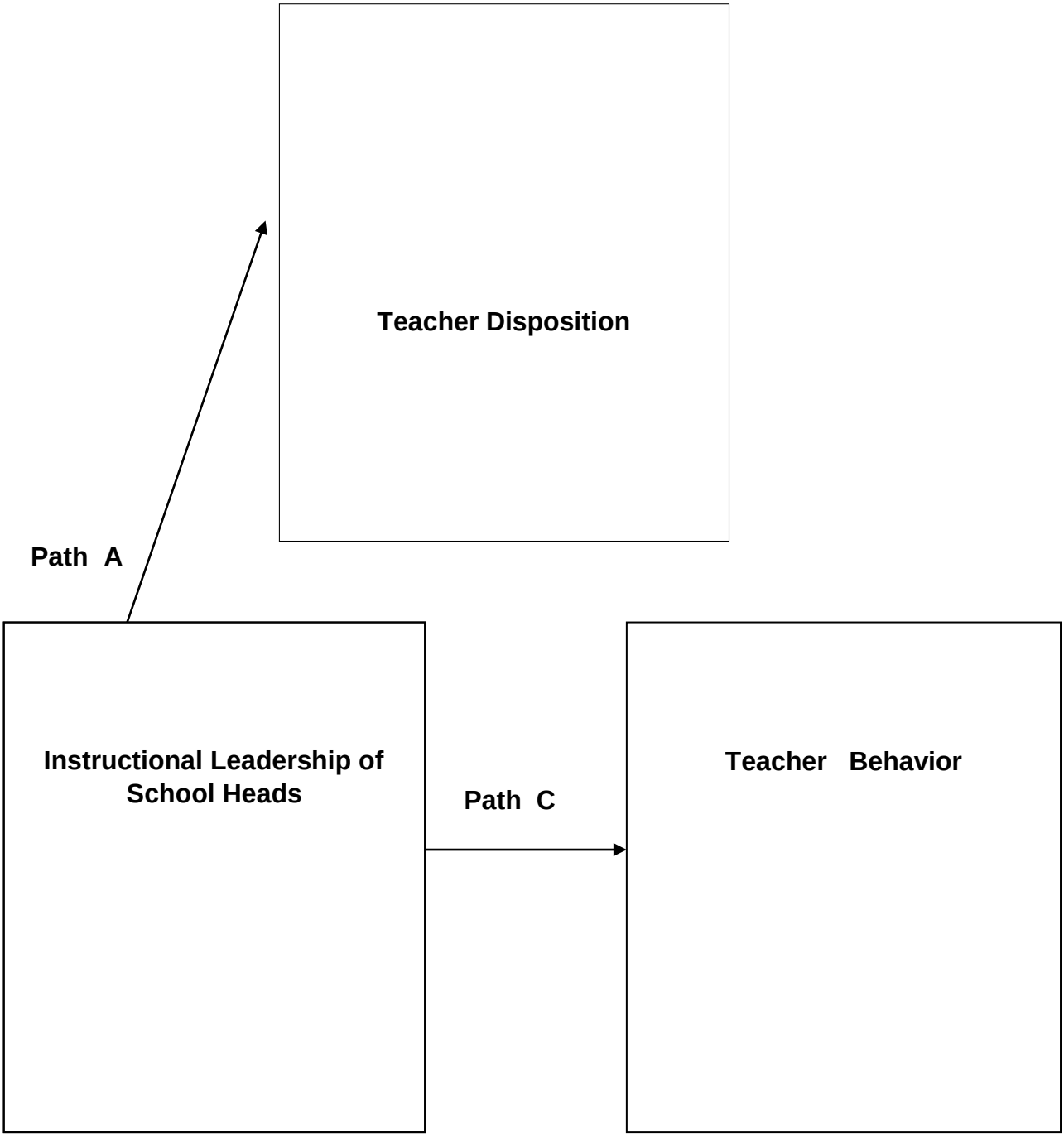

Figure 1. Conceptual Framework Showing the Variables of the Study

Significance of the Study

At a global level, the behavior of teachers when they participate in behaviors that directly impact students' development is a vital priority for instructional leaders (South- worth, 2002). School heads' instructional leadership can significantly support their teachers, primarily as teachers work to build robust dispositions that benefit all students (Pedro, 2016). From a societal perspective, this study will inform how to define the teacher dispositions associated with the instructional leadership of school heads who have a high impact on teacher behavior.

The study results will inform the Department of Education officials about their support to the school heads and teachers. The results of this study might be helpful to school administrators who could utilize them as the foundation for already-established school curricula, initiatives, and policies. Furthermore, the findings of the study will help the school heads to give more support to teachers' behaviors that promote teaching and learning. Moreover, the study findings will give future researchers further information and knowledge as their basis in the field of research on the mediating effect of teacher disposition on the relationship between instructional leadership of school heads and teacher behavior.

Definition of terms.

The following terms are defined to help the reader understand the terminologies used in the study:

Instructional Leadership: It refers to administrators' support to teachers and students to enhance teaching and learning. Its duties include motivating and directing instructors to create and implement the curriculum for the school as well as supporting the advancement and accomplishment of the institution's objectives (Akram, M., Kiran, S., & Ilgan, A., 2016). This study includes the following indicators: instructional resource provider, visible presence and professional development, maximizing instructional time, monitoring student progress, feedback on teaching and learning, and curriculum implementation.

Teacher Behavior. This study refers to activities such as oral input and written communication and non-verbal communication such as body language (Grant, 2018). This study includes the indicators of teachers' controlling and supportive behavior.

Teacher Disposition. It refers to the professional attitudes, values, and beliefs that educators exhibit in their interactions with students, families, coworkers, and com- munities, both orally and nonverbally (Strom, Margolis, & Polat, 2019). This study includes the indicators of motivation to teach, teacher efficacy, willingness to learn, con- scientiousness, and interpersonal and communication skills.

Chapter 2

METHOD

This chapter includes discussions of the research design, the research setting; the population and sample; the research instrument; the data collection; the statistical tools, and the ethical evaluation of the study.

Research Design

Score predictions and an explanation of the relationship between variables are both possible with co relational designs. In co relational study designs, researchers use the statistical correlation test to identify and evaluate the level of connection (or link) between two or more variables or sets of scores. The researchers utilized the correlation statistic to link the variables rather than attempting to manipulate or adjust them as they would in an experiment (Creswell, 2018). The no experimental quantitative research design provides essential insights and information into various educational topics. In co relational research, the degree to which two or more variables are associated or correlated is examined. It is deemed no experimental because it does not entail assigning individuals to groups at random or a researcher actively introducing or manipulating an intervention (Cook & Cook, 2008). In addition, a statistical technique called mediation analysis is used to quantify the causal chain between an antecedent variable, a mediating variable, and a dependent variable (Mackinnon & Valente, 2019). Several research approaches were used in this study in order to ascertain the role of teacher disposition in mediating the link between instructional leadership and teacher conduct.

Research Locale

The municipality of Pantukan in the Philippine province of Davao de Oro, which is part of the Davao Region in Mindanao, served as the study's site (Fig. 2). The Davao de Oro province is divided into two legislative districts and is comprised of eleven municipalities, namely: in the first district, Compostela, Maragusan, Monkayo, Monte vista, and New Bataan; and in the second district, Laak, Nabunturan, Mawab, Maco, Mabini, and Pantukan.

In Davao de Oro, the Municipality of Pantukan is a top-tier municipality. It has 79,067 residents, according to the 2010 census. The town primarily relies on mining, but agriculture thrives in communities within its boundary. Pantukan is politically subdivided into 13 barangays, namely: Bongabong, Bongbong, P. Fuentes, Kingking, Magnaga, Matiao, Napnapan, Tagdangua, Tambongon, Tibagon, Las Arenas, Araibo, and Tagugpo.

This study was conducted in Pantukan District, Pantukan, Davao de Oro, be- cause there was an indication that one of the trickiest issues teachers face today in Pantukan District is classroom behavior. They considered classroom control and discipline to be one of the challenges in a classroom situation.

Population and Sample

The study's respondents were the three hundred (300) public school teachers in Pantukan District, Division of Davao de Oro, for the academic year 2020–2021. The re- searcher used a basic random sampling procedure to ensure that all feasible samples of a given size were chosen equally (Finch,

2013). These public school teachers were chosen as samples because they met the requirements as respondents to the survey questionnaire's questions. Excluded as respondents are those public school teachers whose teaching experience is below one year in service and those who belong outside the municipality of Pantukan, Davao de Oro, since this study was focused specifically within the Pantukan District only. The respondents were selected in a way that would ensure their answers to the questionnaire were kept private. The intended respondents have the option of not taking part in the survey. They were urged to return the study questionnaire to the researcher for immediate disposal, but they were not compelled to complete it. Moreover, because individuals were given a choice to engage freely and without facing any consequences or penalties, they are free to stop participating at any point throughout the research process if they feel uncomfortable with it.

Fig. 2. Map of the Philippines and Municipality of Pantukan, Davao de Oro

Research Instruments

Three sets of questionnaires were adapted by different authors and validated by the experts on questionnaire construction. The adapted standardized questionnaire was valid in content because it had already been tested and proven by the author as it underwent modification to classify the questions. The questionnaire was designed in a very comprehensive form with the help of expert validates to provide the respondents with ease and comfort in answering each question and understanding the study's objective.

From the Development and Validation of the Instructional Leadership Questionnaire (Akram et al., 2017), the first variable is the Instructional Leadership of School Heads which encompasses seven indicators. The second variable is Teacher Behavior, taken from Student Self Esteem and Their Perception of Teacher Behavior: A Study of Class Grouping Systems in Pakistan (Ismail & Majeed, 2011), which comprises two indicators. The third variable of this study is Teacher Disposition, taken from the Teacher Disposition Scale (TDS): construction and psychometric validation (West et al., 2018), which encompasses five indicators.

The experts verified the questionnaires that were utilized in this investigation. The questionnaires were revised in response to the comments and recommendations. The updated surveys included the aggregated findings as well.

The research variables were measured using a five-point Likert scale. The Likert Scale asks respondents to check or leave many blank items about an attitude, an object, and a stimulus. It is usual practice to use average calculations or, more broadly, any mathematical operations to directly consider the values produced from a rating scale as measurements.

The following five orderable gradations, each with a range of meanings and descriptions, will be taken into account when assessing the quality of instructional leader- ship exhibited by school heads:

Range of Mean	Descriptive Level	Interpretation
4.20-5.00	Strongly Agree	If the measure described in instructional leadership of school heads item is always manifested.
3.40-4.19	Agree	If the measure described instructional leadership of school heads item is oftentimes manifested.
2.60-3.39	Neither Agree Nor Disagree	If the measure described in instructional leadership of school heads item is sometimes manifested
1.80-2.59	Disagree	If the measure described in instructional leadership of school heads item is seldom manifested.
1.00-1.79	Strongly Disagree	If the measure described in instructional leadership of school heads item is never manifested.

In evaluating the teacher behavior, the following five orderable gradations with their respective range of means and descriptions were considered:

Range of Mean	Descriptive Level	Interpretation
4.20-5.00	Strongly Agree	If the measure described in the teacher behavior of teachers' item is always felt.
3.40-4.19	Agree	If the measure described in the teacher behavior of teachers' item is oftentimes felt
2.60-3.39	Neither Agree Nor Disagree	If the measure described in the teacher behavior of teachers' item is sometimes felt.
1.80-2.59	Disagree	If the measure described in the teacher behavior of teachers' item is seldom felt.
1.00-1.79	Strongly Disagree	If the measure described in the teacher behavior of teachers' item is never felt.

In evaluating the teacher disposition, the following five orderable gradations with their respective range of means and descriptions were considered:

Range of Mean	Descriptive Level	Interpretation
4.20-5.00	Strongly Agree	If the measure described in the teacher disposition of teachers' item is always felt.
3.40-4.19	Agree	If the measure described in the teacher disposition of teachers' item is oftentimes felt
2.60-3.39	Neither Agree Nor Disagree	If the measure described in the teacher disposition of teachers' item is sometimes felt.
1.80-2.59	Disagree	If the measure described in the teacher disposition of teachers' item is seldom felt.
1.00-1.79	Strongly Disagree	If the measure described in the teacher disposition of teachers' item is never felt.

The survey instrument was modified and given a summary grade of 4.40 after being content-validated by four internal and one external expert. Using Cronbach's alpha coefficient, the reliability of the scales was determined by pilot testing, obtaining results of.962 for instructional leadership of school heads, teacher behavior was.817, and.959 for teacher disposition. This was administered to the forty teachers who were not part of the target population.

Data Collection

The data used in the study was collected using several approaches. The University of Mindanao Ethics Review Committee's approval was required to start the study. The Superintendent of the Schools Division of the Department of Education, Division of Davao de Oro, received a letter of request from the advisor. The study was conducted after a second request was submitted to 15 public schools in Pantukan District, Pantukan, Davao de Oro. Following clearance, the researcher personally distributed the surveys on January 27, 2021, to the public school instructors in Pantukan District while strictly adhering to health norms. All disseminated questionnaires were collected from the respondents between February 19 and February 26, 2021. The answers to the completed questionnaires were then examined, validated, and totaled. These were then examined and evaluated by the study's objectives. Based on the study's findings, suggestions and conclusions were developed.

Statistical Tools

The following statistical techniques were used to evaluate and analyze the data more thoroughly.

Mean. This was utilized to characterize the degree of instructional leadership provided by school leaders and teacher conduct and disposition, which are the first three research objectives. Additionally, it evaluated the central tendency measure, often known as the average value of a set of data by others (Skyes et al., 2016).

Pearson-r. This type of test statistics examines the connection between the three variables and offers the strength of the correlation (Statistics Solutions, 2017). It determined the fourth research aim of this study if there is a strong link between instructional leadership of school heads and teacher behavior, instructional leadership of school heads and teacher disposition, teacher disposition, and teacher behavior.

Path Analysis. Path analysis is a statistical method for investigating and assessing links between groups of observable variables. These connections or paths can also be thought of as expressing direct or indirect links. When one variable (such as news consumption) is linked to another, a direct relationship is present (e.g., learning). When a variable is linked to another variable through a third variable, directly linked to the result variable, this is known as an indirect relationship (for instance, an experiment reveals that reading the news influences learning through cognitive elaboration). The sum of all direct and indirect associations is the variable's overall association (Valenzue- la & Bachmann, 2017).

Ethical Consideration

In the gathering of data, ethical issues and considerations were observed.

Voluntary Participation. As a researcher, I did not force my respondents to en- gage in the data gathering. The respondents had the right to withdraw from the study if they discontinued answering the questionnaire or were given the freedom to withdraw from their participation whenever they felt that the researcher violated their agreement.

Confidentiality and privacy. I ensured that the collected data were kept confidential and only used for research purposes. If data and information are misused, the respondent has the right to complain and request an inquiry.

Informed Consent: Each target respondent had been provided with a form of informed consent before the data collection. The activity's title and intent were indicated in the form. It was in a form asking for their voluntary consent to give their ideas for the said study.

Recruitment. Based on the criteria given in the study, the participants had been carefully chosen. If a person does not match the requirements, they will not respond to the questionnaire.

Risks. There was no risk to the conduct of this study as the respondents were elementary and secondary teachers, and it was carried out in compliance with due process.

Benefits. The findings of this study significantly benefit the public school teachers in Pantukan District by providing a framework to guide good behavior management. Students gained a better understanding of how to look at issues that had an impact on their behavior. In addition, school administrators can propose solutions to any problem that may develop. Furthermore, the study's findings provided future researchers with further information and expertise to use as a foundation for future research on the mediating influence of teacher disposition on the relationship between instructional leadership of school heads and teacher behavior.

Plagiarism. The study had undergone plagiarism check to compare the broad collection of sources and detect correspondence. The researcher ensured that any written work should be original and devoid of some texts, results, or even expressions quoted directly from a resource without acknowledging its origin.

Fabrication and falsification. The study had been conducted under the stand- ard research procedure developed by the University of Mindanao Professional School. There was no falsification of any records or making up of data.

Conflict of Interest. The researcher had assured all respondents that no actual or potential conflict of interest had affected the researcher's work. The data collected was used solely for the study. The researcher's present job and other general information, as well as the aims and goals of the research, were strongly encouraged to be discussed with the respondents to build trust. Communicating the information needed by the respondents had been provided. Questions were also encouraged to avoid miscommunication and misunderstanding about the sole purpose of the study, which would hinder its unbiased findings.

Deceit. The participants were informed about the vital aspects of the study and its real purpose. They had the right to have their information withdrawn. The researcher exercised transparency in the survey's conduct for the safety and assurance of the participants.

Permission from the organization. The targeted organizations where the respondent's work had provided the researcher with the necessary approval. It had been approved for publication and took the form of a letter. The researcher had gathered data and chosen the site by the time allotted.

Authorship. No person other than the researcher or the adviser can publish or present this paper without the researcher's consent. Suppose the organization needs to have a copy of the study outcome. In that case, they can only access it to develop programs and policies with the researcher, adviser, and university authorization.

Chapter 3

RESULTS

The research conclusions, interpretation, and analysis are presented in this chapter. The following sequence was followed: The significance of the relationship between instructional leadership of school heads and teacher disposition; the value of the relationship between teacher disposition and teacher behavior; the importance of the relationship between instructional leadership of school heads and teacher behavior; and the mediating effect through a path analysis.

Instructional Leadership of School Heads

The mean ratings of its indicators, which were acquired and computed, were used to interpret the level of instructional leadership, namely: instructional resource provider, maintaining visible presence, teachers' professional development, maximizing instructional time, monitoring students' progress, feedback on teaching and learning, and curriculum implementer.

As seen in Table 1, school heads' instructional leadership level revealed a total mean rating of 4.51, labeled as Very High. It can also be viewed from the table that the indicator teachers' professional development gained the highest means score of 4.59, which is described as Very High. Followed by curriculum implementer with a mean score of 4.57 descriptively described as Very High, maintain a visible presence with a mean score of 4.56 descriptively described as Very High, feedback on teaching and learning with a mean score of 4.50 descriptively described as Very High. Followed by maximizing instructional time and instructional resource provider, with a mean score of 4.49 descriptively described as Very High, and monitoring students' progress with a mean score of 4.39 descriptively described as Very High.

Table 1
Level of Instructional Leadership of School Heads

Indicators	SD	Mean	Descriptive Level
Instructional Resource Provider	0.48	4.49	Very High
Maintain Visible Presence	0.44	4.56	Very High

Teachers' Professional Development	0.46	4.59	Very High
Maximizing Instructional Time	0.47	4.49	Very High
Monitoring Students' Progress	0.56	4.39	Very High
Feedback on Teaching and Learning	0.47	4.50	Very High
Curriculum Implementer	0.474	4.57	Very High
Overall	**0.42**	**4.51**	**Very High**

Teacher Behavior

The degree of teacher behavior is examined based on the calculated and acquired mean ratings for the indicators of teachers' controlling and supporting conduct.

Table 2 shows that teacher behavior is High, with a mean overall score of 3.83. Additionally, the indicator of teachers' supportive behavior received the highest mean score, 3.87, which is considered High. The teachers' controlling behavior comes next, with a mean score of 3.79, considered High.

Table 2
Level of Teacher Behavior

Indicators	SD	Mean	Descriptive Level
Teachers' Controlling Behavior	0.63	3.79	High
Teachers' Supportive Behavior	0.58	3.87	High
Overall	**0.57**	**3.83**	**High**

Teacher Disposition

The derived mean ratings of all the items are used to interpret the degree of teacher disposition. Table 3 reveals that the degree of instructor disposition led to an overall mean score of 4.53, characterized as Very High. The data also shows that the top 5 items are: treating everyone fairly and equally, which received the highest mean score of 4.72, indicating Very High. Showing a passion for teaching and demonstrating a passion and responsibility for students' learning came next, with both mean scores of 4.71 being rated as Very High in their respective descriptive categories. Understanding my duties and role in the school context and showing a commitment to teaching, both of which had a mean score of 4.70, were Very High.

Table 3
Level of Teacher Disposition

Items	SD	Mean	Descriptive Level
Treating everyone fairly and equitably.	0.48	4.72	Very High
Showing a passion for teaching.	0.48	4.71	Very High
Demonstrating a passion and responsibility for students' learning.	0.46	4.71	Very High
Understanding my role and responsibilities in the school context.	0.46	4.70	Very High
Demonstrating a commitment to students' learning.	0.49	4.68	Very High
Considering and employ a variety of effective teaching strategies.	0.50	4.54	Very High
Approaching the teaching profession with adequate preparation.	0.51	4.51	Very High
Demonstrating strong overall teacher professionalism at all times inside the school context.	0.54	4.54	Very High
Engaging all students to participate inclusively in communications and collaborations	0.52	4.53	Very High
Displaying genuine empathy, warmth and compassion for students	0.51	4.61	Very High
Engaging in effective classroom management strategies	0.52	4.58	Very High
Appreciating students' individual differences	0.48	4.69	Very High
Fostering students' self-directed learning	0.53	4.51	Very High
Seeking support and advice from others	0.51	4.58	Very High
Incorporating professional learning and feedback into practice	0.51	4.53	Very High
Having a high expectations of students	0.72	4.22	Very High
Showing a commitment to teaching	0.48	4.70	Very High
Demonstrating strong overall teacher professionalism at all times outside the school context	0.52	4.56	Very High
Foreseeing the need to differentiate for diverse students.	0.51	4.58	Very High
Demonstrating on-going effective collaboration with whole school community	0.53	4.49	Very High
Engaging in effective problem-solving strategies	0.54	4.39	Very High
Possessing strong verbal communication skills(speaking and listening)	0.57	4.36	Very High

Engaging in reflective practices of pedagogy	0.54	4.41	Very High
Showing a willingness to facilitate extra-curricular activities	0.56	4.47	Very High
Possessing strong written communication skills	0.62	4.30	Very High
Possessing strong non-verbal communication skills.	0.59	4.27	Very High
Overall	0.39	4.53	Very High

Significance on the Relationship between the Instructional Leadership of School Heads and Teacher Disposition

The relationship between teacher disposition and measures of instructional leadership of school heads is seen in Table 4. The table shows that the correlation had an overall R-value of 0.610 and a p-value of 0.000, which is less significant than the threshold of 0.05. This suggests that there is a strong correlation between teacher disposition and the instructional leadership of school leaders. The null hypothesis, according to which there is no significant association between teacher disposition and measures of instructional leadership of school heads, is therefore rejected.

Table 4

Significance on the Relationship between the Instructional Leadership of School Heads and Teacher Disposition

Instructional Leadership	Teacher Disposition Overall
Instructional Resource Provider	.484* (0.000)
Maintain Visible Presence	.506* (0.000)
Teachers' Professional Development	.555* (0.000)
Maximizing Instructional Time	.562* (0.000)
Monitoring Students' Progress	.474* (0.000)
Feedback on Teaching and Learning	.569* (0.000)
Curriculum Implementer	.566* (0.000)
	.610* (0.000)

Overall	

*Significant at 0.05 significance level

It can also be seen from the table that instructional leadership is significantly correlated to teacher disposition since the p-value is 0.05 and the overall R-value of instructional resource provider is 0.484; maintaining a visible presence with 0.506; teachers' professional development with 0.555; maximizing instructional time with 0.562; monitoring students' progress with 0.474; feedback on teaching and learning with 0.569; and curriculum implementer with 0.566. Thus, the two variables are significantly associated.

Significance on the Relationship between the Teacher Disposition and Teacher Behavior

The relationship between indicators of teacher behavior and disposition is seen in Table 5. The table shows that the total r-value, which is less than the 0.05 level of significance, is 0.368, with a p-value of 0.000 when teacher disposition is linked

Table 5
Significance on the Relationship between the Teacher Disposition and Teacher Behavior
Teacher Behavior

Teacher Disposition	Teachers'	Teachers'	Overall
	Controlling	Supportive	
	Behavior	Behavior	
Teacher Disposition	.302*	.393*	.368*
	(0.000)	(0.000)	(0.000)

*Significant at 0.05 significance level

With the measures of teacher behavior. This shows that there is a strong correlation between teacher behavior and disposition.

Further, the teachers' controlling behavior indicator has an r-value of 0.302 with a p-value of 0.05. The controlling behavior of teachers is essential to the teacher's disposition. Teachers' supporting behavior, with an R-value of 0.393 and a p-value of 0.05, indicates that it is a factor in teacher disposition. Thus, both indicators of the teacher's behavior suggest a significant relationship with the teacher's disposition.

Significance of the Relationship between the Instructional Leadership of School Heads and Teacher Behavior

The findings of the link between teacher conduct and the measures of instructional leadership of school heads are shown in Table 6. According to the results,

Table 6

Significance on the Relationship between the Instructional Leadership of School Heads and Teacher Behavior

Instructional Leadership of School Heads	Teachers' Controlling Behavior	Teachers' Supportive Behavior	Overall
Instructional Resource Provider	.318* (0.000)	.253* (0.000)	.305* (0.000)
Maintain Visible Presence	.179* (0.000)	.137* (0.000)	.169* (0.000)
Teachers' Professional	.197* (0.001)	.154* (0.008)	.188* (0.001)
Maximizing Instructional time	.368* (0.000)	.298* (0.000)	.355* (0.000)
Monitoring Students' Progress	.361* (0.000)	.297* (0.000)	.351* (0.000)
Feedback on Teaching and Learning	.267* (0.000)	.198* (0.001)	.248* (0.000)
Curriculum Implementer	.228* (0.000)	.183* (0.000)	220* (0.000)
Overall	.320 (0.000)	.254 (0.000)	.306 (0.000)

*Significant at 0.05 significance level.

The total r-value of 0.306 has a p-value of 0.000, which is less significant than the threshold of 0.05. This implies that the conduct of teachers is significantly influenced by the instructional leadership of school administrators.

Further, it can also be gleaned from the table that the indicator of instructional re- source provider has an R-value of 0.305 and a p-value of 0.05, which implies that instructional resource provider, is positively correlated to teacher behavior. Maintaining visible presence with an R-value of 0.169 and a p-value of 0.05 reveals that sustained visible presence is positively related to teacher behavior. In addition, teachers' professional development, with an R-value of 0.188 and p-value of 0.05, is positively correlated to teacher behavior. This is also true for the indicators maximizing instructional time with r-value 0.355, monitoring students' progress with r-value 0.351, feedback on teaching and learning with r-value 0.248, and curriculum implementer with r-value 0.220, all with a p-value of 0.000, which is 0.05. This shows that the instructional leadership of school heads

upkeeps the teacher's behavior. This implies that teacher behavior facilitates school heads' instructional leadership indicators.

The Mediating Effect of Teacher Disposition Using Path Analysis

Data was supplied to the med graph after being subjected to linear regression analysis. A third variable's role as a mediating factor in the relationship between two variables is known as mediation analysis (Baron and Kenny, 1986). A postulated causal chain called mediation occurs when one variable influences a second variable, which then influences the third variable. The mediator is the intervening variable, M. It "mediates" the connection between X, the predictor, and the result. Direct impacts are what paths a and b represent. The indirect effect is the mediation effect when X leads to Y via M. The percentage of the link between X and Y that M mediates is represented by the indirect effect.

In Table 7 are shown the three paths. Path 1, the instructional leadership of school heads, where the independent variable (IV) significantly predicts teacher disposition, which is the mediator (M). In path 2, teacher disposition, the mediator (M), significantly predicts teacher behavior, which is the dependent variable (DV). On the contrary, in path 3, instructional leadership, where the independent variable (IV) does not have a significant relationship to teacher behavior, is the dependent variable (DV).

Furthermore, Figure 2 shows a complete mediation because the independent variable, instructional leadership of school heads, no longer affects the dependent variable, teacher behavior.

Table 7

Mediating Effect: Path Analysis

(Full Mediation- this is because X and M, M and Y are significant while X and Y, not sig- nificant)

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
ILSH ⟶ TD	.572	.610	.043	13.325	***
TD ⟶ TB	.421	.288	.099	4.263	***
ILSH ⟶ TB	.180	.131	.093	1.938	.053

Legend: ILSH- Instructional Leadership of School Heads
TD- Teacher Disposition
TB- Teacher Behavior

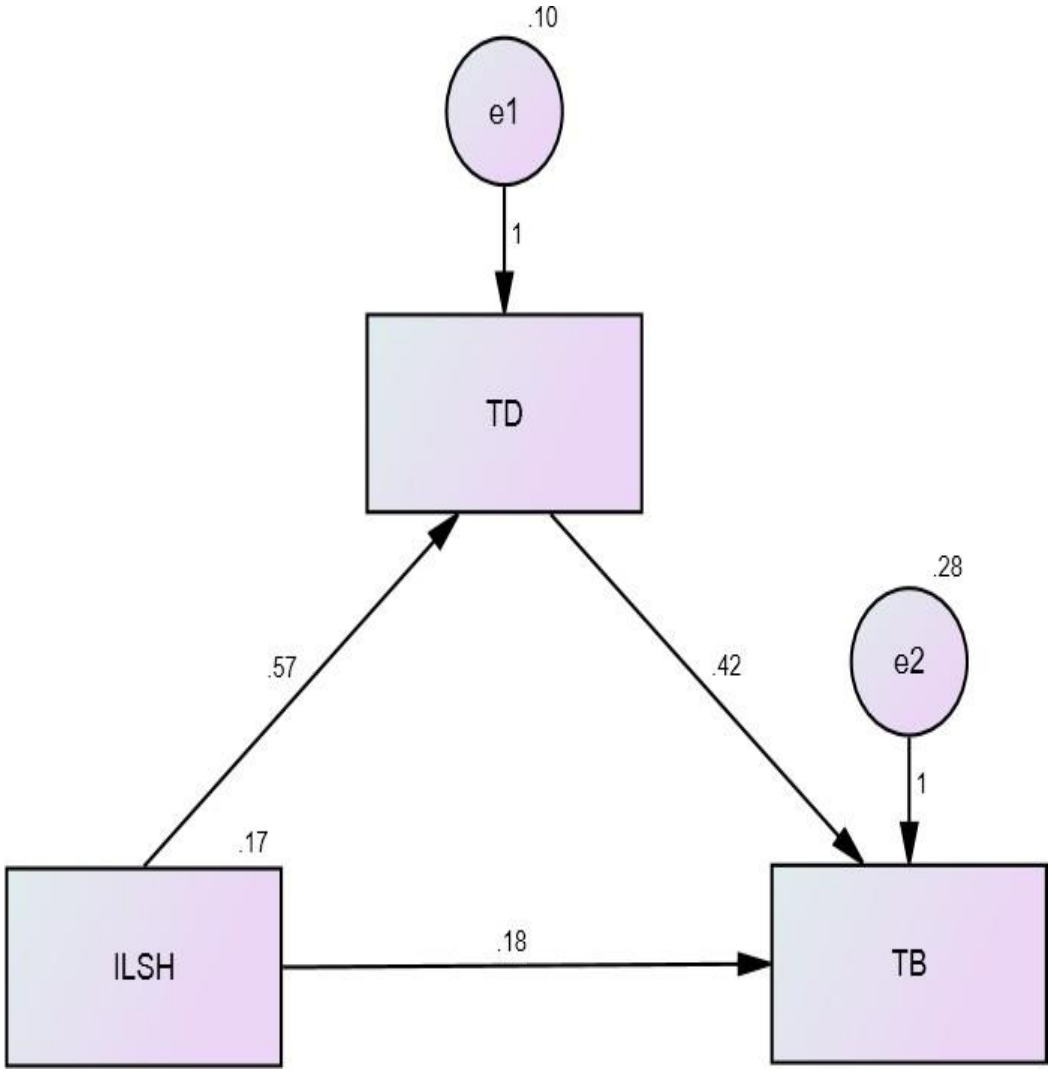

Figure 2. The Mediating Effect of Teacher Disposition (TD) on the Relationship between Instructional Leadership of School Heads (ILS) and Teacher Behavior (TB)

Chapter 4

DISCUSSION

The discussion on achers' dispositions, the instructional leadership of school heads, and teachers' behaviors is presented in this chapter.

Instructional Leadership of School Heads

The high response rate led to high levels of instructional leadership by school heads. Very high scores are given to indicators of teachers' professional development, curriculum implementers, a visible presence, feedback on teaching and learning, making the most of instructional time, instructional resource providers, and student progress tracking. The levels of these indicators are listed from highest to lowest.

The very high rating in teachers' professional development suggests that school heads set the school's objectives by providing professional development such as seminars, training, and educational accomplishments to their teachers. This is consistent with the perspective of Chalkiest al. (2020), which states that the school principal leads training programs, seminars, and workshops. Simultaneously, he informally assesses teachers' skills. This is also backed by the research of Karacabey (2020), who claimed that teachers would have the chance to test new techniques they have learned during their professional development process if school leaders are receptive to innovations. Teachers may become more interested in professional development if they are encouraged by the value that administrators place on it. Teachers will be allowed to take part in events like seminars and courses. School managers will keep track of the activities that improve teachers and publicize them. Teachers' attitudes may be influenced by school administrators' views on professional development, their conviction in it, and their emphasis on it, which is supported by the extremely high ranking in the curriculum implementer category.

The high-level rating of monitoring student progress explains that school heads are responsible for utilizing written evaluations and tests to track the learners' academic progress. This corroborates Turkoglu and Cansoy (2018), which state that most school principals measure their students' progress using evaluation instruments like written assessments and examinations. School principals are expected to keep track of student's academic progress and assess them at various stages of the learning process. It is understood that steps are taken to assist the student based on the student's data. In this regard, it has been noted that school principals are responsible for tracking student progress and that the activities associated with this dimension are clearly defined.

Moreover, the exceptionally high rating in maintaining visible presence suggests that school heads are present and know what is happening in the classrooms. The notion advanced by Fessehatsion (2017), according to which the principal serves as the instructional leader, is supported by the fact that they frequently visit classrooms to collaborate with teachers and students or attend academic team meetings to support the creation of efficient teaching and learning strategies. The principal in this position also forgoes chances for professional growth and instructional resources that might enhance teaching, learning, and assessment methods.

The very high-level rating of maximizing instructional time suggests that school heads have allocated time for instruction and minimized interruptions to maximize time for instruction. This result supports Turkoglu and Cansoy (2018), which state that the vast majority of school principals engage in behaviors aimed at improving the physical condition of the classroom, reducing behavioral issues, and meeting the demands of managing instructional time. They believe that providing a peaceful environment in which to teach a lesson in the classroom and at school would ensure the maximum possible level of instruction time.

However, the exceptionally high rate of comments on teaching and learning implies that school administrator’s compliment and offer feedback to both instructors and students. This finding is corroborated by Macina (2019), who claims that the principal's leadership becomes crucial to maintaining staff engagement. To engage the teachers in all facets of the school, there has to be a balance between compliments and criticism.

Finally, a provider of educational resources with a very high rating clarifies that school administrators ensure the availability of educational materials and give them as necessary. Akram et al. (2017) is supported by this claim, stating that instructional leaders meet teachers' fundamental instructional requirements by offering resources like tools and materials. In order to help the school and its employees achieve academic goals as quickly as possible, they work with partners to fulfill the school's vision and objectives and act as a conduit for resources like time, money, and time-saving tools (such as the library, laboratory, and newspapers). The instructional strategies will be used to give staff members the chance to voice their opinions through staff development meetings, professional debates, and discussions, and acknowledging instructors' strengths and limitations. The instructional leader has to ensure that teachers have the tools and training to accomplish their jobs well, which is directly tied to student achievement. The administration of successful lesson plans to support an effective instructional curriculum enables the creation of appropriate resources for the educational curriculum program and their expert application.

This indicates that all independent variable indicators are clearly noticed and carefully studied by the respondents. This suggests that administrators show enough instructional leadership, which is crucial for schools to function well. Effective schools have principals regarded by their staff as the key figures in instructional leadership. A school's instructors and pupils tend to improve when the principal exhibits instructional leadership behaviors.

Teacher Behavior

The high level of teacher behavior demonstrates that instructors behave well. The high level is the outcome of the respondents' high ratings. The signs of supporting and controlling conduct among instructors were ranked from highest to lowest.

A favorable learning environment in the respondents' classrooms is indicated by the high degree of instructors' supporting conduct, which gives students a role in the activities in the classroom. This claim is supported by Grant (2018), which states that teachers' supportive behaviors have been described as behaviors that offer students a much more significant role in the classroom's activities and autonomy. Higher-achieving students tended to take the lead in debates and events in the classroom. Students took the initiative and inspiration to learn the course content due to their teachers' encouraging attitudes. This assertion is consistent with the findings of the study by Jiang et al. (2019), which claims that teachers can help students become more independent by providing autonomy resources, which includes understanding and incorporating student experiences into the classroom. Controlling teaching, on the other hand, can inhibit students' autonomous motivation by ignoring their viewpoints and pressuring them to behave in a teacher-prescribed manner. According to research, monitoring teaching, which is linked to negative student behavior, is more widely used than autonomy- supportive teaching, which is linked to positive student behavior.

On the other hand, teacher behavior in terms of teachers' controlling behavior has a high level of teachers. Teachers have high respect for providing supporting reassurance to students in regular encounters and employing praise and encouragement to assist pupils in attaining their full potential. They made students feel more supported and enabled them to reach their most significant potential in the classroom. This claim is supported by Jiang et al. (2019), which state that teachers can use

controlling strategies, rather than autonomy to help because they associate control with organized classrooms with clear goals and concrete details, while autonomy is associated with chaotic and permissive classrooms.

Teacher Disposition

The very high level of teacher disposition implies that teachers' dispositions are evident to them. The nurturing of teachers' dispositions in the classroom impacts student learning. Teachers demonstrate their enthusiasm for teaching, which inspires students to learn. Teachers used their creativity to convey humor, love, compassion, and understanding, promoting equality and building strong student relationships. This out- come is consistent with research by Wickham (2015) and, Omar et al. (2019), Strom et al. (2019); & Walker (2019), which state that teacher dispositions are the core perceptions exhibited by teachers. The educator's behavior toward students, families, coworkers, and communities is influenced by these values, commitments, and professional ethics, which also impact the educator's professional development. Teachers' dispositions are influenced by their beliefs and attitudes towards values, including compassion, fairness, honesty, responsibility, and social justice. A commitment to creating secure and encouraging learning settings, high and rigorous standards, and the conviction that all children can learn are examples of adequate teacher dispositions.

Significance on the Relationship Between the Instructional Leadership of School Heads and Teacher Disposition

The correlation between measures of instructional leadership by school heads and teacher disposition revealed a significant relationship. This indicates a significant relationship between the instructional leadership of school heads and teacher disposition. Therefore, the null hypothesis of no significant relationship between school heads' instructional leadership measures and teacher disposition is rejected.

This claim is supported by Pearce (2017), who stated that instructional leaders must consider how their attitudes and personal dispositions affect teacher actions to have a positive effect on teachers. Pedro (2016) states that the school heads' instructional leadership can become influential supporters of their teachers, primarily as teachers work to build robust dispositions that benefit all students.

Significance on the Relationship between the Teacher Disposition and Teacher Behavior

The connection between the variables showed a strong link between instructor conduct and temperament. This suggests that a positive correlation exists between a teacher's actions and temperament. This assertion is consistent with the findings of Walker's 2019 study, which indicated that if teacher dispositions serve as the basis for those teachers' actions and decisions, then the influence of such dispositions on students' achievement is evident. Contributors to the discourse on teacher dispositions unanimously agree that teachers' behaviors embody their dispositions. The demonstration of proper teacher actions and practices and the equal learning of all students are influenced by teachers' dispositions (Saleh, 2018). According to the Council for Accreditation of Educator Preparation (CAEP), teacher dispositions are the attitudes and values that influence how educators interact with students, families, coworkers, communities, and themselves as professionals. As a result, according to the definitions, teacher conduct affects teacher dispositions,

which are the fundamental attitudes, values, and belief systems that support teachers' behavior and characteristics (Miller, 2016).

Significance on the Relationship between the Instructional Leadership of School Heads and Teacher Behavior

The correlation between the measures of instructional leadership of school heads and teacher behavior revealed a significant relationship. This means that the instructional leadership of school heads has a substantial connection with the teacher's behavior. This assertion supports Esa et al. (2018), which found that good academic management is crucial for instructors to successfully educate while influencing teachers' behavior to improve the quality of teaching and learning. According to Ismail et al. (2018),

Instructional leadership is a strategy employed by school administrators to concentrate on instructors' behavior in specific situations that indirectly influence students' academic progress. Applying instructional leadership is the primary responsibility of the school administrator since this leadership style is connected to the execution of promoting and enhancing student learning innovation programs.

The Mediating Effect of Teacher Disposition using Path Analysis

This study aims to add to the body of knowledge addressing a potential indirect mediating factor for the association between instructional leadership and teacher behavior. The influence of instructional leadership provided by school leaders on teacher con- duct was explicitly examined, and teacher temperament was looked at as a potential mediating component. There is full mediation found in the study. Complete mediation because the independent variable, instructional leadership of school heads, has no longer affected the dependent variable, teacher behavior after teacher disposition, which is the mediator (M), has been controlled. Significant direct effects were presented that may help enhance the existing research on teacher disposition and teacher behavior.

The current study's findings, in particular, support Baron and Kenny's (1986) mediation recommendations by demonstrating that teacher disposition is a complete mediator of instructional leadership and teacher conduct.

The paths between teacher conduct and teacher behavior and the way between teacher behavior and instructional leadership of school heads were both considered in the mediation analysis. The results supported Pearce (2017), one of the authors of this study, who claims that to influence teachers positively, instructional leaders must consider how their attitudes and personal dispositions affect teacher actions. The findings demonstrated the strong relationship between the instructional leadership of school heads and teacher disposition. Moreover, according to Saleh (2018), teachers' behaviors embody their personalities. Teachers' dispositions affect how they exhibit proper actions and practices and equitably encourage learning in all pupils.

There is a complete mediation of teacher disposition on the relationship between instructional leadership of school heads and teacher behavior because instructional leadership of school heads did not reveal a significant influence on teacher behavior when using the path analysis. Therefore,

teacher disposition fully mediates the relation- ship between instructional leadership of school heads and teacher behavior.

CONCLUSION

The extent of instructional leadership is significant in providing instructional re- sources, remaining visible, professional development, maximizing instructional time, monitoring student progress, providing feedback on teaching and learning, and curriculum implementation. The level of teacher behavior in terms of teachers' controlling behavior and supportive behavior is high. The level of teacher disposition is very high. The study's findings further support the notion that there is no conclusive evidence linking teacher behavior with the instructional leadership of school administrators. However, there is a significant relationship between the instructional leadership of school heads and teacher disposition. Similarly, there is an important relationship between teacher disposition and teacher behavior. Therefore, teacher disposition has a full mediating effect on the relationship between instructional leadership of school heads and teacher behavior.

RECOMMENDATIONS

Using the study findings as a foundation, the researcher developed suggestions. The school heads must maintain a very high level of instructional leadership, though as noticed among the indicators of the instructional leadership of school heads, monitoring students' progress has the lowest but still at a very high level in descriptive. This can be raised by creating significant relationships between school heads and students through attending recognition and ceremonies that may include learners and teachers.

On teacher behavior, controlling and supportive teacher behavior must be enhanced from a high level to a very high level, especially the controlling behavior of teachers that may suppress the skills and abilities of students.

The high level of teacher behavior in the study suggests that the Department of Education may consider enhancing both the instructional leadership of school heads and teacher disposition to improve the level of teacher behavior from a high to a very high level by providing them with appropriate programs and activities that suit their needs, like having training in behavioral technique management. The researcher recommends determining the different factors in providing opportunities for teachers to enhance their classroom management and style to improve teacher behavior.

The teachers can maintain a very high level of teacher disposition, though among the items, having high expectations of students has the lowest rate. However, it still belongs to a very high level. This may be raised by having confident teachers towards their students as they aspire to excellent results by encouraging students to excel and explore their skills and talents.

Since there was a complete mediation of teacher disposition, the correct teacher behavior can be enhanced by improving their disposition.

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