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# Level of Leadership Competencies Among Junior High School (JHS) Teachers Towards Addressing Academic Challenges of Students: A Basis for Proposed Action Plan

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**Abstract:** The study examined Junior High School teachers' leadership competencies (instructional and organizational) and the academic challenges of learners, integrating quantitative results with student perspectives to inform an action-oriented response. Overall, teachers demonstrated excellent instructional leadership (Composite Mean = 4.610), suggesting strong alignment of curriculum, instruction, assessment, and feedback practices. Teachers also exhibited excellent organizational leadership (Composite Mean = 4.460), reflecting effective classroom management, collaboration, communication with stakeholders, and culture building. Regarding student academic challenges, teachers reported ineffective study habits as occurring often (Composite Mean = 3.593), indicating persistent concerns in time management, procrastination, distraction, and limited help-seeking. Other challenges—low motivation/engagement, comprehension/performance difficulties, irregular participation/attendance, and limited access to learning resources/support—were generally observed sometimes, implying variability across learners and contexts. Relational analyses further indicated targeted links between leadership and specific difficulties. Instructional leadership showed a significant inverse association with irregular participation/attendance (Spearman $\rho = -.34$, $p = .002$), while organizational leadership demonstrated a significant inverse association with limited access to learning resources/support (Spearman $\rho = -.23$, $p = .040$). These findings suggest that stronger leadership practices are associated with fewer selected challenges, although effects are modest and likely context-dependent. Qualitative accounts converged with the quantitative patterns: students emphasized clear explanations, patience, varied strategies, checks for understanding, encouragement, and fair discipline, while also noting inconsistency across teachers and uneven resource provision. Consequently, the proposed action plan should prioritize instruction, attendance/participation supports, and coordinated resource mobilization, with monitoring anchored in attendance logs, formative assessment records, and structured learner feedback.

**Keywords:** Leadership Competencies, Academic Challenges, Study-skills instruction, Self-regulated learning, Differentiated instruction

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## 1. Introduction

In today's educational setting, teachers are expected to do more than deliver lessons. They also serve as mentors, motivators, and classroom leaders who help students cope

with academic and personal challenges, especially in junior high school where learners face greater academic demands and developmental changes [1]. Leadership competencies such as instructional direction, communication, classroom management, and organizational leadership are linked to better student engagement and learning outcomes [2], [3]. However, teacher leadership is not limited to teaching content or maintaining discipline. It also includes guiding students in developing study habits, responsibility, persistence, self-discipline, and self-regulation. Thus, assessing the leadership competencies of junior high school teachers is important in understanding how they support students' academic growth.

Junior high school students continue to experience academic difficulties such as poor study habits, low motivation, comprehension problems, irregular attendance and participation, and limited access to learning materials [4]. In Metro Manila public schools, these challenges are often worsened by economic hardship, large class sizes, limited resources, and overcrowded classrooms [5], [6], [7]. Although Metro Manila is highly urbanized, gaps in school resources still affect students' learning and teachers' ability to provide individual support [8]. For this reason, teacher leadership must respond to actual classroom conditions. Instructional leadership helps teachers improve students' study habits, monitor progress, and strengthen comprehension skills [9], while organizational leadership promotes inclusive classroom management, collaboration, and resourceful learning environments [10]. However, systemic limitations may also affect how teachers perform these roles [11].

This study is significant because leadership is not only practiced by school administrators. Classroom teachers also influence students' motivation, behavior, learning experiences, and academic development every day[12]. In Metro Manila public junior high schools, teachers often serve as everyday leaders who help students remain engaged, responsible, and resilient despite academic difficulties. Students' perceptions are also important because they show whether teachers' leadership behaviors are truly experienced as supportive and helpful. When students see their teachers as caring and supportive leaders, they are more likely to participate and persist in learning [13]. Although teacher leadership has been widely studied, limited attention has been given to the junior high school level, particularly in the Philippine public-school context [14], [15]. This is an important gap because junior high school is a critical stage of academic adjustment, social development, and identity formation [16]. Therefore, this study aims to examine how teachers' instructional and organizational leadership competencies relate to students' academic challenges and how the findings may guide the development of a practical action plan.

The study is anchored on Transformational Leadership Theory, Instructional Leadership Theory, and Social Cognitive Theory. Transformational Leadership Theory explains how teachers inspire and motivate students to build confidence, resilience, and commitment in facing academic struggles such as poor study habits and low engagement [17], [18]. Instructional Leadership Theory focuses on how teachers guide instruction, monitor learning, and create a productive classroom environment, which is useful in addressing comprehension difficulties, inconsistent participation, and limited learning resources [19], [20]. Social Cognitive Theory emphasizes that students learn not only through direct instruction but also by observing the behaviors, attitudes, and strategies modeled by their teachers [21], [22]. Together, these theories provide a strong foundation for understanding how teacher leadership influences student learning. They show that teacher leadership supports motivation, improves classroom processes, and helps students develop behaviors that can lead to better academic outcomes.

**1.1. Leadership Competencies of Teachers Towards and Academic Challenges Of Students**

Teacher leadership has become an important concept in education because teachers are no longer seen only as lesson deliverers. They also act as motivators, advisers, mentors,

collaborators, and change agents in the school community. While there is no single definition of teacher leadership, it is commonly understood as a relational and practice-based process through which teachers influence students, colleagues, and the wider school environment [23], [24], [25]. Studies show that effective teacher leadership improves student outcomes, especially when connected to curriculum, instruction, assessment, classroom management, and student motivation [26], [27], [3]. It also supports professional growth, school culture, and institutional improvement when teachers are given opportunities for collaboration, recognition, and continuous development [28], [29], [30]. However, teacher leadership should not be treated as a one-size-fits-all model because it is shaped by culture, context, school systems, and local realities [31], [32], [33], [34]. In this study, teacher leadership is important because JHS teachers' ability to guide, motivate, organize, and support learners may help address academic problems such as low motivation, poor study habits, weak comprehension, and inconsistent participation.

Instructional leadership is a key teacher competency because it helps teachers guide learning through clear instruction, organized routines, progress monitoring, and classroom-based support. Unlike general educational leadership, instructional leadership focuses directly on improving teaching and learning through mentoring, coaching, collaborative planning, data use, and effective classroom practices [35], [36]. Research shows that instructional leadership can influence student achievement when teachers and school leaders set clear goals, provide resources, monitor learning, and respond to students' academic needs [37], [38], [39], [40]. It also strengthens comprehension and engagement through active learning strategies, curriculum planning, questioning techniques, vocabulary support, and prediction activities [41], [42], [43], [44]. However, instructional leadership is affected by factors such as time limitations, school infrastructure, culture, and how teachers understand their leadership roles in the classroom [45], [46], [47], [48], [49]. These findings show that instructional leadership is essential in understanding how JHS teachers help students improve their study habits, comprehension, motivation, and participation within the actual conditions of their schools.

Organizational leadership is another important part of teacher leadership because it influences classroom management, discipline, peer collaboration, student engagement, and the overall learning climate. Teachers and school leaders with strong organizational leadership help create orderly, inclusive, and supportive classrooms that encourage participation and academic success [50], [51], [52]. This type of leadership may be seen through innovation, motivation, empowerment, online engagement, emotional support, cooperative teacher-student relationships, and flexible school structures [53], [54], [55], [56]. Still, its effects on discipline and performance may vary depending on leadership style, school culture, student behavior, and institutional conditions [57], [58], [59], [60]. In low-resource settings, organizational leadership becomes more challenging because teachers must deal with poor infrastructure, limited materials, academic pressure, weak community support, and barriers to implementing leadership initiatives [25], [61], [62]. Even so, distributed leadership, collaboration, and professional inquiry can help schools respond to these challenges more effectively [63]. Since leadership depends heavily on context, it must be assessed based on local school realities [64], [65], [66], [67], [68]. This supports the study's focus on how JHS teachers manage diverse learners, maintain participation, and make use of limited resources to address students' academic difficulties.

The literature also emphasizes the value of students' perceptions because students directly experience teachers' leadership behaviors in the classroom. Their feedback helps show whether teacher leadership truly supports motivation, engagement, confidence, and academic growth [27], [69]. Students often appreciate teachers who use inviting activities, student-centered strategies, genuine relationships, empathy, reassurance, motivation, and positive role modeling [70], [71]. They also value transformational leadership because it promotes creativity, critical thinking, confidence, experimentation, and a sense of belonging [72], [73]. However, students' perceptions may differ depending on diversity,

culture, gender, and classroom experiences, which means teacher leadership should also be inclusive and culturally responsive [74], [75], [76], [77]. Since students observe teachers more often than administrators do, their voices can reveal relational, emotional, and motivational aspects of leadership that formal evaluations may miss [78], [79], [80]. This is relevant to the present study because students' perceptions can show whether teachers' instructional and organizational leadership practices truly help them manage academic challenges such as low motivation, poor study habits, comprehension problems, and disengagement.

Junior High School students experience many academic and non-academic challenges. These include poor study habits, weak comprehension, low motivation, limited vocabulary, grammar difficulties, weak idea development, and subject-specific learning barriers [81], [82], [83]. Reading comprehension is a major concern because limited prior knowledge, narrow vocabulary, reading errors, attention difficulties, and executive function problems can affect performance across different subjects [84], [85], [86]. These problems may be worsened by socioeconomic status, family support, attendance, language barriers, emotional struggles, low self-confidence, and test anxiety [87], [88], [89]. In the Philippine context, economically disadvantaged students may face financial insecurity, lack of family care, limited resources, and unequal access to learning support, while teachers may also experience pressures that affect instructional leadership [90], [91], [83]. Despite these challenges, teacher-led interventions such as self-regulated learning support, behavioral interventions, classroom discussions, and relationship-building strategies can help students manage academic and social difficulties more effectively [92], [93], [94], [95]. These findings show that teacher leadership is important not only in delivering lessons but also in building students' habits, motivation, resilience, and support systems.

In the Philippine and Metro Manila context, teacher leadership is connected to professional standards, school climate, public-school performance, and the development of action plans. The Philippine Professional Standards for Teachers provides a guide for teacher professionalism and leadership, although gaps remain in addressing learner diversity and strengthening teachers' ability to respond to academic needs [96], [97], [98]. Philippine studies show that shared leadership, transformational leadership, school climate, emotional intelligence, and teacher readiness influence teaching quality, morale, and teachers' ability to address classroom challenges [99], [100], [101], [102], [103], [104]. Metro Manila is a significant setting because urbanization, congestion, strained public services, flooding, informal settlements, displacement, and socio-environmental stress can affect students' educational continuity and classroom learning conditions [105], [106], [107], [108]. At the same time, public-school performance gaps remain, as school ratings and teacher reports may appear strong while national and international assessments continue to show weaknesses in reading, writing, comprehension, and learning competencies [109], [110], [111], [112], [113]. Because of this, the literature supports the need for leadership development programs, mentoring, collaboration, professional learning communities, peer support, action research, digital skills training, and evidence-based action plans grounded in the actual needs of teachers and learners [114], [115], [116], [117], [118], [119], [120], [121], [122]. Overall, the reviewed literature supports the present study by showing that assessing JHS teachers' leadership competencies can serve as a strong basis for creating a practical action plan that strengthens teacher leadership and addresses students' academic challenges.

**1.2. Research Questions**

This study aims to determine the level of leadership competencies of Junior High School (JHS) teachers and explore how these competencies can contribute to addressing the academic challenges faced by their students. The results will serve as the basis for the development of a proposed innovative action plan to strengthen teacher leadership in the classroom.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the Junior High School teachers in terms of:
1.1. Age;
1.2. Sex;
1.3. Grade Level Handling;
1.4. Highest Educational Attainment;
1.5. Years in Service; and
1.6. Leadership Training/s Attended?
2. What is the level of leadership competencies of Junior High School teachers in terms of:
2.1. Instructional Leadership; and
2.2. Organizational Leadership?
3. What are the common academic challenges of Junior High School students, as identified by their teachers, in terms of:
3.1. ineffective study habits that hinder learning progress;
3.2. low motivation and classroom engagement;
3.3. difficulties in comprehension and academic performance;
3.4. irregular class participation and attendance; and
3.5. limited access to learning resources and support systems?
4. How do Junior High School students perceive that their teachers' leadership competencies help address their academic challenges?
5. Is there a significant relationship between level of leadership competencies of Junior High School teachers and identified common academic challenges of Junior High School students?
6. Based on the findings, what innovative action plan can be developed to enhance the leadership competencies of Junior High School teachers in addressing students' academic challenges?

## 2. Methodology

### 2.1. Research Design

This study used a sequential explanatory research design to examine the level of leadership competencies among Junior High School teachers and how these relate to students' academic challenges. The quantitative phase was conducted first using Likert-scale survey questionnaires that measured teachers' instructional and organizational leadership competencies, along with students' academic difficulties such as poor study habits, low motivation, comprehension problems, irregular attendance, and limited use of learning resources. The data were analyzed using descriptive statistics, including frequency, weighted mean, and standard deviation. Spearman's rank-order correlation coefficient was also used to determine the relationship between teachers' leadership competencies and students' academic challenges. This test was appropriate because the Shapiro-Wilk test showed that the data were not normally distributed, and the responses came from Likert-scale items, making a non-parametric test suitable [123], [124].

After the quantitative phase, the qualitative phase was conducted through focus group discussions with purposively selected Junior High School students. The participants were chosen based on their enrollment status, willingness to participate with consent and assent, availability, relevant academic experiences, and, when possible, representation across grade level, gender, and academic standing [125]. Their responses were analyzed using thematic analysis to identify common patterns and themes that helped explain and support the quantitative results [126], [127]. By combining both quantitative and qualitative findings, the study gained a deeper and more human-centered understanding of how teacher leadership is experienced in the classroom. These results also served as the basis for developing an evidence-based action plan to strengthen teachers' leadership competencies in addressing students' academic challenges [125], [128].

**2.2. Respondents of the Study**

The respondents of this study will consist of two groups: Junior High School teachers and students from the selected Metro Manila public secondary school. For the quantitative strand, the study will include 80 Junior High School teachers handling key learning areas in Grades 7 to 10, as they are directly involved in lesson planning, instruction, assessment, classroom management, and student support. Their roles make them appropriate respondents for assessing leadership competencies, particularly in instructional leadership, such as curriculum delivery and learner assessment, and organizational leadership, such as classroom management and collaboration with colleagues and stakeholders. Their responses will serve as the main basis for determining the level of teacher leadership competencies and for examining whether these competencies are related to students' academic challenges. For the qualitative strand, 20 students will be purposively selected, with five students from each grade level, to provide first-hand insights into how their teachers' leadership practices influence their study habits, motivation, comprehension, class participation, and access to learning resources. Including students ensures that the study considers not only teachers' self-assessments but also the actual learning experiences of learners. Student participation will be voluntary, and parental consent and student assent will be secured before they join the interviews or focus group discussions.

**2.3. Sampling Design**

The study will be conducted in a purposively selected public Junior High School in Metro Manila. The school was chosen because its learning assessment records and internal performance reports show continuing student achievement gaps, making it an appropriate setting for examining the relationship between teacher leadership competencies and students' academic challenges. It also reflects common conditions in Philippine public schools, such as limited resources, unequal access to support systems, and the need for continuous teacher professional development.

For the quantitative strand, all 80 Junior High School teachers handling Grades 7 to 10 will be included through complete enumeration or census, since they represent the entire eligible teacher population in the selected school. Participants must be teaching at least one core academic subject, have served in the school for at least one academic year, and be actively involved in instruction and classroom management. Teachers who are on leave, newly hired with less than one year of service, or assigned only to non-academic subjects will be excluded. Complete enumeration helps reduce sampling error and strengthens the validity of the findings because the results will represent the teacher population of the selected school rather than only a portion of it [125].The target number of 80 teachers is also considered sufficient for detecting at least a moderate relationship in correlational analysis using a power level of .80 and alpha level of .05, although any decrease in the final number of participants will be considered when interpreting non-significant results [125].

For the qualitative strand, 20 students will be purposively selected from Grades 7 to 10, with five representatives per grade level. Variation in sex and academic performance will also be considered to capture diverse student experiences. These students will share how their teachers' leadership practices influence their study habits, motivation, comprehension, attendance, participation, and access to learning resources. Their participation will be voluntary, and parental consent and student assent will be secured before data collection. The qualitative sample is justified through information power, which values the depth and relevance of insights rather than statistical representativeness. Data collection will continue until the themes are sufficiently developed for the study's purpose [129], [130]. If student survey data are later included in the quantitative correlational analysis, the final student sample size will be determined using a finite population sample size formula or a priori power analysis based on the school's total Junior High School enrollment and the intended statistical test [125].

**2.4. Research Instrument**

The study used both quantitative and qualitative instruments that were aligned with its research objectives. For the quantitative strand, two Likert-scale survey questionnaires were given to Junior High School teachers. The first questionnaire measured teachers' leadership competencies through 40 items under two domains: Instructional Leadership and Organizational Leadership, with 20 items for each domain. These items covered lesson planning, learner assessment, classroom management, collaboration, and stakeholder engagement. The second questionnaire identified students' common academic challenges as observed by teachers. It included 50 items grouped into five categories: ineffective study habits, low motivation and classroom engagement, comprehension and academic performance difficulties, irregular class participation and attendance, and limited access to learning resources and support systems, with 10 items per category. Both instruments used a five-point Likert scale and were adapted from existing frameworks, then modified to fit the context of the study.

To ensure quality, the instruments were validated by three experts in educational leadership, research, and assessment. The validation focused on relevance, clarity, appropriateness of indicators, and suitability to the Junior High School context. The instruments obtained a content validity score of 1.00, showing a very high level of content validity and strong agreement among the validators. This process helped ensure that the items properly represented the constructs being measured before data collection [131], [132]. After validation, revisions were made, and the instruments were pilot tested with 15 teachers from another public Junior High School who were not part of the actual study. The reliability results showed acceptable to excellent internal consistency, with Cronbach's alpha values of 0.853 for Instructional Competencies, 0.902 for Organizational Leadership, 0.877 for Ineffective Study Habits, 0.880 for Low Motivation and Engagement, 0.930 for Difficulties in Comprehension and Performance, 0.897 for Irregular Class Participation and Attendance, and 0.860 for Limited Access to Learning Resources and Support. Since values of 0.70 and above are generally acceptable, the results confirmed that the instruments were reliable [123], [133].

**Table 1.** Likert-Scale Description for Quantitative Instruments.

| Likert-Scale Description | Likert Scale | Likert Scale Interval |
|---|---|---|
| Strongly Agree / Always | 5 | 4.21 – 5.00 |
| Agree / Often | 4 | 3.41 – 4.20 |
| Neutral / Sometimes | 3 | 2.61 – 3.40 |
| Disagree / Seldom | 2 | 1.81 – 2.60 |
| Strongly Disagree / Never | 1 | 1.00 – 1.80 |

For the qualitative strand, the study used recorded online interviews with 20 purposively selected Junior High School students, with five representatives from each grade level. A semi-structured interview guide with 15 open-ended questions was used to explore students' perceptions of how teachers' leadership competencies influenced their academic experiences. The questions focused on how teachers motivate learners, support comprehension, encourage participation, and help students cope with limited learning resources. The guide was reviewed by three experts in educational leadership, qualitative research, and Junior High School learner development to check its alignment with the study objectives, clarity and neutrality of wording, developmental appropriateness, and ethical suitability for student participants [125], [130]. Revisions were made based on their feedback. A pre-test was also conducted with a small group of Junior High School students who were not part of the main study to ensure that the questions were clear, non-leading, and capable of generating meaningful responses. The use of recorded online interviews helped capture students' answers accurately and transparently during data collection.

### 2.5. Data Gathering Procedure

The data gathering procedure will be conducted carefully to ensure validity, reliability, ethical compliance, and protection of all participants. The researcher will first secure permission from the head of the selected public Junior High School in Metro Manila by submitting the university endorsement letter and approved research proposal. After approval, teachers and students will be oriented about the study's purpose, procedures, participant rights, and ethical safeguards. For the quantitative strand, self-administered questionnaires will be given to the 80 qualified Junior High School teachers in printed or digital form, depending on their convenience, and will be collected without disrupting their regular duties. For the qualitative strand, 20 purposively selected students, with five representatives from each grade level, will join secure online recorded interviews after parental consent and student assent are obtained. Participation will be voluntary, and teachers and students may refuse, skip questions, take breaks, or withdraw at any time without penalty or effect on their grades, academic standing, employment, workload, or relationship with the school. To avoid pressure, school administrators will not take part in recruitment, data collection, or interpretation of findings. Participants' identities will be protected using codes or pseudonyms, and all printed and digital data will be stored securely with access limited to the researcher and, when necessary, the adviser or panel chair. Data will be kept for one year after final manuscript submission and then permanently deleted, erased, shredded, or destroyed. The results will be reported honestly in aggregated and anonymized form, and the combined findings will serve as the basis for an evidence-based action plan to help improve teaching and learning practices in the school.

### 2.6. Statistical Treatment of Data

The data analysis followed the order of the research problems and used both quantitative and qualitative procedures to give a clearer understanding of teacher leadership competencies and students' academic challenges. For the first and second research problems, which focused on teachers' instructional and organizational leadership competencies and the academic challenges observed among students, the 5-point Likert scale responses were analyzed using frequency counts, percentages, weighted means, and standard deviations, then interpreted using the established Likert scale interval. Before testing relationships, the Shapiro-Wilk Test was used to check data normality. Since most variables were not normally distributed, with several p-values below the 0.05 level of significance, and because the data came from Likert-scale responses, Spearman's Rho was used as the appropriate non-parametric test to determine the strength and significance of the relationship between teachers' leadership competencies and students' academic challenges. For the third research problem, students' interview responses were analyzed through thematic analysis by transcribing, coding, grouping similar responses, and developing themes that reflected their experiences and perceptions. To improve credibility and trustworthiness, member checking, peer debriefing, and triangulation with quantitative results were applied. Finally, the quantitative and qualitative findings were integrated to develop an evidence-based and contextually appropriate action plan that aims to strengthen Junior High School teachers' leadership competencies in addressing students' academic challenges.

## 3. Results and Discussions

**Table 2.** Demographic profile of the Junior High School teachers in terms of Age, Sex, Grade Level Handling, Highest Educational Attainment, Years in Service, and Leadership Training/s Attended

| Profile | Description | Frequency | Percent |
|---|---|---|---|
| Age | 21-25 | 1 | 1.25% |
| | 26-30 | 27 | 33.75% |
| | 31-35 | 16 | 20.00% |

| | | | |
|---|---|---|---|
| | 36-40 | 6 | 7.50% |
| | 41-45 | 8 | 10.00% |
| | 46-50 | 10 | 12.50% |
| | 51 and above | 12 | 15.00% |
| | **Total** | **80** | **100.00%** |
| Gender | Male | 22 | 27.50% |
| | Female | 57 | 71.25% |
| | Prefer not to say | 1 | 1.25% |
| | **Total** | **80** | **100.00%** |
| Grade Level Handling | G7 | 17 | 21.25% |
| | G8 | 24 | 30.00% |
| | G9 | 14 | 17.50% |
| | G10 | 25 | 31.25% |
| | **Total** | **80** | **100.00%** |
| Years in Service | 5 years and below | 24 | 30.00% |
| | 6 to 10 years | 19 | 23.75% |
| | 11 to 15 years | 14 | 17.50% |
| | 16 years and above | 22 | 27.50% |
| | **Total** | **80** | **100.00%** |
| Highest Educational Attainment | Bachelor's Degree | 27 | 33.75% |
| | W/ MA/MS Units | 38 | 47.50% |
| | Master's Degree | 13 | 16.25% |
| | W/ Doctoral Units | 1 | 1.25% |
| | Doctoral Degree | 1 | 1.25% |
| | **Total** | **80** | **100.00%** |
| Leadership Training Attended | None | 17 | 21.25% |
| | 1 to 5 | 33 | 41.25% |
| | 6 to 10 | 13 | 16.25% |
| | 11 and above | 17 | 21.25% |
| | **Total** | **80** | **100.00%** |

**Table 3.** Level of leadership competencies of Junior High School teachers in terms of Instructional Leadership

| Instructional Competencies | Mean | SD | Interpretation |
|---|---|---|---|
| I provide clear learning objectives and expectations for students. | 4.76 | 0.43 | Excellent |
| I regularly assess students' learning progress. | 4.65 | 0.55 | Excellent |
| I align my teaching strategies with curriculum standards. | 4.78 | 0.42 | Excellent |
| I support diverse learning styles and needs in the classroom. | 4.69 | 0.49 | Excellent |
| I monitor and evaluate student academic performance to guide instruction. | 4.64 | 0.48 | Excellent |
| I give timely feedback on student assignments and exams. | 4.41 | 0.57 | Excellent |
| I encourage student participation and engagement in classroom activities. | 4.74 | 0.50 | Excellent |
| I incorporate technology to enhance learning experiences. | 4.59 | 0.52 | Excellent |
| I design lessons that challenge students and encourage critical thinking. | 5.15 | 4.54 | Excellent |
| I implement effective formative and summative assessments. | 4.56 | 0.55 | Excellent |
| I provide academic interventions for struggling students. | 4.50 | 0.53 | Excellent |
| I regularly reflect on my teaching practices to improve student outcomes. | 4.50 | 0.55 | Excellent |
| I develop strategies to accommodate students with learning difficulties. | 4.51 | 0.53 | Excellent |
| I encourage students to ask questions and seek clarification. | 4.63 | 0.56 | Excellent |
| I modify lesson plans to meet the diverse needs of students. | 4.54 | 0.62 | Excellent |
| I organize peer collaboration activities to enhance student learning. | 4.55 | 0.53 | Excellent |
| I ensure that the curriculum is relevant to students' real-world experiences. | 4.56 | 0.57 | Excellent |
| I set high academic standards for my students. | 4.46 | 0.55 | Excellent |

| | | | |
|---|---|---|---|
| I foster an environment where students are encouraged to take academic risks. | 4.48 | 0.57 | Excellent |
| I use differentiated instruction to address the learning gaps of my students. | 4.51 | 0.55 | Excellent |
| **Composite Mean** | **4.610** | **0.403** | **Excellent** |

Legend: 1.00 – 1.80 Poor; 1.81 – 2.60 Fair; 2.61 – 3.40 Good; 3.41 – 4.20 Very Good; and 4.21 – 5.00 Excellent

**Table 4.** Level of leadership competencies of Junior High School teachers in terms of Organizational Leadership

| Organizational Leadership | Mean | SD | Interpretation |
|---|---|---|---|
| I create a positive and organized classroom environment. | 4.66 | 0.48 | Excellent |
| I manage classroom time effectively to maximize instruction. | 4.46 | 0.62 | Excellent |
| I collaborate with other teachers and school leaders for student improvement. | 4.55 | 0.55 | Excellent |
| I communicate regularly with parents/guardians regarding student performance. | 4.29 | 0.58 | Excellent |
| I demonstrate leadership in school-based activities and planning. | 4.30 | 0.56 | Excellent |
| I engage in professional development activities to enhance my leadership skills. | 4.41 | 0.57 | Excellent |
| I mentor and support other teachers in their professional growth. | 4.24 | 0.64 | Excellent |
| I effectively manage classroom behavior to ensure a productive learning environment. | 4.50 | 0.55 | Excellent |
| I coordinate with school administrators on improving school policies. | 4.28 | 0.64 | Excellent |
| I motivate students to take ownership of their learning. | 4.55 | 0.53 | Excellent |
| I help create a positive school culture through my leadership. | 4.48 | 0.62 | Excellent |
| I encourage students to participate in extracurricular activities. | 4.63 | 0.60 | Excellent |
| I manage school resources efficiently to support student success. | 4.45 | 0.57 | Excellent |
| I provide a sense of direction and purpose in my school community. | 4.43 | 0.61 | Excellent |
| I involve students in the decision-making process related to school activities. | 4.50 | 0.55 | Excellent |
| I facilitate group discussions to promote teamwork among students. | 4.49 | 0.57 | Excellent |
| I provide guidance on how to handle academic and emotional challenges. | 4.39 | 0.61 | Excellent |
| I encourage student leadership roles in various school projects. | 4.43 | 0.61 | Excellent |
| I ensure that all school policies are implemented consistently and fairly. | 4.51 | 0.62 | Excellent |
| I promote a healthy work-life balance among my students. | 4.68 | 0.50 | Excellent |
| **Composite Mean** | **4.460** | **0.410** | **Excellent** |

Legend: 1.00 – 1.80 Poor; 1.81 – 2.60 Fair; 2.61 – 3.40 Good; 3.41 – 4.20 Very Good; and 4.21 – 5.00 Excellent

The findings revealed that Junior High School teachers demonstrated an excellent level of instructional leadership, as shown by a composite mean of 4.610 and a standard deviation of 0.403. This suggests that teachers are highly competent in setting clear learning objectives, aligning lessons with curriculum standards, monitoring student progress, addressing diverse learning needs, encouraging participation, integrating technology, providing feedback, and using differentiated instruction. In the context of Metro Manila public schools, this is a meaningful result because teachers often manage large classes, limited resources, and students with different academic difficulties, including low motivation, poor comprehension, absenteeism, and weak study habits. Despite these challenges, the excellent rating reflects teachers' resilience, adaptability, and commitment to sustaining meaningful learning. This finding is consistent with studies emphasizing that instructional leadership focused on curriculum, instruction, assessment, mentoring, collaborative planning, and comprehension support helps improve student engagement and performance [41], [43], [27], [36].

However, the standard deviation also shows that instructional leadership may not be practiced with the same level of consistency across all teachers and classrooms. This variation may be due to differences in class size, available resources, student behavior, time constraints, school culture, and learner abilities. Thus, the excellent level of instructional leadership should not be taken to mean that academic challenges no longer exist. Rather, it indicates that teachers continue to lead instruction effectively despite difficult classroom conditions. This supports the idea that teacher leadership serves as both a response to students' academic struggles and a way to lessen the impact of systemic limitations. Previous studies also affirm that instructional leadership is influenced by contextual factors such as time, infrastructure, culture, and organizational practices, which may affect how it is carried out in different schools [45], [46], [47], [49].Therefore, continuous professional development and localized support remain necessary to help teachers sustain effective instructional leadership.

The results also showed that Junior High School teachers demonstrated an excellent level of organizational leadership, with a composite mean of 4.460 and a standard deviation of 0.410. This indicates that teachers are highly capable of maintaining organized and supportive classroom environments, managing time and behavior, collaborating with colleagues and school leaders, communicating with parents, motivating students, encouraging student leadership, promoting teamwork, and helping learners cope with academic and emotional challenges. In Metro Manila public schools, this finding is important because teachers are expected to maintain order, inclusion, and participation despite overcrowded classrooms, limited materials, and diverse learner backgrounds. The excellent rating shows that teachers are able to establish routines, build positive relationships, and create classroom systems that support student engagement.

At the same time, the variation in scores suggests that organizational leadership may differ depending on school culture, available resources, class size, leadership practices, and community conditions. Therefore, strong organizational leadership does not mean that classroom problems have disappeared. Instead, it shows how teachers continue to organize learning environments and respond to student needs in practical and flexible ways. This is supported by studies showing that organizational leadership strengthens classroom discipline, engagement, school culture, and student success, while also being shaped by leadership style, resource limitations, community challenges, and collaborative practices [53], [57], [54], [63], [55], [58], [59], [25], [56], [50], [61], [51], [62], [52], [60].

**Table 5.** Common academic challenges of Junior High School students, as identified by their teachers, in terms of ineffective study habits that hinder learning progress

| Ineffective Study Habits | Mean | SD | Interpretation |
|---|---|---|---|
| My students often procrastinate in completing assignments. | 3.78 | 0.75 | Often |
| They rarely review their notes after class. | 3.55 | 0.90 | Often |
| They lack effective time management. | 3.63 | 0.93 | Often |
| They rely heavily on memorization instead of understanding. | 3.61 | 0.91 | Often |
| They do not organize their study materials properly. | 3.41 | 0.91 | Often |
| They fail to set aside regular time for studying. | 3.50 | 0.86 | Often |
| They easily get distracted during independent work. | 3.61 | 0.89 | Often |
| They often cram before exams instead of preparing in advance. | 3.66 | 0.84 | Often |
| They seldom ask for help when they do not understand the lesson. | 3.60 | 0.91 | Often |
| They find it difficult to balance academics with personal activities. | 3.58 | 0.88 | Often |
| **Composite Mean** | **3.593** | **0.720** | **Often** |

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Seldom; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; and 4.21 – 5.00 Always

**Table 6.** Common academic challenges of Junior High School students, as identified by their teachers, in terms of low motivation and classroom engagement

| Low Motivation and Engagement | Mean | SD | Interpretation |
|---|---|---|---|
| My students show little interest in classroom discussions. | 2.96 | 0.83 | Sometimes |
| They rarely volunteer to participate in activities. | 3.00 | 0.90 | Sometimes |
| They easily lose focus during lessons. | 3.05 | 0.81 | Sometimes |
| They appear unmotivated to excel in their studies. | 2.88 | 0.79 | Sometimes |
| They complete tasks only when pressured. | 3.30 | 0.83 | Sometimes |
| They lack enthusiasm in doing group work. | 3.03 | 0.86 | Sometimes |
| They appear indifferent to academic achievements. | 3.06 | 0.85 | Sometimes |
| They rely on others to complete tasks. | 3.10 | 0.89 | Sometimes |
| They avoid taking initiative in classroom activities. | 3.09 | 0.84 | Sometimes |
| They show minimal effort in challenging tasks. | 3.09 | 0.80 | Sometimes |
| **Composite Mean** | **3.055** | **0.717** | **Sometimes** |

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Seldom; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; and 4.21 – 5.00 Always

**Table 7.** Common academic challenges of Junior High School students, as identified by their teachers, in terms of difficulties in comprehension and academic performance

| Difficulties in Comprehension and Performance | Mean | SD | Interpretation |
|---|---|---|---|
| Students struggle to understand lesson content. | 3.00 | 0.78 | Sometimes |
| They perform poorly in quizzes and exams. | 2.98 | 0.78 | Sometimes |
| They have difficulty applying concepts to real situations. | 3.11 | 0.69 | Sometimes |
| They fail to connect new lessons with prior knowledge. | 3.16 | 0.80 | Sometimes |
| They struggle with reading comprehension. | 3.19 | 0.83 | Sometimes |
| They find abstract concepts difficult to grasp. | 3.30 | 0.79 | Sometimes |
| They often require repeated explanations of the same topic. | 3.36 | 0.83 | Sometimes |
| They misunderstand instructions given during activities. | 3.29 | 0.77 | Sometimes |
| They encounter difficulty in solving problem-based tasks. | 3.45 | 0.87 | Often |
| They produce incomplete or inaccurate academic outputs. | 3.21 | 0.84 | Sometimes |
| **Composite Mean** | **3.205** | **0.659** | **Sometimes** |

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Seldom; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; and 4.21 – 5.00 Always

**Table 8.** Common academic challenges of Junior High School students, as identified by their teachers, in terms of irregular class participation and attendance

| Irregular Class Participation and Attendance | Mean | SD | Interpretation |
|---|---|---|---|
| Students are frequently absent from class. | 2.96 | 0.72 | Sometimes |
| They often arrive late to school. | 3.03 | 0.80 | Sometimes |
| They miss important class activities. | 2.99 | 0.77 | Sometimes |
| They fail to submit requirements on time. | 3.21 | 0.87 | Sometimes |
| They avoid group participation. | 2.85 | 0.75 | Sometimes |
| They are passive in class discussions. | 3.04 | 0.74 | Sometimes |
| They rarely volunteer answers during recitations. | 2.99 | 0.72 | Sometimes |
| They fail to complete tasks assigned during group activities. | 3.01 | 0.67 | Sometimes |
| They avoid leadership roles in group work. | 3.04 | 0.74 | Sometimes |
| They show inconsistency in attending remedial sessions. | 3.09 | 0.77 | Sometimes |
| **Composite Mean** | **3.020** | **0.610** | **Sometimes** |

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Seldom; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; and 4.21 – 5.00 Always

**Table 9.** Common academic challenges of Junior High School students, as identified by their teachers, in terms of limited access to learning resources and support systems

| Limited Access to Learning Resources and Support | Mean | SD | Interpretation |
|---|---|---|---|
| Students lack access to textbooks or reference materials. | 3.25 | 0.95 | Sometimes |
| They have limited internet access for research. | 3.60 | 0.82 | Often |
| They cannot afford additional learning materials. | 3.48 | 0.81 | Often |
| They have difficulty accessing tutorial services. | 3.60 | 0.91 | Often |
| They do not receive enough support from parents. | 3.18 | 0.82 | Sometimes |
| They have limited access to a conducive study environment. | 3.35 | 0.81 | Sometimes |
| They share limited learning devices (e.g., computers, tablets) with siblings. | 3.46 | 0.87 | Often |
| They lack exposure to supplementary educational activities. | 3.40 | 0.81 | Sometimes |
| They experience challenges in accessing guidance services. | 3.40 | 0.76 | Sometimes |
| They have limited opportunities for enrichment programs. | 3.38 | 0.83 | Sometimes |
| **Composite Mean** | **3.409** | **0.669** | **Sometimes** |

Legend: 1.00 – 1.80 Never; 1.81 – 2.60 Seldom; 2.61 – 3.40 Sometimes; 3.41 – 4.20 Often; and 4.21 – 5.00 Always

The findings show that ineffective study habits were the most frequently observed academic challenge among Junior High School students, with a composite mean of 3.593 and a standard deviation of 0.720, interpreted as often. Teachers observed that many students procrastinate, rarely review their notes, struggle with time management, depend on memorization, cram before examinations, get easily distracted, and hesitate to ask for help. These behaviors suggest that many learners still lack consistent study routines, self-regulation, and effective learning strategies. As a result, they may find it difficult to prepare for lessons, retain information, understand concepts deeply, and apply learning across subjects. However, the variation in responses indicates that students experience these challenges differently. Some may be affected by weak comprehension, limited vocabulary, or poor prior knowledge, while others may struggle due to anxiety, socioeconomic concerns, attendance issues, or personal responsibilities. Thus, teachers need to provide differentiated support by explicitly teaching time management, study planning, self-monitoring, and help-seeking skills. This is supported by studies showing that comprehension gaps, vocabulary limitations, poor prior knowledge, attention difficulties, and executive-function concerns affect study quality and academic achievement [84], [85], [86]. Likewise, teacher-led interventions such as self-regulated learning support, structured monitoring, relationship-building, and classroom leadership can improve achievement and strengthen study routines, although procrastination and time management still require continuous guidance [92], [94], [95].

The results also reveal that low motivation and classroom engagement, comprehension and academic performance difficulties, and irregular class participation and attendance were sometimes observed. Low motivation and engagement obtained a composite mean of 3.055 and a standard deviation of 0.717, suggesting that some students show inconsistent interest, focus, initiative, enthusiasm, and persistence. Comprehension and academic performance difficulties had a composite mean of 3.205 and a standard deviation of 0.659, indicating that students sometimes struggle to understand lessons, apply concepts, connect new ideas with prior knowledge, follow instructions, solve problem-based tasks, and produce accurate outputs. Meanwhile, irregular class participation and attendance obtained a composite mean of 3.020 and a standard deviation of 0.610, showing that some learners have inconsistent attendance, arrive late, miss activities, submit requirements late, participate passively, or fail to attend remedial sessions regularly.

These findings suggest that students' academic challenges are closely connected. When learners struggle with comprehension, they may lose confidence; when confidence

decreases, participation may also decline; and when participation becomes irregular, learning gaps may widen. The variation in responses further shows that these challenges may be influenced by low self-efficacy, vocabulary gaps, anxiety, limited resources, family conditions, socioeconomic pressure, and attendance concerns. Previous studies support this view, showing that teacher leadership in curriculum, instruction, classroom management, active learning, and comprehension support can improve student performance, motivation, and engagement [41], [42], [43], [27], [3]. Students also respond positively to teachers who are empathetic, motivating, supportive, and transformational, especially when they create safe spaces for participation, critical thinking, autonomy, and learning from mistakes [70], [72], [71], [73]. In addition, socioeconomic status, language barriers, emotional stress, and attendance problems can affect participation and learning continuity, particularly in communities facing infrastructure and resource challenges [87], [106], [107], [134], [88], [89].

Finally, limited access to learning resources and support systems was also sometimes observed, with a composite mean of 3.409 and a standard deviation of 0.669. Teachers noted that some students lack textbooks and reference materials, have limited internet access, cannot afford additional learning materials, have difficulty accessing tutorial services, share devices with siblings, lack a quiet study space, and have limited exposure to enrichment opportunities. These conditions can make it harder for learners to complete assignments, review lessons, practice skills, conduct research, and receive timely academic support. In Metro Manila public schools, these issues are especially relevant because students may also face urban congestion, strained public services, disaster risks, and unequal access to educational resources. However, the variation in responses shows that not all students experience these barriers in the same way. Some may mainly struggle with technology and materials, while others may face broader family, community, or environmental challenges that affect their study routines. Research confirms that rapid urbanization, public service strain, disaster-prone environments, and infrastructure gaps can disrupt learning and limit educational support [106], [107], [134]. At the same time, teacher leadership can help reduce these barriers by building supportive classroom climates, strengthening cooperation, encouraging shared problem-solving, and using collaborative practices to sustain engagement despite limited resources [54], [63], [55], [52].

**Instructional Support Practices**

The theme on instructional support practices shows that students experience teacher leadership most clearly when teachers explain lessons in simple, patient, and responsive ways. Students appreciated teachers who repeated key points, used concrete examples and visuals, and provided individual help when lessons were difficult. These practices helped them feel supported, especially when they struggled with academic tasks. However, students also noted that some teachers moved too quickly, gave limited explanations, or showed less concern when students did not understand. This suggests the need for more consistent use of clear explanations, checking for understanding, re-teaching, and differentiated strategies across classrooms. Research supports this, showing that instructional leadership built on clear communication, active learning, mentoring, and needs-responsive teaching improves student engagement, comprehension, and achievement [37], [39], [43], [36]. Students also respond well to empathetic and learner-centered teachers who create safe spaces for questions, mistakes, and participation [70], [71], [73].

**Guided Learning Support**

The theme on guided learning support highlights that students see teachers as helpful leaders when they guide them through academic difficulties instead of simply continuing with the lesson. Students valued teachers who asked questions, re-explained lessons in simpler language, used examples and visual aids, and provided reviews, tips, shortcuts, and additional materials. These supports helped students understand difficult concepts and gain confidence. However, some students felt that guidance was sometimes

too general, suggesting that teacher support must be more diagnostic and individualized. This means effective teacher leadership is not only about giving help, but giving the right kind of help at the right time. Studies affirm that instructional leadership becomes meaningful through progress monitoring, goal setting, coaching, re-teaching, and responsive support [37], [39], [43], [36]. Strategy-focused instruction, such as questioning, vocabulary inference, and prediction strategies, also strengthens comprehension when supported by clear scaffolds [41], [44]. Students are also more likely to persist when teachers combine clarity with empathy and encouragement [70], [72], [71], [73].

**Encouragement Impact Moments**

The theme on encouragement impact moments shows that teacher encouragement becomes most meaningful during moments of difficulty, failure, nervousness, or self-doubt. Students remembered teachers who comforted them after low scores, encouraged them after losing contests, reassured them during presentations, and reminded them that mistakes are part of learning. These moments helped students regain confidence, build resilience, and become more willing to try again. Encouragement was also seen as personal mentoring when teachers listened, gave advice, shared life lessons, and opened opportunities for growth. However, one student noted that encouragement was not always visible, suggesting that motivational support should become a more consistent leadership practice. Research shows that teacher leadership improves motivation, engagement, and achievement when expressed through supportive communication, mentoring, and a positive classroom climate [26], [27], [3]. A positive school climate also helps students feel guided and valued [99], [51], while reassuring and empathetic teachers promote trust, confidence, participation, and academic risk-taking [70], [72], [71], [73].

**Study Habit Development**

The theme on study habit development shows that students believe teachers help them build better study habits through structure, routines, reminders, and emotional support. Students mentioned that clear instructions, deadlines, advance notices, assignments, recitations, review activities, and feedback helped them manage time, prepare for exams, and improve performance. They also appreciated reminders to avoid procrastination, study regularly, use learning tools, and balance academic work with breaks and encouragement. These responses show that study habits are shaped not only by student discipline but also by how teachers organize and humanize learning. However, some students observed that monitoring and support for struggling learners were not always consistent. Literature supports this finding, as instructional leadership involving goal setting, progress monitoring, needs-based planning, and strategy-rich instruction improves engagement, comprehension, and achievement [37], [39], [43]. scaffolds also help students develop stronger independent study behaviors [41], [44], [36]. teacher leadership further strengthens students' persistence and participation in a purposeful but less pressured learning environment [70], [71], [73], while a positive school culture can make this support more consistent [99], [51].

**Lesson Comprehension Support**

The theme on lesson comprehension support indicates that students understand lessons better when teachers explain clearly, simplify difficult ideas, use real-life examples, provide visuals, and make discussions engaging. Students connected comprehension not only with lesson content but also with the way teachers deliver it. Interactive activities, games, group tasks, summaries, direct explanations, and pacing checks helped them stay interested and connect lessons to their experiences. However, students also observed that some teachers moved too fast, relied too much on lecture, or were not effective in helping them understand. This suggests that comprehension support should be intentionally and consistently practiced. Research confirms that instructional leadership improves learning when teachers use clear explanations, strategy-based instruction, progress monitoring, and organized classroom routines [41], [37], [39], [43], [44], [36]. Student-centered studies also

show that students learn better when clarity is combined with psychological safety, interaction, and encouragement [70], [72], [71], [73].

**Classroom Motivation Drivers**

The theme on classroom motivation drivers shows that students are more motivated when teachers affirm their efforts, make participation safe, and use enjoyable activities. Students felt encouraged when teachers recognized their work, believed in them, gave advice, cheered them up, and reminded them not to give up. They also valued classrooms where they could answer questions, speak, and share opinions without fear of embarrassment. Games, group activities, drills, jokes, recitations, and short breaks made learning lighter and more meaningful. Although some students said strictness could motivate them, the overall pattern shows that encouragement, psychological safety, and active learning are more positive and sustainable sources of motivation. This aligns with studies showing that teacher leadership enhances motivation and engagement through supportive communication, classroom climate-building, routines, and needs-responsive instruction [37], [39], [43], [36]. Strategy-focused instruction also supports participation by making learning purposeful [41], [44], while empathetic and transformational teacher behaviors build trust, belonging, creativity, and academic risk-taking [70], [72], [71], [73].

**Active Participation Practices**

The theme on active participation practices reveals that students participate more when teachers provide opportunities for open dialogue, collaboration, and enjoyable recitation. Students valued teachers who asked questions, encouraged idea-sharing, facilitated discussions, checked on students' feelings, and allowed them to express their understanding. Group work, reporting, debates, games, quizzes, prizes, and second chances made participation less intimidating. These practices helped students build confidence, remember lessons, communicate with classmates, and develop leadership skills. Students' responses also show that participation depends on emotional safety. When learners feel supported and allowed to try again, they become more willing to participate. Research supports this, showing that teacher leadership improves engagement through structured dialogue, collaborative activities, instructional scaffolds, and active learning routines [37], [43], [36]. Questioning and comprehension scaffolds also promote interaction and confidence [41], [44]. Learners participate more when teachers are empathetic, motivating, and supportive, especially in classrooms that allow safe risk-taking and second chances [70], [72], [71], [73].

**Difficulty Support Responses**

The theme on difficulty support responses shows that students experience teacher support during hard lessons through re-teaching, checking for understanding, and individualized assistance. Students appreciated teachers who repeated lessons, gave more examples, used easier words, reviewed previous topics, invited questions, and checked whether they understood before moving on. Some teachers also offered after-class consultations, one-on-one tutoring, worksheets, modules, video lessons, and other materials. These practices reflect responsive and patient teacher leadership that helps prevent students from being left behind. However, some students noted that certain teachers assume everyone understands and proceed without checking, which may widen learning gaps. This suggests that comprehension monitoring and follow-up support should become regular classroom routines. Studies show that instructional leadership improves comprehension and achievement through progress monitoring, needs-based planning, goal setting, and coherent routines [37], [39], [43], [36]. Explicit scaffolds such as questioning, vocabulary inference, and prediction also strengthen comprehension and attention [41], [44]. Students are more likely to admit confusion and seek help when teachers create empathetic and psychologically safe classrooms[70], [71], [73].

**Attendance Encouragement Strategies**

The theme on attendance encouragement strategies indicates that students are more motivated to attend classes when teachers make learning engaging, build belonging, and

explain the importance of attendance supportively. Students mentioned lively discussions, interactive presentations, meaningful activities, praise, and a light classroom atmosphere as reasons for wanting to attend. They also emphasized that good relationships with teachers, daily encouragement, inspiring words, and feeling accepted helped them keep up with others. Teachers also used reminders about grades, missed lessons, activities, and future consequences to encourage attendance. While these reminders can work, students suggested that warnings alone do not create genuine interest in learning. Thus, attendance is best supported when accountability is balanced with engaging instruction and caring relationships. Literature supports this view, as teacher leadership that strengthens instructional quality, classroom climate, and engagement contributes to stronger participation-related behaviors [43], [36]. Positive school climate reinforces belonging and participation [99], [51], while students respond better to empathetic, motivating, and interactive leadership than to purely punitive approaches [70], [72], [71], [73].

**Learning Resource Support**

The theme on learning resource support shows that students value teachers who provide concrete materials that help them study inside and outside the classroom. Students mentioned modules, PowerPoint presentations, videos, worksheets, books, notes, online resources, props, and other learning materials as useful supports. They also appreciated teachers who allowed internet use, provided options when Wi-Fi was needed, and gave catch-up materials after absences. These resources helped students review lessons, prepare in advance, answer activities, and learn independently. However, students noted that materials were sometimes limited, delayed, or unevenly available across subjects, creating preparation gaps and unequal learning opportunities. This suggests that resource support should be timely, planned, and equitable. Research affirms that effective teacher leadership includes instructional planning, resource provision, and needs-responsive support that improve engagement and performance [37], [39], [36]. Distributed and supportive leadership can also help schools manage resource constraints and stabilize instruction [63], [25]. Studies further show that resource limitations and implementation barriers can affect teacher effectiveness and student learning, making equitable resource distribution an important leadership concern [50], [61], [62].

**Time Management Support**

The theme on time management support reveals that students see teachers as important guides in helping them manage tasks and avoid cramming. Students appreciated clear deadlines, schedules, advance notices, reminders, and guidance in prioritizing work. They also valued teachers who gave enough time for projects, divided tasks into manageable parts, extended deadlines when needed, reduced weekend workloads, and allowed unfinished work to be completed in class. These practices show that time management is not only a personal student skill but is also shaped by how teachers plan, pace, and communicate requirements. When expectations are clear and realistic, students can organize their time with less stress. Research supports this, showing that goal setting, progress monitoring, needs-responsive planning, and coherent routines improve engagement and achievement [37], [39], [43], [36]. Strategy-focused instruction also shows how structure and clear expectations help students manage learning over time [41], [44]. Supportive classroom climates further promote persistence, planning, self-regulation, and help-seeking behaviors [70], [71], [73].

**Academic Inspiration Sources**

The theme on academic inspiration sources shows that students are inspired by teachers who connect learning with personal growth, future goals, and real-life success. Students were motivated by teachers' life stories, advice, words of wisdom, and reminders about finishing school and working hard for their dreams. They also felt encouraged when teachers believed in them, recognized their progress, and helped them continue after mistakes or low scores. Incentives such as certificates, tokens, chances to complete requirements, and career reminders also motivated them, but the deeper source of

inspiration came from teachers' patience, dedication, and ability to make lessons meaningful. Although one response reflected motivation through "tough love," most students preferred caring, affirming, and purpose-driven encouragement. Research supports this, as teacher leadership is linked to motivation, engagement, and achievement when expressed through supportive communication, mentoring, classroom management, and coherent routines [26], [27], [3], [36]. Students also value teacher leadership that is empathetic, reassuring, inspiring, and supportive of progress and safe risk-taking [70], [72], [71], [43], [73].

**Leadership Motivational Influence**

The theme on leadership motivational influence shows that students strongly believe teachers' leadership style affects their motivation to learn. Students described motivating teachers as fair, respectful, kind, patient, supportive, and approachable. These qualities made them more comfortable asking questions, participating, and continuing to study despite difficult lessons. Students also valued teachers who managed the classroom well, gave clear instructions, organized activities, provided examples, and made learning enjoyable. In contrast, overly strict, unapproachable, or discouraging teachers reduced students' confidence and interest. This suggests that motivation is shaped by both relational and instructional leadership. Students need teachers who care and who organize learning clearly. Scholarship supports this, showing that teacher leadership focused on instruction, classroom climate, and pedagogical coherence is linked to higher engagement and better outcomes [43], [27], [3], [36]. Strategy-focused instruction also strengthens comprehension and attention when teachers provide deliberate scaffolds [41], [44]. Empathetic and transformational leadership further builds trust, belonging, creativity, academic risk-taking, and persistence [70], [72], [71], [73].

**Discipline Learning Effects**

The theme on discipline learning effects reveals that students view classroom discipline as helpful when it is fair, calm, respectful, and clearly explained. Students said they learn better when teachers maintain order, reduce noise, enforce rules consistently, and explain why certain behaviors are wrong. This kind of discipline helps students focus and participate in a more organized learning environment. However, students also warned that discipline becomes harmful when it is too strict, inconsistent, fear-based, or expressed through yelling, favoritism, or comparisons. In such cases, students may feel anxious, distracted, or less motivated. Thus, discipline can either protect or disrupt learning depending on how it is practiced. Research supports this view, showing that organizational and instructional leadership influence classroom climate, discipline, engagement, and student outcomes [54], [50], [51], [52]. Studies also show that leadership style and disciplinary approaches have different effects depending on context, highlighting the need for discipline that is balanced, respectful, and fair [57], [58], [59], [60]. Collaborative leadership can further support consistent and equitable classroom management in challenging contexts [63], [25], [61], [62].

**Valued Leadership Qualities**

The theme on valued leadership qualities shows that students value teacher leaders who are fair, patient, understanding, respectful, approachable, and caring. Students appreciated teachers who listened without bias, treated learners equally, communicated respectfully, and remained available to help those who struggled. Patience was especially important because students associated it with clearer understanding, emotional security, and confidence to continue learning. Students also valued teachers who served as role models through responsibility, professionalism, passion for teaching, balanced discipline, humor, and concern for mental health. However, students recognized that leadership becomes less effective when teachers do not listen, communicate poorly, or act one-sidedly. This suggests that effective teacher leadership is deeply relational, as students respond positively when they feel heard, respected, and supported. Literature supports this, showing that teacher leadership strengthens motivation, engagement, and

achievement when it promotes positive classroom climate, supportive communication, classroom management, and pedagogical coherence [43], [50], [27], [3], [52].). Student-centered research likewise shows that learners prefer leadership that is empathetic, reassuring, motivating, fair, and balanced with care because these qualities build trust, belonging, academic risk-taking, and confidence [70], [72], [71], [51], [73].

**Table 10.** Result in the test of significant relationship between level of leadership competencies of Junior High School teachers in terms of Instructional Competencies and identified common academic challenges of Junior High School students

| Instructional Competencies / Common academic challenges | Spearman Rho Correlation | | p-value | Interpretation | Decision |
|---|---|---|---|---|---|
| Ineffective Study Habits | -0.03 | No or Inverse Negligible Correlation | 0.809 | Not Significant | Accept H0 |
| Low Motivation and Engagement | -0.18 | No or Inverse Negligible Correlation | 0.108 | Not Significant | Accept H0 |
| Difficulties in Comprehension and Performance | -0.13 | No or Inverse Negligible Correlation | 0.266 | Not Significant | Accept H0 |
| Irregular Class Participation and Attendance | -0.34 | Inverse Moderate Correlation | 0.002 | Significant | Reject H0 |
| Limited Access to Learning Resources and Support | -0.20 | Inverse Weak Correlation | 0.080 | Not Significant | Accept H0 |

**Decision rule:** If p val < $\alpha$, Reject Ho; and If p val > $\alpha$, Accept Ho

**Legend:**

| Correlation Coefficients | Interpretation |
|---|---|
| 0.00 - 0.19 | No or Negligible Correlation |
| 0.20 - 0.29 | Weak Correlation |
| 0.30 - 0.39 | Moderate Correlation |
| 0.40 - 0.69 | Strong Correlation |
| 0.70 - 1.00 | Very Strong Correlation |

**Source: (Akoglu, 2018) adapted Dancey & Reidy Interpretation)**

**Table 11.** Result in the test of significant relationship between level of leadership competencies of Junior High School teachers in terms of Organizational Competencies and identified common academic challenges of Junior High School students

| Organizational Competencies / Common academic challenges | Spearman Rho Correlation | | p-value | Interpretation | Decision |
|---|---|---|---|---|---|
| Ineffective Study Habits | -0.03 | No or Inverse Negligible Correlation | 0.773 | Not Significant | Accept H0 |
| Low Motivation and Engagement | -0.13 | No or Inverse Negligible Correlation | 0.238 | Not Significant | Accept H0 |
| Difficulties in Comprehension and Performance | -0.13 | No or Inverse Negligible Correlation | 0.239 | Not Significant | Accept H0 |
| Irregular Class Participation and Attendance | -0.22 | Inverse Weak Correlation | 0.053 | Not Significant | Accept H0 |
| Limited Access to Learning Resources and Support | -0.23 | Inverse Weak Correlation | 0.040 | Significant | Reject H0 |

**Decision rule:** If p val < $\alpha$, Reject Ho; and If p val > $\alpha$, Accept Ho

**Legend:**

| Correlation Coefficients | Interpretation |
|---|---|
| 0.00 - 0.19 | No or Negligible Correlation |
| 0.20 - 0.29 | Weak Correlation |
| 0.30 - 0.39 | Moderate Correlation |
| 0.40 - 0.69 | Strong Correlation |

| | |
|---|---|
| 0.70 - 1.00 | Very Strong Correlation |

**Source: (Akoglu, 2018) adapted Dancey & Reidy Interpretation)**

The results show that teachers' instructional leadership competencies had a significant inverse relationship only with students' irregular class participation and attendance. This means that when Junior High School teachers demonstrate stronger instructional leadership, students tend to have fewer problems with attending classes and participating in activities. Teachers who explain lessons clearly, organize meaningful tasks, monitor progress, give timely feedback, and adjust instruction based on students' needs help create a classroom environment where learners feel more encouraged to be present and involved. This suggests that attendance and participation are not influenced by student behavior alone, but also by the quality of teaching and the learning atmosphere created by teachers. This finding is supported by studies showing that instructional leadership practices such as coaching, mentoring, goal setting, progress monitoring, and needs-responsive planning improve student engagement, achievement, and classroom participation [37], [39], [43], [27], [3], [36]. Student-centered studies also show that learners are more willing to participate when teachers provide motivating, reassuring, interactive, and emotionally safe classroom experiences [70], [72], [71], [73].

However, instructional leadership was not significantly related to ineffective study habits, low motivation and engagement, comprehension and performance difficulties, or limited access to learning resources and support. This does not mean that instructional leadership is not important. Rather, it suggests that these challenges may be shaped by broader personal, family, social, and contextual factors. Study habits may be influenced by home routines, time management, self-discipline, and parental support. Motivation may be affected by confidence, emotional concerns, peer influence, and personal interest in school. Comprehension and performance may depend on prior knowledge, reading ability, language proficiency, learning gaps, and subject difficulty. Similarly, access to resources may be affected by economic conditions, internet connectivity, available materials, and household support. These results imply that while teachers play an important role in supporting learning, some academic challenges require shared support from parents, school heads, guidance personnel, and the wider school community.

The results also reveal that teachers' organizational leadership competencies had a significant inverse relationship only with students' limited access to learning resources and support. This means that when teachers demonstrate stronger organizational leadership, students tend to experience fewer resource-related barriers. Although the relationship was weak, it remains meaningful because it highlights the role of teachers in organizing, distributing, communicating, and monitoring learning materials and support systems. Teachers who prepare materials early, provide clear instructions, offer alternative resources, create catch-up activities, adjust deadlines when needed, and monitor students who lack materials help make learning more accessible and fair. However, organizational leadership was not significantly related to study habits, motivation, comprehension, or participation and attendance. This suggests that these concerns may also be influenced by factors outside the classroom, such as family support, learner attitudes, health, transportation, financial limitations, and home responsibilities. Literature supports this finding by emphasizing that organizational leadership sustains effective learning conditions through resource coordination, clear routines, collaborative support systems, and equitable access to materials, especially in resource-limited school contexts [54], [63], [25], [50], [61], [62], [52], [36].

**Table 10.** Mixed-method phase Results

| Superordinate Themes | Quantitative Results | Qualitative Results | Data Integration | Merging Information |
|---|---|---|---|---|
| Instructional Support Practices | Instructional Leadership Excellent (CM = 4.610, SD = 0.403). | Students emphasize clear explanations, patient guidance, and varied strategies, but report uneven support across teachers | Merging–Explaining | High self-rated instructional leadership is *experienced* by students as clarity/patience/strategy variety; however, student reports of inconsistency explain why challenges can persist despite "Excellent" means (implementation variability). |
| Guided Learning Support | Instructional Leadership indicators on monitoring, differentiation, interventions are Excellent. | Students describe clarification checks, adaptive re-explanation, and learning scaffolds; one concern: support can be too general/not personalized | Merging–Explaining | Quant results suggest strong capacity for guidance; qual results refine this by identifying the needed upgrade: diagnostic + individualized scaffolding, not only general re-teaching. |
| Lesson Comprehension Support | Students' comprehension/performance difficulties occur Sometimes (CM = 3.205) with problem-based tasks Often (M = 3.45). | Students say comprehension improves with examples/visuals, engaging methods, and pacing support, but not all teachers do this. | Merging–Converging | Both strands point to comprehension as a real challenge; student accounts converge on *what works*: clarity + examples + pacing checks + engagement, and highlight inequity when these are not consistently practiced. |
| Difficulty Support Responses | Instructional Leadership is Excellent; significant link with attendance/participation (rho = -0.34, p = 0.002). | When students struggle, teachers help through simplified re-teaching, understanding checks, and individual assistance, though some teachers move on without checking. | Merging–Explaining | The significant quant relationship suggests instructional leadership matters for keeping students connected; qual data explains mechanisms (re-teaching + checks + individualized help) and points to the weak point (inconsistent formative checking). |
| Study Habit Development | Ineffective study habits occur Often (CM = 3.593) (Table 6). Correlations with leadership are not significant. | Teachers influence habits through deadlines/reminders, practice routines, and supportive motivation, but monitoring is inconsistent; some teachers "don't care" for students struggling alone. | Merging–Diverging | Quant shows study-habit problems are common and not statistically tied to leadership competency scores; qual suggests why: habit formation depends on consistent follow-through, home/self-regulation factors, and equitable monitoring—areas that may not be captured by overall leadership ratings. |

| | | | | |
|---|---|---|---|---|
| Time Management Support | Ineffective study habits include time-management issues Often. | Students report time management support via deadline structure, anti-cramming coaching, and workload adjustment. | Merging–Explaining | Students confirm teachers do provide time-structure supports, but study-habit challenges persist, implying a need to systematize monitoring and coordinate workload across subjects to prevent cramming/procrastination. |
| Encouragement Impact Moments | Low motivation/engagement occurs Sometimes (CM = 3.055); correlation with leadership not significant. | Encouragement builds resilience, confidence, and mentoring especially after setbacks/anxiety; one student reports minimal encouragement. | Merging–Explaining | Quant suggests motivation problems are present but moderate; qual clarifies that encouragement is powerful but uneven—supporting a schoolwide norm for consistent motivational practices. |
| Classroom Motivation Drivers | Low motivation/engagement Sometimes. | Motivation rises with affirmation, safe participation, and interactive engagement; strictness can motivate some but risks fear. | Merging–Converging | Both strands indicate engagement is a recurring issue; students specify drivers that can be strengthened through leadership: psychological safety + interactive design + recognition. |
| Active Participation Practices | Irregular participation/attendance Sometimes (CM = 3.020). Instructional leadership significantly related (rho = -0.34, p = 0.002). | Participation increases with dialogue, collaborative tasks, gamified recitation, second chances, emotional check-ins. | Merging–Converging | Quant and qual align that participation/attendance is leadership-sensitive; student data provides actionable "how": dialogic and gamified routines with safety and second chances. |
| Attendance Encouragement Strategies | Irregular participation/attendance Sometimes; significant link with instructional leadership. | Attendance encouraged by engaging environment, belonging support, and balanced performance pressure; warnings alone don't build interest. | Merging–Explaining | Quant confirms leadership relevance; qual explains effective levers: belonging + engaging lessons + fair accountability (not purely punitive messaging). |
| Learning Resource Support | Limited access to resources/support Sometimes (CM = 3.409). Significant inverse link with organizational leadership (rho = -0.23, p = 0.040). | Students experience support via materials and access facilitation, but note resource gaps, late distribution, uneven modules. | Merging–Converging | Both strands show resource access is an academic barrier and is meaningfully linked to organizational leadership; qualitative findings identify the problem as system consistency and timeliness, not only availability. |
| Discipline Learning Effects | Organizational Leadership Excellent (CM = 4.460). | Discipline helps learning when fair/calm/explanatory; harms when fear-based, | Merging–Explaining | Quant indicates strong organizational capacity; qual clarifies "quality conditions" for discipline that protect learning time |

| | | | | |
|---|---|---|---|---|
| | | inconsistent, yelling/comparisons. | | and motivation—suggesting training should emphasize restorative and equitable discipline consistency. |
| Valued Leadership Qualities | Overall leadership competency ratings are Excellent. | Students most value fair listening, patient support, and role modeling; they notice one-sidedness and poor communication. | Merging–Explaining | Quant "Excellent" ratings are elaborated by students' criteria for legitimacy: fairness, patience, listening, and modeling. These traits also function as equity mechanisms that make academic supports accessible to more learners. |

The mixed-method findings show that Junior High School teachers demonstrate excellent instructional leadership, particularly in clarifying learning objectives, explaining lessons, monitoring student progress, differentiating instruction, and guiding learners through academic difficulties. Students' narratives support this quantitative result, as they repeatedly described effective teachers as those who explain clearly, use simple language, provide examples and visuals, re-teach patiently, check understanding, and use interactive strategies to make lessons easier to understand. These practices are especially important in addressing comprehension difficulties, which were reported as occurring sometimes, with problem-based tasks emerging as a more frequent challenge. However, the qualitative findings also reveal that instructional support is not experienced equally by all students. Some learners described teachers who rushed lessons, gave shallow explanations, relied heavily on lectures, or moved forward without checking whether students truly understood. This suggests that the concern is not the absence of instructional competence, but the inconsistency of its application across classrooms. Therefore, the integrated findings point to the need for schoolwide minimum instructional support practices, such as regular checks for understanding, paced explanations, re-teaching routines, differentiated scaffolds, and accessible consultation opportunities. This interpretation is supported by literature showing that teacher leadership improves student performance and motivation when it is translated into purposeful instructional routines, curriculum alignment, classroom management, active learning, and needs-responsive teaching [39], [43], [26], [27], [3], [36].

The findings also show that student motivation, engagement, participation, attendance, and study habits are shaped not only by students' personal effort but also by the quality of teacher leadership they experience in the classroom. Quantitatively, low motivation and engagement, irregular participation and attendance, and comprehension difficulties were observed sometimes, while ineffective study habits were observed often. Students explained that they become more motivated when teachers encourage them during setbacks, recognize their efforts, create a safe space for participation, allow mistakes, use games and group activities, and communicate with fairness, patience, and respect. They also shared that teachers help develop better study habits through deadlines, reminders, schedules, review activities, anti-cramming guidance, manageable workloads, and emotional support. At the same time, students noted that motivation and participation weaken when teachers are unapproachable, overly strict, inconsistent, or fail to provide follow-up support. The significant inverse relationship between instructional competencies and participation or attendance challenges further suggests that stronger instructional leadership may help keep students connected to learning. Taken together, the results imply that engagement is co-produced by students and teachers through classroom climate, relational trust, instructional structure, and psychological safety. Thus, leadership

development should include affirming feedback, dialogic teaching, inclusive participation routines, mentoring structures, fair discipline, and explicit self-regulation instruction. Existing studies affirm that effective teacher leadership is both instructional and relational, as students are more likely to persist, participate, and perform when teachers combine clear classroom structures with empathy, motivation, fairness, and supportive communication [70], [72], [71], [73]. Research also supports the use of strategy-focused instruction, formative checking, and active learning structures to strengthen comprehension, confidence, and participation [41], [44].

Finally, the integrated results highlight the importance of organizational leadership in addressing students' access to learning resources, support systems, discipline, and equitable classroom experiences. Although teachers rated their organizational leadership as excellent, students revealed that resource support remains uneven, with some experiencing delayed or inconsistent access to modules, slides, worksheets, videos, internet options, and catch-up materials. Quantitative results also showed that limited access to learning resources and support systems occurred sometimes, and that organizational competencies had a significant inverse relationship with this challenge, suggesting that stronger organizational leadership is linked to fewer resource-related barriers. Students further clarified that discipline supports learning when it is calm, fair, consistent, and explanatory, but becomes harmful when it is fear-based, biased, or communicated through yelling and comparisons. They also identified valued leadership qualities such as fairness, patient listening, approachability, professionalism, balanced discipline, and concern for students' well-being. These insights suggest that leadership becomes meaningful when it is systematized, humane, and equitable, ensuring that students receive support regardless of teacher assignment or subject area. The action plan, therefore, should prioritize coordinated resource distribution, timely catch-up systems, consistent classroom routines, restorative communication, fair rule implementation, and shared leadership practices that promote both academic support and emotional safety. Literature supports this direction by emphasizing that organizational leadership, school culture, distributed leadership, and collaborative systems help sustain classroom management, engagement, and resource equity, especially in schools facing contextual and support limitations [63], [25], [66], [50], [61], [52].

## 4. Conclusion

1. The teacher-respondents represent a mix of beginning and experienced Junior High School educators, mostly female, and assigned across different grade levels. Their profile shows a generally capable teaching workforce with strong interest in professional growth, especially at the graduate level. However, the uneven exposure to leadership training suggests the need for leadership development programs that are differentiated, inclusive, and responsive to teachers' varying levels of experience and preparation.
2. The findings show that Junior High School teachers generally demonstrate excellent instructional and organizational leadership competencies in their daily teaching and classroom management practices. However, the results also suggest that these practices are not always experienced consistently across teachers and classrooms. This means that strong teacher leadership may still depend largely on individual initiative rather than shared schoolwide systems. To make leadership more equitable for students, schools should move from isolated excellence to collective consistency by strengthening mentoring, peer coaching, Professional Learning Communities, and common standards for instructional clarity, engagement, discipline, resource support, and student guidance.
3. The study shows that students continue to face recurring academic challenges in study habits, motivation, comprehension, participation, attendance, and access to learning resources. These concerns are multifaceted and influenced not only by classroom

teaching but also by students' personal habits, home conditions, emotional needs, and socio-economic realities. While teacher leadership can improve learning support, engagement, and access to resources, it cannot address all barriers alone. Thus, the proposed action plan should combine instructional support, motivational and socio-emotional interventions, family involvement, guidance services, peer support, and resource-based assistance to respond to students' needs more holistically.

4. Students view teacher leadership as most helpful when teachers explain lessons clearly, re-teach patiently, encourage learners, guide study and time-management habits, and provide fair access to learning resources. However, they also emphasized that these supports are not always consistent across teachers, which can create unequal learning experiences. This suggests the need for schoolwide minimum support practices that ensure all students receive clear instruction, encouragement, academic guidance, and learner-centered support regardless of teacher or subject.
5. The findings indicate that some student academic challenges are connected to specific teacher leadership competencies. In particular, participation and attendance concerns are linked to instructional leadership, while access to learning resources and support systems is linked to organizational leadership. This suggests that strengthening targeted leadership practices may help reduce selected academic barriers and provides a strong basis for the proposed action plan.

## 5. Recommendation

1. **For School Heads.** School Heads are encouraged to institutionalize a schoolwide teacher-leadership development program that strengthens both instructional and organizational leadership competencies. This program should include relational trust training focused on respectful communication, student voice, psychological safety, restorative discipline, and fair classroom interactions. They are also encouraged to adopt the proposed action plan's minimum classroom support standards and participation-attendance strategies by embedding them in the school improvement plan, classroom observation tools, Professional Learning Communities, and regular monitoring to ensure consistent leadership practices across classrooms.
2. **For Department Heads and Master Teachers.** Department Heads and Master Teachers are encouraged to serve as coaches who help translate the action plan into actual classroom practice. They may lead the standardization of instructional support through common lesson templates, demonstration teaching, peer observation, pacing routines, and checks for understanding. They should also strengthen resource-support systems by preparing minimum resource packages, setting common schedules for material distribution, monitoring delays, and providing catch-up packets for absent or struggling students.
3. **For Teachers.** Teachers are encouraged to consistently apply instructional scaffolds such as clear objectives, examples, simplified explanations, visuals, guided practice, questioning opportunities, comprehension checks, exit tickets, re-teaching, and individualized support. They should also strengthen classroom organization through structured recitation, collaborative tasks, gamified participation, second chances, study-skills mini-lessons, reflection journals, coordinated assessment schedules, and timely distribution of learning materials. Fair, calm, and restorative discipline should also be practiced so classroom management supports learning without causing fear or discouragement.
4. **For Students.** Students are encouraged to take an active role in improving their study habits, motivation, participation, and use of academic supports. They should use study plans, reflection journals, review schedules, time-management routines, catch-up materials, and seek clarification whenever they experience learning difficulties. Schools should also provide opportunities for students to give respectful feedback on

lesson pacing, clarity, classroom support, and resource availability so they can become partners in improving the learning environment.

6. **For Researchers and Future Researchers.** Future researchers are encouraged to further examine how specific teacher leadership practices influence academic challenges among Junior High School students. They may evaluate the effectiveness of proposed interventions such as minimum classroom support standards, study-skills coaching, participation and attendance routines, resource distribution systems, restorative classroom management, and Professional Learning Community coaching. Future studies may also use longitudinal, comparative, or mixed-method designs to explore how teacher leadership interacts with home support, socio-economic conditions, school climate, and resource systems.

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