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MEDIATING EFFECT OF CONSIDERATE BEHAVIOR OF SCHOOL HEADS ON THE RELATIONSHIP BETWEEN MORAL RESPONSIVENESS AND INSTRUCTIONAL EFFECTIVENESS OF TEACHERS

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ABSTRACT

This study aimed to examine the mediating effect of school heads' considerate behavior on the relationship between teachers' moral responsiveness and instructional effectiveness, using a non-experimental quantitative design with a descriptive-correlational technique. A total of 169 elementary teachers from Kapalong East District, Davao del Norte were selected through stratified random sampling. Modified and pilot-tested questionnaires ensured the reliability of data collection. Results revealed that teachers demonstrated a moderately extensive level of moral responsiveness, with empathy and integrity rated highest, while ethical judgment and cultural sensitivity were rated lower. Instructional effectiveness was also moderately extensive, with engagement prowess being the most practiced and collaborative spirit the least. School heads' considerate behavior was found to be moderately extensive, with transparency in communication rated highest and collaborative relationship-building lowest. Significant positive relationships were found among moral responsiveness, instructional effectiveness, and considerate behavior. Mediation analysis confirmed that considerate behavior significantly strengthened the positive effect of moral responsiveness on instructional effectiveness. These findings underscore the importance of supportive leadership in enhancing ethical teaching and effective instruction.

KEYWORDS: *Moral Responsiveness; Instructional Effectiveness; Considerate Behavior; Ethical Leadership; Teacher Performance*

INTRODUCTION

Problems related to poor instructional effectiveness of teachers are a significant concern in educational settings, as they directly impact student learning outcomes and overall school performance. Ineffective instructional practices often stem from various factors, including inadequate professional development, lack of motivation, insufficient classroom management skills, and a disconnect between teaching methods and student needs. When teachers struggle with instructional effectiveness, students may experience disengagement, poor academic performance, and a lack of enthusiasm for learning. Moreover, the ripple effect of poor instructional effectiveness can extend beyond the classroom, contributing to lower school ratings, decreased parental satisfaction, and broader educational inequities. Addressing these issues requires a holistic approach that not only focuses on improving teaching practices but also considers the broader organizational and ethical factors influencing teacher performance.

Given these challenges, there is a pressing need to conduct a study on the mediating effect of considerate behavior of school heads on the relationship between moral responsiveness and instructional effectiveness of teachers. School heads play a pivotal role in shaping the school environment and supporting teachers in their professional growth. Considerate behavior from school heads, characterized by empathy, support, and ethical leadership, can significantly influence teachers' moral responsiveness—their ability to act ethically and with integrity in their professional roles. By understanding how considerate behavior can mediate the relationship between moral responsiveness and instructional effectiveness, the study could provide valuable insights into how school leadership practices can enhance teaching quality. This research is necessary to develop strategies that empower school heads to create a supportive and ethically sound environment that fosters instructional effectiveness, ultimately leading to improved student outcomes and a more positive school culture.

Low levels of instructional effectiveness among teachers in the US have been a persistent concern, particularly in relation to the achievement gaps observed across different student demographics. In many cases, this issue is linked to the inadequacy of professional development programs that fail to equip teachers with the necessary skills and strategies to address diverse learning needs in the classroom (Bardelli, Ronfeldt & Papay, 2023). Furthermore, the high-stakes

accountability systems in place in many states often lead to teaching practices that prioritize test preparation over deeper learning, which can undermine instructional effectiveness. This focus on standardized testing can limit teachers' ability to engage in innovative instructional methods that cater to the holistic development of students, thereby exacerbating issues of disengagement and underachievement (Kim, Jörg & Klassen, 2019).

In the UK, similar challenges regarding instructional effectiveness have been observed, particularly in relation to the pressures exerted by Ofsted inspections and the National Curriculum. The emphasis on meeting specific standards often results in a narrow focus on curriculum coverage rather than fostering critical thinking and creativity in students (Davis & McDonald, 2019). Moreover, the continuous changes in educational policies and curricula in the UK have created an environment of uncertainty, which has affected teachers' confidence and ability to deliver effective instruction. Teachers often struggle to adapt to these frequent shifts, which can lead to inconsistencies in instructional practices and, consequently, a lower overall level of instructional effectiveness. Addressing these issues requires a more balanced approach that supports teachers in developing and sustaining effective instructional strategies within a stable and supportive policy framework (Francis et al., 2019).

In Qatar, the report of Ahmed (2019) showed that ineffective teaching methods lead to decreased student comprehension, retention, and academic achievement. Students struggle to grasp concepts, resulting in lower test scores and overall academic performance. This lack of comprehension can manifest in lower test scores, as students may struggle to demonstrate their understanding of the subject matter. In East Asia, Galton, Lai, and Chan (2019) noted that students became disengaged or apathetic towards learning when instructional methods fail to capture their interest or cater to their individual needs. This lack of engagement lead to a decrease in overall classroom participation and attentiveness, as students may feel disconnected from the material being presented. As a result, their learning experiences become less meaningful and less impactful, hindering their academic progress and achievement.

Taking things in Philippine setting, Padillo et al. (2021) asserted that continuously grappling with ineffective instructional practices contributed to teacher burnout and dissatisfaction. Frustration with perceived lack of progress or impact lead to increased turnover rates, further destabilizing educational environments. According to Frianeza et al. (2024), the persistent struggle to make meaningful progress or see positive outcomes from their teaching efforts can be deeply frustrating for educators. This sense of frustration and disillusionment can exacerbate feelings of stress, exhaustion, and emotional fatigue, ultimately contributing to teacher burnout. As a result, teachers may become disenchanted with their careers and feel a sense of hopelessness or despair about their ability to make a difference in their students' lives.

One research gap that prompted the researcher to conduct this study is the limited focus on this topic within the context of local educational settings. While some studies have explored similar themes in foreign settings, there is a lack of research specifically examining this relationship in the local context. Additionally, many of the existing studies have predominantly utilized qualitative approaches, providing rich insights but potentially overlooking quantitative measures and statistical analysis to explore the mediating effects comprehensively. Conducting a study within the local context using a mediating analysis ould help bridge this gap and provide a more comprehensive understanding of how school leaders' behavior influences moral responsiveness and instructional effectiveness.

The study will be conducted in Davao del Norte using a quantitative research design. Specifically, the researcher made use descriptive correlational research design with mediation analysis to have a better understanding of the mediating effect of school heads' considerate behavior on the relationship between moral responsiveness and instructional effectiveness of teachers, which is found to be scarce. By understanding how school leaders' behavior influences teachers' moral responsiveness and instructional effectiveness, educators can cultivate a culture of trust, collaboration, and support within schools. This, in turn, can lead to improved student outcomes, including academic achievement, social-emotional development, and overall well-being.

REVIEW OF SIGNIFICANT LITERATURE

This section covers discussions on the study variables and their indicators, including analyses of concepts and perspectives from various authors.

Moral Responsiveness refers to the capacity of educators to ethically engage with the needs and well-being of students, colleagues, and the school community. It involves empathy, integrity, and responsibility in addressing ethical challenges in teaching (Jones, 2019). Teachers who are morally responsive create environments where students feel safe and valued (Winther-Lindqvist, 2021), promote open communication and empathy (Lambe et al., 2019), and build trust with students, colleagues, and parents (Hamington, 2019). Moral responsiveness also includes understanding students' diverse backgrounds (Buchanan et al., 2022), valuing student feedback (Chahal et al., 2019), and reflecting on personal beliefs and biases (Marais, 2024). It equips teachers with ethical reasoning to handle dilemmas related to welfare and integrity (Hansen,

2019) and encourages addressing broader social and cultural inequities (Zembylas, 2019). Through integrating ethical issues and social justice in discussions, educators help students develop moral reasoning and decision-making (Nakar, 2019; Zayapragassarazan et al., 2019). Studies show that moral responsiveness enhances teacher-student relationships, instructional decision-making, and integration of character and social-emotional learning (Watson, 2019; Ginsberg & Wlodkowski, 2019; Cherng & Davis, 2019). It also influences relationships with colleagues and school heads, who respond with considerate behavior when teachers value ethics (Srivastava & Dhar, 2019; Hesbol, 2019).

Key indicators of moral responsiveness include Empathy, or the ability to understand and share the feelings of others (Jones, 2019), which fosters psychological safety, trust, and socio-emotional well-being (Aldrup et al., 2022; Bas-Sarmiento et al., 2019). Ethical Judgment refers to principled decision-making aligned with ethical values and professional standards (Jones, 2019), guiding teachers through dilemmas and ensuring fairness and respect (Czerniewicz et al., 2019; Molla & Nolan, 2020). Integrity involves honesty, fairness, and consistency in actions (Jones, 2019), building trust and serving as a model for students' ethical behavior (Forster & Maxwell, 2023; Davies, 2019). Cultural Sensitivity refers to recognizing and respecting cultural diversity (Jones, 2019), promoting inclusion and challenging stereotypes (Evans et al., 2020; Bishop, 2019).
Instructional Effectiveness refers to teachers' ability to design and deliver instruction that maximizes learning (Goodson et al., 2019). Effective teachers engage students in active learning and align instruction to standards and objectives (Ahmad et al., 2020). They create positive, inclusive environments where students feel supported (Akram, 2019; Özgenel & Mert, 2019). Effective instruction also involves adapting to students' diverse needs (Davis & McDonald, 2019), promoting equity (Borup & Evmenov, 2019), and using assessments and feedback to inform instruction (Loyalka et al., 2019; Atlay et al., 2019). Indicators include Pedagogical Versatility, or using varied strategies to meet diverse needs (Volshøj & Jensen, 2022); Engagement Prowess, the ability to sustain student attention and participation (Khalid et al., 2024); Student-Centered Focus, which emphasizes active learning and learner autonomy (Muganga & Ssenkusu, 2019); and Collaborative Spirit, involving teamwork, sharing resources, and participating in PLCs (de Jong et al., 2023).

Considerate Behavior of School Heads involves empathetic and supportive interactions with teachers, students, and staff (Kemethofer et al., 2022). Considerate school heads foster positive school climates, enhance teacher motivation, and improve student engagement and achievement (Lyonga, 2019; Hamilton, 2019; Hales, 2019). Their support strengthens teacher morale, professional development, and instructional effectiveness (Bada et al., 2024; Kilag et al., 2023). They also model ethical leadership, reinforcing teachers' moral responsiveness and helping them navigate challenges (Meyer et al., 2022; Saleem et al., 2020).

Synthesis
The literature shows that moral responsiveness, instructional effectiveness, and considerate leadership are interconnected. Teachers who demonstrate empathy, ethical judgment, integrity, and cultural sensitivity are better equipped to deliver effective instruction. Considerate school heads enhance these qualities by fostering trust, providing support, and modeling ethical behavior. Together, these variables create a positive school climate that promotes teacher commitment, student engagement, and overall academic success.

STATEMENT OF THE PROBLEM

The primary objective of this study was to evaluate the mediating effect of school heads' considerate behavior on the relationship between moral responsiveness and instructional effectiveness of teachers in Kapalong East District, Davao del Norte. Therefore, the study sought the answer of the following questions:
What is the level of moral responsiveness of teachers in terms of:
1.1 empathy;
1.2 ethical judgement;
1.3 integrity, and cultural sensitivity; and
1.4 cultural sensitivity?

2. What is the extent of instructional effectiveness of teachers in terms of:
2.1 pedagogical versatility;
2.2 engagement prowess;
2.3 student-centered focus; and
2.4 collaborative spirit?
3. What is the status of school heads' considerate behavior?
4. Is there a significant relationship among moral responsiveness, instructional effectiveness of teachers, and school heads' considerate behavior in Kapalong East District, Davao del Norte?
5. Does school heads' considerate behavior mediate the relationship between moral responsiveness and instructional effectiveness of teachers in Kapalong East District, Davao del Norte?

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METHODOLOGY

This section contains the research design, research respondents, research ethics, research instrument, research procedure, data collection, and data analysis.

Research Design

In this study, the researcher employed a quantitative research approach, specifically the descriptive-correlational technique through mediation analysis, to collect data, ideas, facts, and information relevant to the study. As defined by Ahmad et al. (2019), quantitative research methodologies and strategies systematically and impartially gathered and analyzed numerical data to understand phenomena, correlations, or trends. These methods involved statistical analysis to derive insights and draw conclusions from the data. Quantitative research entailed collecting and analyzing numerical data within a structured framework to explore various aspects of phenomena, relationships, or patterns.

As noted by Mohajan (2020), descriptive research techniques encompassed methods used to depict, observe, and analyze the characteristics, behaviors, or phenomena of interest without manipulation or influence. The main goal was to provide a comprehensive portrayal of the subject under study, focusing on describing existing conditions rather than exploring causality. Additionally, descriptive research allowed the researcher to outline and characterize various attributes, traits, or features of a population, group, or phenomenon, including demographic details, behaviors, attitudes, and other relevant factors.

As defined by Hassan (2024), correlational research design was a type of non-experimental research used to explore the relationship between two or more variables. This approach involved assessing the extent to which changes in one variable coincided with changes in another, without manipulating either variable. The objective was to determine whether a statistical correlation existed between the variables and to understand the direction and strength of this relationship. Correlational research served as a crucial tool for advancing knowledge in various fields by uncovering connections between variables, generating hypotheses, and informing practical applications and interventions.

Moreover, Jérolon et al. (2021) defined mediation analysis as a statistical method used to investigate the process by which one variable influences another through an intervening variable, known as a mediator. In other words, it explored the indirect effect of an independent variable on a dependent variable through a third variable. The primary goal of mediation analysis was to determine the extent to which the relationship between the independent and dependent variables was explained by the mediator. This analytical approach was commonly employed in research to understand the underlying mechanisms or pathways through which variables exerted their effects. By identifying and quantifying the indirect effects mediated by one or more variables, the researcher gained deeper insights into the causal mechanisms at play within a given phenomenon.

Correlational analysis with a mediation approach was suitable when the researcher aimed to explore the relationships between variables and understand the underlying mechanisms. In this context, since the goal was to investigate how school heads' considerate behavior mediated the relationship between teachers' moral responsiveness and instructional effectiveness, a correlational approach provided valuable insights into these complex dynamics.

Research Respondents

The respondents of the study were composed of 169 elementary school teachers selected from a total population of 292 within the Kapalong East District, Davao del Norte. The researcher used Slovin's formula to determine the appropriate sample size, applying a 5% margin of error to ensure reliable representation. Slovin's formula was suitable in this context as it allowed the researcher to calculate a manageable and statistically valid number of participants from the total population. Using this sample size ensured that the data gathered would provide an accurate reflection of the general perceptions and behaviors of the teachers in the district. Through this method, the study maintained both efficiency and statistical soundness in the selection of respondents.

To further ensure fair representation across various schools in the district, the researcher employed a stratified random sampling technique. This method involved dividing the population into sub-groups or strata that share similar characteristics, in this case, the schools where the teachers were assigned (Shi, 2015). Each school served as a stratum, and the number of respondents chosen from each was proportional to the total number of teachers in that school. Within each stratum, respondents were then randomly selected to eliminate bias and ensure equal opportunity for selection. This process ensured that every school was fairly represented and that the sample reflected the diversity of teaching contexts across the district.

Specific inclusion criteria were also established to guide the selection of respondents and ensure the relevance and credibility of the data. The researcher included only those teachers who were currently employed in elementary schools

within the Kapalong East District during the data collection period. Additionally, teachers must have completed at least one full academic year of teaching experience to be considered eligible, ensuring that their responses were grounded in substantial classroom practice. Teachers who were on official leave or unavailable during data gathering were excluded from the sample. These criteria helped ensure that all participating respondents had both the knowledge and experience necessary to provide meaningful responses related to moral responsiveness and instructional effectiveness.

Research Instrument

The study made use of adopted survey questionnaires tailored to suit the objectives of the investigation. The questionnaire was composed of three parts. The first part focused on the moral responsiveness of teachers. This section of the questionnaire was distributed among four indicators: empathy, ethical judgment, integrity, and cultural sensitivity. The Cronbach alpha value for this instrument is 0.841, described as good, indicated that the questionnaire was reliable and effectively measured the constructs of interest. Researchers had confidence that the survey instrument produced consistent and dependable results, which enhanced the validity of the study findings. This demonstrated the rigor and thoroughness of the research process in ensuring the quality of the questionnaire instrument.

Data Analysis

The following statistical tools were utilized by the researcher in processing the gathered data:
Mean. This was used to characterize the teachers' moral responsiveness, instructional effectiveness, and school heads' considerate behavior. This provided answer to SOP 1, 2, and 3.

Pearson Product-Moment Correlation. This tool was used to assess the significant relationship among teachers' moral responsiveness, instructional effectiveness, and school heads' considerate behavior. It is a statistical measure of the strength of a linear relationship between paired data, typically denoted by r. This provided answer to SOP 4.

Baron and Kenny's (1986) Method of Mediation. This method will be applied to evaluate the extent of the mediating effect of school heads' considerate behavior on the relationship between teachers' moral responsiveness and instructional effectiveness. This provided answer to SOP 5.

Sobel z-Test. This test was used to determine the significance of the mediating effect of school heads' considerate behavior on the relationship between teachers' moral responsiveness and instructional effectiveness. This provided answer to SOP 5.

RESULTS AND DISCUSSIONS

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of teachers' moral responsiveness, instructional effectiveness, and school heads' considerate behavior; the significant relationship among these variables; and the mediating effect of school heads' considerate behavior on the relationship between teachers' moral responsiveness and instructional effectiveness in Kapalong East District, Davao del Norte.

Teachers' Moral Responsiveness

Empathy. As shown in Table 1, teachers demonstrate an extensive level of moral responsiveness in terms of empathy, with an overall mean of 3.51, indicating that empathetic behavior is oftentimes observed in classroom settings. The findings indicates that they oftentimes demonstrate understanding, compassion, and emotional support in their interactions with students. According to Aldrup et al. (2022), empathetic teachers foster stronger student-teacher relationships, which contribute to more inclusive and emotionally safe learning environments.

The range of means on this particular indicator is 3.46 to 3.61. The highest-rated statement, Acknowledging that empathetic teachers are better equipped to handle behavioral issues and conflicts in the classroom, got a mean score of 3.61. Meanwhile, the lowest-rated statement, Noticing that teachers who demonstrate empathy are more successful in motivating students to engage in learning activities, has a mean score of 3.46. This shows that teachers consistently demonstrate empathy, particularly in managing classroom behavior and less so in motivating student engagement. This supports Bas-Sarmiento's et al. (2019) view that empathetic responses are more commonly applied in conflict resolution than in instructional motivation, highlighting the need to broaden empathy's role in fostering academic engagement.

CONCLUSIONS AND RECOMMENDATIONS

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

Findings

The primary objective of this study was to evaluate the mediating effect of school heads' considerate behavior on the relationship between teachers' moral responsiveness and instructional effectiveness utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 169 elementary school students within Kapalong East District, Davao del Norte as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. The result of the study are summarize as follows:

The findings show that teachers in Kapalong East District demonstrate a moderately extensive level of moral responsiveness. Empathy and integrity are most evident, both described as extensive, suggesting that teachers frequently show concern for student welfare and uphold ethical behavior. Meanwhile, ethical judgment and cultural sensitivity received moderately extensive ratings, indicating areas where continuous support and professional development may further enhance teacher responsiveness.

Also, the study reveal that the instructional effectiveness of teachers in Kapalong East District is generally rated as moderately extensive. Among the indicators, engagement prowess emerges as the most practiced, while collaborative spirit ranks the lowest, though still within the same descriptive category. These results imply that while teachers demonstrate consistent efforts in instructional delivery, further support is needed to enhance collaboration and personalized teaching strategies.

Likewise, school heads' considerate behavior in Kapalong East District is generally rated as moderately extensive. Among the observed behaviors, communicating expectations and promoting transparency is most evident, while fostering collaborative relationships with teachers is least demonstrated. These results suggest that while school leaders show awareness of supportive leadership practices, there is room to enhance relational strategies that build stronger professional connections with teachers.

Further, the study findings reveal a strong positive relationship between teachers' moral responsiveness and their instructional effectiveness, suggesting that morally responsive teachers tend to demonstrate higher teaching competence. A significant positive relationship also exists between teachers' moral responsiveness and school heads' considerate behavior, indicating that ethical teacher conduct aligns with supportive leadership. Moreover, instructional effectiveness is strongly associated with school heads' considerate behavior, emphasizing the influential role of leadership in fostering effective teaching practices.

Furthermore, teachers' moral responsiveness has a significant direct effect on their instructional effectiveness, demonstrating its critical role in shaping quality teaching practices. School heads' considerate behavior significantly mediates this relationship, as shown by the positive indirect effect and supported by the significant Sobel test result. This indicates that while moral responsiveness directly enhances instructional effectiveness, supportive leadership behaviors further strengthen this effect by creating a positive and empowering school climate.

Conclusions

Based on the findings of this study several conclusions were generated:

The study concluded that the teachers in Kapalong East District exhibit a moderately extensive level of moral responsiveness, with empathy and integrity being the most frequently demonstrated traits. Although ethical judgment and cultural sensitivity are evident, they require further enhancement to ensure a more holistic moral foundation in teaching practice. This implies the need for continuous professional development that promotes ethical decision-making and culturally responsive pedagogy to strengthen the overall moral character of educators.

On one hand, the teachers demonstrate a moderately extensive level of instructional effectiveness, with engagement prowess emerging as the most evident indicator. Although pedagogical versatility, student-centered focus, and collaborative spirit are present, they appear to be implemented less consistently. This implies the need for targeted capacity-building initiatives that enhance teachers' adaptive teaching strategies, foster learner-centered approaches, and strengthen collaborative teaching practices to improve overall instructional outcomes.

On the other hand, school heads in Kapalong East District demonstrate
a moderately extensive level of considerate behavior, with communication of expectations and prioritization of teacher well-being being the most consistently practiced. However, indicators such as fostering collaborative relationships and expressing appreciation for teachers' efforts show relatively lower levels of demonstration. These results imply that school leaders should further strengthen their interpersonal and relational leadership practices to enhance teacher morale, promote inclusive school culture, and support teacher retention and effectiveness.

Further, the study concluded that there is a strong and significant relationships among teachers' moral responsiveness, instructional effectiveness, and school heads' considerate behavior in Kapalong East District, Davao del Norte. Teachers who consistently exhibit moral values such as empathy, integrity, and ethical judgment are more likely to be instructionally effective and to work well within supportive school environments. These findings imply that fostering a culture of ethical practice and considerate leadership can collectively enhance teaching quality and strengthen the professional climate within schools.

Furthermore, the analysis confirm that school heads' considerate behavior significantly mediates the relationship between teachers' moral responsiveness and their instructional effectiveness. This suggests that when school leaders demonstrate supportive and respectful leadership, the positive effects of morally responsive teaching are further enhanced. The implication is that leadership practices centered on empathy and professional care can reinforce ethical teaching and promote more effective instructional outcomes.

Recommendations

In light of the study's findings, the following recommendations are offered to inform policy, school leadership, teaching practice, and future research:

To enhance cultural sensitivity among teachers, professional development programs focusing on multicultural education and inclusive pedagogies should be implemented. Teachers should be encouraged to integrate diverse cultural perspectives into lesson planning and classroom discussions. School leadership can support this by providing access to culturally responsive teaching resources and encouraging reflective practices on cultural bias. Strengthening cultural competence will foster an inclusive environment that respects the backgrounds of all learners.

To improve collaborative spirit, schools should create regular opportunities for peer collaboration through team teaching, lesson planning circles, or professional learning communities. Encouraging open communication and mutual feedback among teachers can build trust and promote the sharing of best practices. Leadership should model collaboration by actively engaging with teachers in problem-solving and decision-making processes. Cultivating a collaborative culture supports instructional innovation and responsiveness to diverse student needs.

School heads are encouraged to intensify their supportive behaviors by engaging more consistently in teacher mentoring, recognition efforts, and transparent communication. Regular check-ins, feedback sessions, and wellness initiatives can help address teachers' professional and personal needs. Training on emotional intelligence and ethical leadership should be provided to school heads to reinforce their capacity to foster trust and motivation. More visible and consistent acts of support can elevate morale and contribute to a more positive school climate.

Given that school heads' considerate behavior significantly mediates the relationship between teachers' moral responsiveness and instructional effectiveness, leadership development should prioritize cultivating empathy, communication, and ethical decision-making. School heads should be trained to recognize and reinforce morally responsive behaviors among teachers, ensuring alignment with instructional goals. Mechanisms such as leadership coaching, mentoring programs, and teacher-leader dialogues can promote deeper synergy. Fostering considerate leadership practices can optimize the positive impact of teachers' moral values on classroom performance.

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