

School Heads' Leadership and Teachers' Performance: Groundwork for Instructional Effectiveness

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Abstract:

This study assessed the leadership styles of the school heads and teachers' performance at Basak Elementary School for the School Year 2025–2026, utilizing a descriptive–correlational method and a modified questionnaire for data collection. The participants included two school heads with varying demographic and professional profiles—both female and married, aged between 41–60 years. One held a doctorate and had over 21 years of experience with international training exposure, while the other had completed doctoral units, served 11–20 years, and had attended national-level seminars. The teachers, all female, married, and aged 41–50, were full-fledged master's degree holders with 11–20 years of teaching experience. They had attended division-level training and were rated as outstanding in their performance. Among the leadership styles assessed, the commanding style was the most consistently practiced at the highest level, followed by coaching, affiliative, democratic, pacesetting, and visionary styles, all of which were also frequently employed. This suggests that school heads demonstrated leadership flexibility and adaptability. Teacher performance was notably strong across key areas, particularly in coherent instruction, student assessment, and professionalism, where teachers exceeded expectations. Their performance in content knowledge, pedagogy, and understanding learner diversity was also commendable. Overall, teacher performance was rated as “exceeding expectations.” A weak but statistically significant positive correlation ($r = 0.395$, $p = 0.000$) was found between school heads' leadership styles and teacher performance, indicating that improvements in leadership style are associated with slight increases in teacher performance. However, several issues emerged related to school leadership: lack of disciplinary support, micromanagement, toxic leadership, unclear performance evaluations, limited professional development support, administrative overload, exclusion from decision-making, ineffective communication, lack of feedback, and absence of a clear instructional vision. These concerns were linked to teacher stress, burnout, low morale, disengagement, and

reduced collaboration. Despite the overall positive performance results, these issues suggest areas for leadership improvement to better support teacher growth and instructional quality. The findings emphasize the importance of effective, supportive, and inclusive leadership in promoting a high-performing and collaborative educational environment. The researcher hereby recommended that the leadership-driven teaching performance plan be conducted.

Keywords: Administration and Supervision, Leadership Style, Teachers Performance, Leadership-Driven Teaching Performance Plan, Descriptive-Correlational, Mandaue City, Philippines.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Educational administrators play a pivotal role in enhancing teacher performance through instructional leadership and professional development initiatives. A 2024 study in Nigeria by He, Guo, and Abazie found that principals who engage in instructional leadership—characterized by teacher oversight, coaching, feedback, and facilitation of professional learning—are strong predictors of enhanced teacher development and effectiveness. Similarly, in Indonesia, Bafadal and colleagues highlight that principals who practice academic supervision, mentor teachers personally, and foster a conducive work environment significantly influence teacher performance outcomes. These findings emphasize that administrators who prioritize instructional support over routine administrative duties cultivate a culture of continuous improvement, empowering teachers to reflect on and refine their practices.

Moreover, administrators leadership styles have a significant part in shaping school organizations directly affecting teacher performance, school climate, and student outcomes. For instance, a 2024 study by Sarwar, Tariq, and Zhan Yong found that democratic leadership among college principals significantly improves teacher performance, with a strong positive correlation between the two. Similarly, Pagaura (2020) identified that innovative administrators in the Philippines exhibit visionary, team building, relationship-oriented, and risk-taking attributes, contributing to strategic planning and institutional success. Collectively, these findings suggest that adaptive leadership, particularly democratic, distributed, and innovative styles, establish the supportive infrastructure necessary for effective instruction and organizational stability.

Furthermore, the leadership approach of administrators also influences teacher commitment, professional development, and school innovation. Frontiers (2025) investigated influence tactics among Northern Cyprus administrators and demonstrated that expertise-based, participatory strategies correlate positively with organizational commitment, outperforming coercive methods. Further, a 2024 study in the Asian-Pacific Journal of Second and Foreign Language Education confirmed that principals acting as instructional leaders—especially those providing ongoing professional learning opportunities—significantly boost teachers’ professional growth by aligning curriculum implementation with supportive supervision. Additionally, Frontiers (2023) revealed that transformational leadership bolsters teacher dedication to personal, student, and institutional development, emphasizing the role of inspirational motivation in fostering educational excellence. These contemporary insights reinforce the idea that when administrators employ knowledge-based, participative, and instructional leadership, they cultivate a collaborative, innovative, and committed school environment.

On the other hand, leadership effectiveness is also mediated by teacher self-efficacy and organizational climate. A 2024 Frontiers study in the Indonesian context found that principals’ instructional leadership enhances teacher self-efficacy, which in turn improves teacher performance.

Karakus, Toprak, and Chen (2024) conducted a bibliometric synthesis revealing that emotional and instructional leadership by administrators fosters a positive school climate, elevates teacher self-efficacy and job satisfaction, and helps reduce burnout. These interconnections suggest that leadership not only exerts direct influence but also engages critical mediators underpinning long-term improvements in teacher outcomes.

Teachers' performance is a critical determinant of learners' academic achievement, as effective teaching directly influences cognitive engagement, classroom climate, and student motivation. In a 2024 study from China, Zhou and colleagues found that Professional Learning Communities (PLCs) enhance teacher performance, which in turn leads to improved instructional practices and student outcomes—a link reinforced by their positive statistical correlations. Similarly, in Indonesia, Nugroho (2023) emphasized that structured professional development—combining formal training and classroom experience—led to measurable improvements in teacher adaptability and instructional quality, resulting in higher student achievement.

Conducting a research study on the impact of leadership in school administration on teachers' performance at Basak Elementary School, DepEd Mandaue City Division, Cebu, for the school year 2024-2025 is essential for understanding how administrative practices influence instructional quality, professional commitment, and overall school effectiveness. Such a study can provide evidence-based insights into which leadership styles—be it transformational, instructional, or participative—most positively affect teacher motivation, collaboration, and classroom performance. Given the unique organizational culture and contextual challenges of Basak Elementary School, the findings can guide targeted interventions, inform leadership development programs, and help create a more supportive environment for teachers. Ultimately, this research can serve as a valuable tool for improving teacher effectiveness, which is directly linked to student learning outcomes and institutional success.

Theoretical Background

The research anchors the study on the following theories: Great Man Theory by Thomas Carlyle, Contingency Theory by Fred Fiedler, Transformational Theory by Burns, 1978; Bass, 1985 and Instructional Leadership Theory by Hallinger & Murphy, 1985, Distribute Leadership and Cognitive Theory.

The Great Man Theory posits that certain individuals are born with innate qualities that predestine them to become great leaders. In the context of school administration, this translates to principals or heads who naturally exude confidence, decisiveness, and vision, often inspiring teachers through personal charisma and inherent authority.

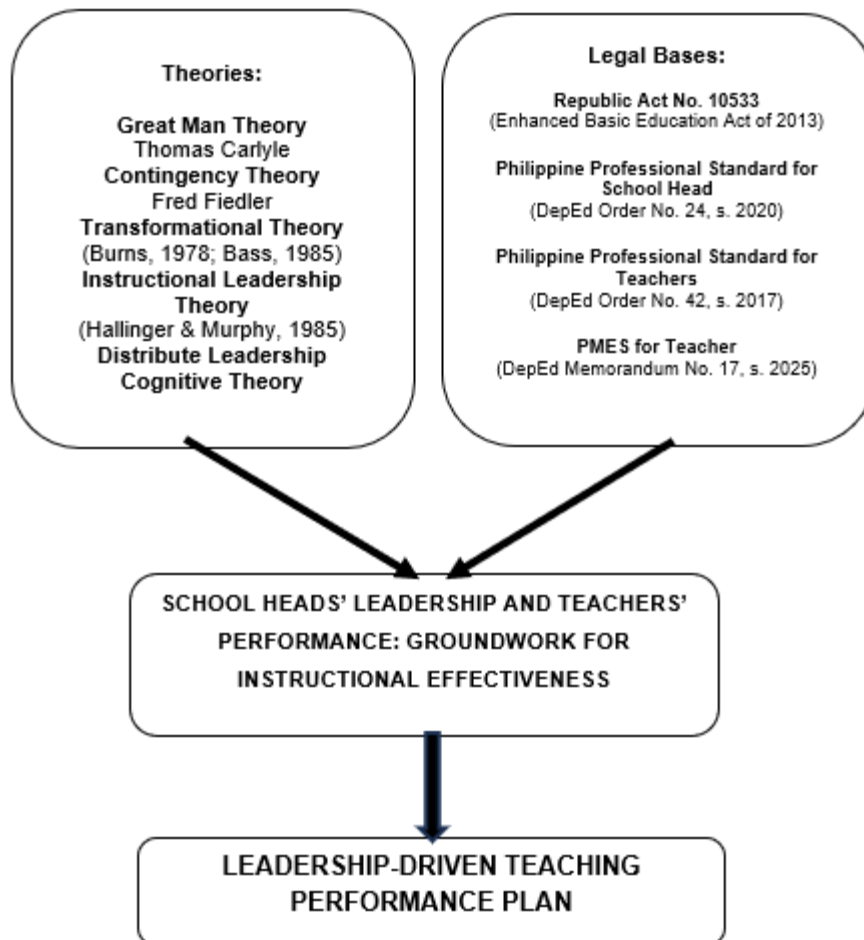


Figure 1. Theoretical Framework

Recent studies echo this by emphasizing the influence of personality traits on leadership effectiveness. For instance, Ali et al. (2021) found that school leaders with high emotional intelligence and intrinsic leadership qualities significantly influenced teacher motivation and job satisfaction. This supports Carlyle's notion that effective school leadership often stems from inherent attributes rather than solely acquired skills.

Carlyle believed that history is shaped by the actions of great individuals. Applying this to school leadership, the success or transformation of a school is often attributed to an exceptional administrator who drives reforms, builds strong teams, and fosters a culture of excellence. In support, Nguyen et al. (2021) highlight how transformational principals significantly impacted school improvement and student outcomes by setting clear visions, inspiring teachers, and creating inclusive environments. These administrators acted as catalysts for institutional change, mirroring Carlyle's view that institutions reflect the will and direction of great leaders.

Another implicit principle in the Great Man Theory is that leadership becomes most visible and necessary in times of crisis. School administrators who rise to the occasion during crises—such as the COVID-19 pandemic—demonstrate the kind of decisive and visionary leadership Carlyle described. Harris and Jones (2020) examined school leadership during the pandemic and found that exceptional school heads took bold actions, communicated effectively, and maintained morale under pressure. These responses reflect the idea that some leaders are distinguished by their ability to lead in turbulent times—a hallmark of the Great Man Theory.

Contingency Theory, developed by Fred Fiedler, posits that there is no one best way to lead; instead, leadership effectiveness depends on the match between the leader's style and the specific

situation. In the school setting, this means administrators must adapt their leadership strategies depending on teacher characteristics, student needs, school culture, and external demands. Recent findings by García-Tascón et al. (2020) support this idea. Their study showed that school leaders who adjusted their leadership style based on the unique context of their schools such as resource availability, staff capability, and community support were more successful in improving teacher performance and organizational outcomes.

Fiedler emphasized the importance of the leader-member relationship how well the leader is liked and trusted by the team. In schools, the strength of the relationship between the administrator and teachers is a critical factor in determining how leadership decisions are received and implemented. Abbas and Arif (2021) found that strong principal-teacher relationships, built on trust and mutual respect, contributed significantly to teacher engagement and instructional quality. This aligns with Contingency Theory's argument that leaders who understand and build relationships in the school context are more likely to foster high performance.

Contingency Theory holds that the degree of task structure (clear or ambiguous tasks) and the leader's position power influence which leadership style is most effective. In schools with well-established routines and clear goals, task-oriented leadership may thrive, while in ambiguous or changing environments, relationship-oriented leadership may be better. Alasadi and Al-Saidi (2021) highlight how school leaders adjusted their strategies depending on organizational structure and policy demands. Those who recognized the situational need—such as focusing more on interpersonal support during curriculum changes—demonstrated more effective leadership outcomes, validating the core of Contingency Theory.

Another theory is transformational theory. This type of leader acts as role models who earn the trust, admiration, and respect of their followers. In school leadership, this means administrators who demonstrate ethical behavior, vision, and professionalism influence teachers to align with school goals. Khasawneh and Al-Azzam (2021) found that principals who modeled integrity and professional behavior were more likely to gain the commitment of teachers, resulting in improved classroom performance and professional engagement. Their study supports the notion that idealized influence creates a ripple effect on school climate and teacher performance.

These school administrators create a compelling future vision that inspires and motivates their teams. In education, this promotes motivation and group efficacy by bringing instructors together around common objectives. According to Nguyen et al. (2021), when school leaders used inspirational communication and emphasized a strong educational mission, teacher morale and student achievement improved significantly. The study underscores that transformational leaders foster a sense of purpose and direction among staff.

They recognize the individual needs and strengths of their staff, offering mentorship, support, and opportunities for growth. For school administrators, this means being attentive to teachers' professional development and well-being. A study by Al-Husseini and Elbeltagi (2021) demonstrated that principals who practiced individualized consideration—through coaching, open communication, and empathy—saw increased teacher satisfaction and innovation in teaching practices. This aligns with the theory's assertion that personal attention and support are crucial for transformational.

On the other hand, instructional leadership theory emphasizes that effective school leaders clearly define and communicate the school's educational mission and goals. In this role, school administrators set academic expectations, align curriculum and assessment practices, and ensure that everyone in the school community is focused on improving student learning. Gurr and Drysdale (2020) highlight how high-performing principals maintained a strong instructional focus by articulating clear learning objectives and aligning teaching strategies to those goals. Their research

demonstrates that school success is closely linked to a leader's clarity in academic direction and goal setting.

A key tenet of Instructional Leadership Theory is the school leader's role in improving the quality of teaching through classroom observations, feedback, and performance evaluation. Effective administrators monitor instructional practices and use evidence to guide teachers toward best practices. In a recent study, Bengu and Mthembu (2021) found that principals who were actively involved in classroom supervision and instructional monitoring had a positive effect on teachers' professional development and student outcomes. This hands-on approach underscores the importance of school leaders as instructional coaches rather than just managers.

Instructional leadership also involves creating a school climate that supports learning—by fostering high expectations, maintaining discipline, ensuring student safety, and motivating teachers. Administrators are responsible for cultivating a culture where both teaching and learning can thrive. Terosky and Reitano (2021) argue that when principals promote a collaborative and supportive school culture, it enhances teacher engagement and instructional quality. Their study confirms that strong instructional leaders establish a climate where continuous learning is encouraged for both students and staff.

Moreover, distributed leadership has received ample empirical support since 2020 as a powerful leverage point for school improvement. Lin et al. (2022) using international TALIS data demonstrated that distributed leadership positively influences teacher innovativeness, with teacher autonomy and professional collaboration acting as key mediators. The principal's role is to empower teacher-leaders, support collaboration, and share decision-making authority rather than controlling all initiatives. This not only boosts innovative practices in the classroom but aligns the leadership style of the school head with a shared responsibility model.

Likewise, Ma and Marion (2025) examined data from lower secondary schools in China and found that distributed leadership directly and indirectly enhanced teacher job satisfaction, mediated through teacher well-being and work motivation. In essence, a school head who distributes leadership tasks—whether curriculum leadership, coaching, or mentoring—creates conditions for staff empowerment, improves motivation, and strengthens teacher retention. A distributed style thus positions the principal as enabler, creating systemic capacity across the school rather than retaining all authority.

On the other hand, recent educational leadership research frames cognitive theory through the lens of Implicit Leadership Theory (ILT). Da'as, Ganon-Shilon, Schechter, and Qadach (2021) propose that principals with high cognitive complexity and strong sense-making capacity are seen by teachers as fitting implicit leadership prototypes; in contrast, principals low in cognitive complexity may be viewed as anti-prototypical and less effective leaders. In practice, a school head who exhibits nuanced thinking—capable of integrating multiple perspectives and adapting communication to complex situations—can influence teacher perceptions, thereby enhancing their sense of trust and identification with leadership. This underscores how a cognitively adept principal is more likely to be perceived as credible, effective, and motivating by staff.

Furthermore, Da'as and colleagues (2020) linked school leaders' cognitive complexity to positive organizational behaviors among teachers, including proactive citizenship and collaborative behavior. A principal exercising high mental flexibility can help staff navigate change more effectively, supporting a climate of proactive contribution and shared responsibility. Thus, when the school head's cognitive framework is broad and reflective, they foster a culture of initiative and collective ownership—departing from narrow decision frameworks and encouraging a learning-oriented school environment.

Along with these theories, this research also anchors the following legal basis. Firstly, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, strengthens both leadership and teacher

competence by institutionalizing the K to 12 Curriculum, which requires school leaders to ensure effective implementation, instructional supervision, and capacity building. It also enhances teacher competence by aligning professional development with the Philippine Professional Standards for Teachers (PPST), promoting 21st-century skills, and integrating contextualized, inclusive, and relevant teaching strategies to meet global education standards.

DepEd Order No. 2, s. 2015 – Results-Based Performance Management System (RPMS) - This order institutionalizes the RPMS as a mechanism for aligning individual performance with organizational goals. School heads, as instructional leaders, are responsible for setting performance expectations, conducting performance reviews, and using data for decision-making. Establishing a culture of excellence and accountability requires strong leadership. Key Result Areas (KRAs) and success indicators that are in line with national standards are used to evaluate teachers' performance. By encouraging teachers to focus on student outcomes, reflect on their practice, and pursue continuous improvement, the RPMS directly improves their competency.

DepEd Order No. 42, s. 2017 – Philippine Professional Standards for Teachers (PPST)- The PPST provides a framework that school leaders use to guide teacher development. School administrators are expected to use the PPST in mentoring, coaching, and evaluating teachers, thereby playing a pivotal leadership role in teacher capacity building. The PPST outlines career-stage competencies (Beginning, Proficient, Highly Proficient, and Distinguished) that set clear expectations for teacher performance and growth. It standardizes professional development and ensures teachers continually improve in content, pedagogy, and professional collaboration.

DepEd Order No. 24, s. 2020 – Philippine Professional Standards for School Heads (PPSSH) - This order formalizes the PPSSH, which defines the competencies expected of school heads. It promotes transformational, instructional, and strategic leadership to lead schools effectively. The PPSSH empowers school leaders to foster a school culture that promotes teacher excellence and learner achievement. By enhancing school heads' leadership skills, the PPSSH ensures that teachers receive strong instructional support, appropriate supervision, and a conducive environment for professional growth, thereby directly impacting their competence.

DepEd Memorandum No. 17, s. 2025 – Performance Monitoring and Evaluation System (PMES) - The PMES likely introduces a systematic performance monitoring framework for school leaders and staff. Leadership plays a central role in executing this system, using data-driven evaluation to improve school performance and ensure accountability. Through regular monitoring, feedback, and data analysis, the PMES helps identify gaps in teachers' performance and professional needs. It supports targeted interventions and continuous improvement efforts aligned with the PPST and RPMS.

These legal bases establish a strong foundation for upskilling teachers, ensuring that educators are equipped with the necessary competencies to enhance their teaching methods. By aligning with these frameworks, training programs can better support teachers in adopting innovative, technology-driven approaches that improve student engagement, language acquisition, and overall learning outcomes in education.

THE PROBLEM

Statement of the Problem

This research assessed the leadership style of the school heads and teachers performance of Basak Elementary School, DepEd Mandaue City Division, Cebu for the School Year 2025-2026 as basis for leadership-driven teaching performance plan.

Specifically, this answers the following questions:

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

- 1.1. age and gender,
- 1.2. civil status,
- 1.3. highest educational attainment,
- 1.4. years in service,
- 1.5. performance rating, and
- 1.6. relevant training/ seminar /workshop attended?
2. As perceived by the respondents, what is the leadership style of the school heads manifested in terms of:
 - 2.1 commanding,
 - 2.2 coaching,
 - 2.3 affiliative,
 - 2.4 democratic,
 - 2.5 pacesetting, and
 - 2.6 visionary?
3. As perceived by the respondents, what is the level of teachers' performance in terms of:
 - 3.1. content knowledge and pedagogy,
 - 3.2. learners diversity,
 - 3.3. coherent instruction,
 - 3.4. student assessment, and
 - 3.5. professionalism?
4. Is there a significant correlation between the leadership style of the school heads and performance of the teacher?
5. What are the issues and concerns of the leadership style of the school heads and performance of the teachers perspective?
6. Based on the findings, what leadership-driven teaching performance plan can be developed?

Null Hypothesis

There is no significant relationship between leadership style of the school heads and teachers performance. The null hypothesis given will be tested at a 0.05 level of significance.

Significance of the Study

This study is beneficial for the following:

Education Policy Makers. It provides evidence-based insights into how leadership approaches influence instructional quality, staff motivation, and overall school effectiveness. Understanding these dynamics enables the development of targeted policies and professional development programs that foster effective leadership and enhance teacher performance, ultimately improving student learning outcomes.

School/Educational Institution. It offers evidence-based recommendations to improve organizational climate, strengthen teacher support systems, and design professional development programs aligned with effective leadership practices.

Department of Education. This study provides valuable insights into how administrative leadership styles directly affect teacher performance, which is crucial for policymaking. Findings can guide the development of professional development programs, leadership training, and performance evaluation systems to ensure quality education delivery across schools.

The Administrators. School administrators, especially those in district and division offices, can use the results to assess the effectiveness of their leadership frameworks. It helps in identifying areas where leadership approaches can be enhanced to foster a more supportive and productive school environment.

School heads. Reflect on their leadership practices and how these influence teacher motivation, job satisfaction, and instructional quality. It serves as a tool for self-assessment and improvement to better support teaching staff and overall school performance.

Teachers. Improved leadership practices, which can lead to better working conditions, stronger support systems, and enhanced professional growth. Understanding the link between leadership and performance empowers teachers to advocate for effective leadership in their schools.

Learners. Positively impacts teachers' performance, students benefit through better instruction, increased engagement, and improved academic achievement. The study indirectly supports learner success by highlighting the importance of leadership in teaching quality.

Society/Community. Gain effective school leadership that fosters high-performing educators. A better-educated population contributes to social and economic development, civic engagement, and overall societal progress, which begins with quality education in schools.

The Researcher. It allows the researcher to contribute to educational leadership literature and develop expertise in school administration and teacher development. It also offers personal and professional growth through engagement with current educational issues.

Future researchers. This study serves as a basis for further studies, such as comparative analysis across school types or regions, or investigations into specific leadership styles. It provides a solid foundation for expanding research in educational leadership and teacher performance, leading to further innovations in school-community partnerships.

RESEARCH METHODOLOGY

This part contains the research methodology which includes the method used, the flow of the study, research locale, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures and definition of terms.

Design

The study used descriptive-survey research design to collect information on the leadership styles of school head and teachers performance of Basak Elementary School, DepEd Mandaue City Division, Cebu. Given that the research tool was survey-based, the design was thought to be suitable for the investigation. The percentage, frequency, weighted mean, standard deviation, and Pearson correlation were the statistical techniques that were employed. Moreover, a noteworthy correlation between the specified variables was ascertained, hence augmenting the relevance of the design.

Flow of the Study

The flow of the research followed the system approach of input, process, and output. The data needed on the input were the profile data of the school head and teacher such as age, civil status, gender, highest educational attainment, years in service, relevant training/seminars attended and performance rating.

Moreover, the input consists of the related information that was adopted to be able to acquire the required information on: (1) leadership style of school heads, (2) performance of the teachers (3) relevance between the leadership style of school heads and performance of the teacher.

The first step taken in the study was the pre-data gathering procedure where participating respondents were identified from which the data was gathered. It was then followed by the preparation of the questionnaire and the drafting of letters of request to the principal seeking approval to conduct the study. After the letter was approved, the respondents were given an online link through google form for the questionnaire.

A survey questionnaire was used to gather data, and it was given to the respondents who were chosen at random. The device was separated into four information-gathering parts. The researcher anonymized replies and emphasized that participation was optional in order to maintain confidentiality.

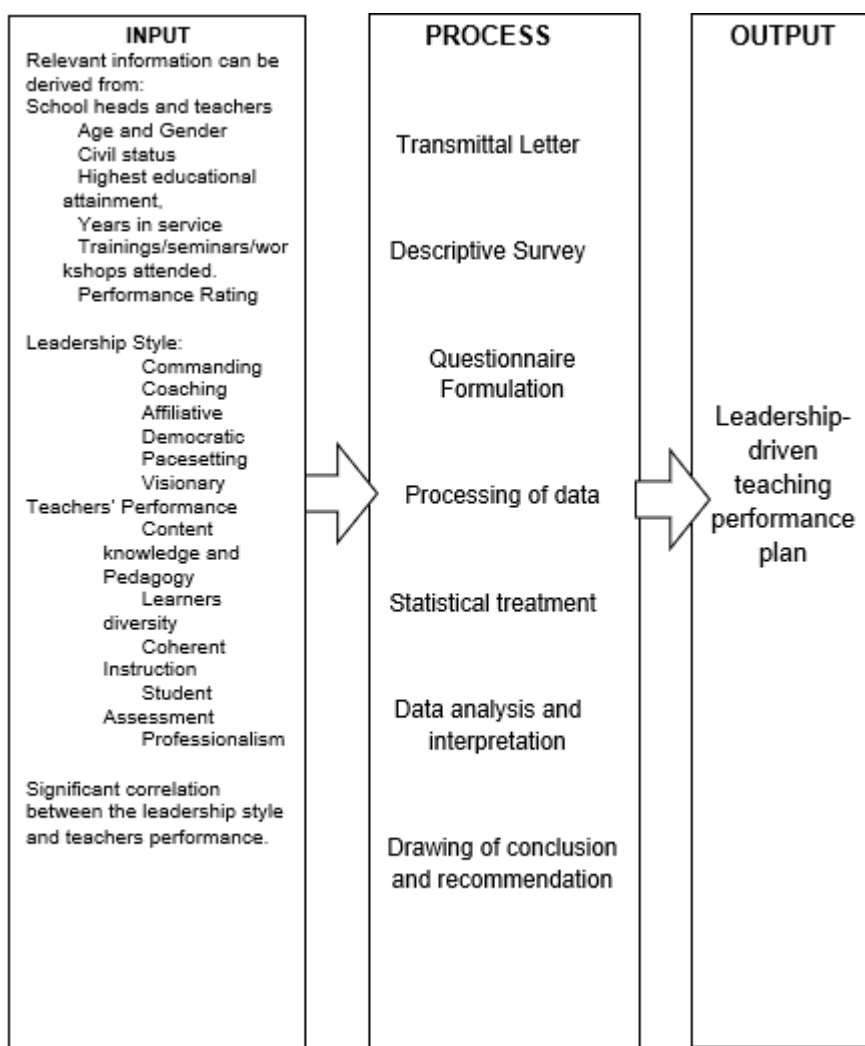


Figure 2. Flow of the Study

Environment

The researcher conducted this research in Basak Elementary School, one of the north district schools in the Division of Mandaue City.

Basak Elementary School was established in 1921 through the efforts of Mr. Anastacio Perez, Julio and Domingo Alinsug, and Clemente Paran, who worked diligently to secure a plot of land large enough to build a primary school. The school's first teacher and principal, Eriberto Dimpas, who later became the 6th External Mayor of Mandaue, initially taught a combined class of 60 students

from Grades I and II. As more students advanced, the school expanded to accommodate intermediate grade levels.

Although the late Mayor Dimpas only completed high school at Cebu Provincial High School, he was able to develop competent students during his time as an educator. Located in Basak, Mandaue City, the school has grown into a key educational institution in the North District. Due to increasing enrollment, more teachers were assigned to serve learners from both the local community and nearby Barangay. Over the years, Basak Elementary School has become one of the largest schools in the division. Its strategic location near public transportation also led to its designation as the North District's central school.

At present, Basak Elementary School serves more than three thousand learners, offering classes from Kindergarten to Grade VI, including a Special Education (SPED) program. The school is staffed by 101 teachers, one principal, and one assistant principal. It provides a well-rounded elementary education, including science classes at each grade level. The school also features various facilities to support student learning, including a fully functional Learning Resource Center, Science Laboratories, a Kindergarten Playroom, canteens, and libraries. These materials guarantee that students may access an active and captivating learning environment.



Figure 3. Location of the Environment

Guided by the principle of "Education for All," Basak Elementary School upholds the Department of Education's mission to provide inclusive, equitable, and quality education, ensuring that every learner has the opportunity to grow, explore, and succeed.

Respondents

The respondents of the study were the two school heads and seventy-five teachers of Basak Elementary School.

Table 1 shows the distribution of the respondents.

Table 1. Distribution of Respondents

Respondent Groups	Frequency	Percentage
School Head	2	3
Teachers	75	97
Total	77	100

Instrument

The instrument was divided into three parts: a profile of the respondents, a survey form on school heads leadership style and teachers performance.

The demographic profile of the respondents, including their age, sex, civil status, highest level of education, number of years of service, attendance at pertinent trainings, seminars, and workshops, and performance rating, was included in the first section of the questionnaire.

The second component of the questionnaire focused on the leadership style, which was taken from the study of Lusterio, C. G. C., & Arnejo, J. M. (2023) entitled school administrators' leadership styles and teachers' performance.

On the other hand, the third component of the questionnaire which measures the teachers performance was taken from performance evaluation rubric for teachers at Santa Fe Indian School, New Mexico, USA.

Data Gathering

First, an approval letter addressed to the school principal of Basak Elementary School was sent seeking approval to conduct the study.

After the letter was approved, a link to the questionnaire was distributed to the respondents. The respondents were given ample time, preferably 20-30 minutes, to answer the questionnaire.

Data was collected and submitted to the statistician for statistical treatment. It was then subjected to further presentation, analysis, and interpretation with the guidance of the research adviser.

A final draft was submitted for finalization and corrections.

Statistical Treatment of Data

Simple Percentage Analysis. Comparing two or more arrangements of information was utilized to decide the relationship between the relationship of the given data.

Weighted Mean. This is an average where each observation's relative relevance was determined by assigning weights to its individual values. It is the total of the calculated values obtained by multiplying the number of replies by the set weights.

Pearson-r. This was utilized to determine the significant relationship with leadership style and teachers performance.

Standard Deviation. This statistical tool was used to analyze the variability in a set of data values. It helps determine how to spread out the data points are from the mean, indicating the consistency or variability in the dataset.

Scoring Procedure

The following were the scoring procedures for leadership style.

Weight	Scale	Category	Verbal Description
5	4.21- 5.00	Always	The administrator consistently demonstrates this leadership behavior.
4	3.41- 4.20	Often	The administrator regularly demonstrates this leadership behavior.
3	2.61- 3.40	Sometimes	The administrator occasionally demonstrates this leadership behavior.
2	1.81 - 2.60	Rarely	The administrator seldom demonstrates this leadership behavior.
1	1.00-1.80	Never	The administrator does not demonstrate this leadership behavior at all.

Scoring Procedure for Teachers' Performance

Weight	Scale	Category	Verbal Description
5	4.21- 5.00	Exceeding	Exhibits outstanding teaching performance; exceeds professional expectations and standards.
4	3.41- 4.20	Accomplished	Consistently demonstrates effective teaching practices; meets professional standards.
3	2.61- 3.40	Emerging	Shows an initial understanding of teaching practices; performance is inconsistent and developing.
2	1.81 - 2.60	Developing	Apply basic teaching strategies effectively; performance meets some expectations.
1	1.00-1.80	Beginning	Demonstrates limited teaching skills and understanding; requires close guidance and support.

DEFINITION OF TERMS

For better understanding and clarity, and to establish standard construction of meaning, the following terms had been given both conceptual and operational definitions:

Leadership. The actions and decisions of school heads influence teacher motivation, direction, and school culture, measured through teacher feedback and leadership evaluation tools.

Leadership-Driven Teaching Performance Plan. A strategic framework guided by educational leaders to enhance teacher effectiveness through goal setting, supervision, and continuous professional development aligned with institutional priorities.

Leadership Style. The pattern of behavior a school leader exhibits when interacting with teachers, assessed using a leadership survey instrument.

Affiliative. A leadership style measured by the degree to which school leaders promote emotional bonds, teamwork, and harmony among teachers.

Commanding. A leadership style defined by the extent to which school heads exercise control and demand immediate compliance from teachers.

Coaching. A leadership approach evaluated by how frequently leaders provide individualized guidance and opportunities for teacher development and growth.

Democratic. A leadership style operationalized by the degree of teacher involvement in decision-making and school governance processes.

Pacesetting. A leadership style identified by the extent to which school heads set high performance standards and expect teachers to follow by example.

Visionary. A leadership style assessed by the extent to which school leaders articulate a clear, shared vision that motivates and guides teacher performance.

Teachers Performance. The measurable effectiveness and quality of a teacher's work in facilitating learning, managing the classroom, and fulfilling professional responsibilities to achieve educational goals.

Coherent Instruction. The consistency and alignment of teaching practices and objectives, assessed through lesson planning and implementation across grade levels.

Content Knowledge and Pedagogy. Teachers' mastery of subject matter and instructional methods, measured through performance evaluations and classroom observations.

Learners' Diversity. The range of differences among students in terms of ability, background, and learning needs, addressed through differentiated instructional strategies.

Professionalism. Teachers' adherence to ethical standards, punctuality, preparedness, and respectful behavior, evaluated through administrative reports and peer review.

Student Assessment. The use of various tools and strategies to evaluate student learning, tracked through frequency, appropriateness, and effectiveness of assessments.

CHAPTER 2

PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

This chapter presents, analyzes, and interprets the data obtained from the respondents, composed mainly of school heads and teachers. It answers the questions posed in the problem. The study was divided into three parts. The first part of the chapter deals with related information as to school heads and teachers' age, gender, civil status, highest educational attainment, number of years in service, number of training, seminars, and workshops attended. The second part of the study deals with the leadership style of the school head and performance of the teacher. The third part discusses the significant relationship between the leadership style of school heads and performance of the teacher and the issues and concerns affecting the mentioned variables.

RELEVANT INFORMATION

This initial section manages the respondents' important information of the school heads and teachers of Basak Elementary School, DepEd Mandaue City Division, Cebu for the School Year 2025-2026.

School Heads and Teachers

This section pertains to the relevant information of the school heads and teacher respondents in terms of age, gender, civil status, highest educational attainment, number of years in the service, seminars and workshops attended.

Age

The age of respondents may influence their perceptions of leadership style and their corresponding performance, as it often correlates with maturity, professional experience, and adaptability to administrative work. Table 2 presents the distribution of respondents according to their age, highlighting patterns that may relate to their professional responses to leadership and work performance.

Table 2. Age Profile of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
51-60 years old	1	50	12	16
41-50 years old	1	50	34	45
31-40 years old	0	0	22	29
21-30 years old	0	0	7	9
Total	2	100	75	100
Mean	50.5		42.3	
SD	5.00		8.51	

Table 2 presents the age distribution of school heads and teachers, highlighting both frequency and percentage per age bracket, along with their respective mean ages and standard deviations.

For school heads, the data shows that there are only two respondents. One is aged 41–50 years old (50%), and the other is 51–60 years old (50%), resulting in a mean age of 50.5 years with a standard deviation of 5.00. For teachers, the majority fall within the 41–50 age group (45%), followed by those aged 31–40 (29%), 51–60 (16%), and a smaller proportion aged 21–30 (9%). This yields a mean age of 42.3 years with a standard deviation of 8.51, indicating a moderately diverse age range among teachers. The relatively higher standard deviation compared to the school heads suggests more variability in the teachers' ages.

Berhanu (2025) studied Ethiopian teachers and principals, finding that older teachers value collaborative leadership more, though age did *not* directly impact teacher job performance.

Gender

Gender plays a role in shaping teachers' experiences and responses to leadership styles, potentially affecting their motivation, communication preferences, and overall classroom performance. Table 3 shows the gender breakdown of respondents, offering insights into possible gender-based trends in leadership reception and teaching effectiveness.

Table 3. Gender Profile of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	0	0	10	13
Female	2	100	65	87
Total	2	100	75	100

In terms of gender, the school heads were female. With regards to the teacher respondents, the majority were females, with sixty-five (65) or 87 percent of the total respondents. On the other hand, ten (10), or 13 percent, were males.

Laki & Badon (2024) reviewed global literature showing that gender equity in leadership promotes diverse perspectives, more inclusive decision-making, and innovation. Similarly, Shiferaw Wolle

(2023) reported that female principals in Addis Ababa outperformed male counterparts in several tasks, despite no significant differences in leadership style.

Civil Status

Civil status may impact on a teacher's work-life balance and stress levels, which in turn can influence how they respond to leadership strategies and perform their professional duties. Table 4 displays the respondents' civil status, which helps determine whether marital or personal responsibilities play a role in leadership dynamics and performance outcomes.

Table 4. Civil Status of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Single	0	0	32	43
Married	2	100	43	57
Total	2	100	75	100

The school heads' respondents were married as their civil status, while for the teacher respondents, forty-three (43) or 57 percent were married and thirty-two (32) or 43 percent were single. Civil status has been observed to influence work-life balance, where married teachers often exhibit higher levels of commitment and stability in service (Balila & Tria, 2022).

Highest Educational Attainment

Teachers' highest level of educational attainment often correlates with their professional competence and openness to leadership guidance, which can affect their teaching effectiveness and performance evaluations.

Table 5 presents the educational qualifications of the respondents, providing context for analyzing the impact of academic background on leadership response and performance.

Table 5. Highest Educational Attainment of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Full-fledged Doctorate Degree	1	50	0	0
With 15 units in Doctorate Degree in Development Education or related programs	1	50	0	0
Full – fledged master's degree of Education	0	0	32	43
With Certificate of Academic Requirements of Education	0	0	27	36
With more than 15 units in master's degree of Education	0	0	2	3
Bachelor's Degree (BSED/BEED)	0	0	14	19
Total	2	100	75	100

Based on the data presented in Table 5, it is evident that the school heads possess a notably higher level of educational attainment compared to the teachers. Among the two school heads, one (50%) holds a full-fledged doctorate degree, while the other (50%) has completed 15 units in a doctorate program in Development Education or related fields. This indicates that all school heads have

pursued studies beyond the master's level, reflecting a strong commitment to advanced academic preparation, which is essential for effective educational leadership.

In contrast, among the 75 teachers, the majority, or 32 teachers (43%), have attained a full-fledged master's degree. Meanwhile, 27 teachers (36%) hold Certificates of Academic Requirements of Education, suggesting that they have completed the academic requirements for a master's degree but may not yet have been conferred the degree. Additionally, 2 teachers (3%) have earned more than 15 units in a master's program, indicating they are still in the process of completing their graduate studies. It is also noteworthy that 14 teachers (19%) hold only a bachelor's degree (BSed/BEED) as their highest educational qualification.

These findings suggest that while the school leadership is academically well-prepared, continued professional development efforts are necessary to encourage more teachers to complete advanced degrees, thereby enhancing the overall quality of education in the institution. Educational attainment plays a critical role in leadership capability and instructional quality, as advanced degrees equip teachers with deeper pedagogical knowledge (Cabardo, 2021).

Number of Years in the Service

The length of service in the teaching profession can reflect a teacher's level of expertise and familiarity with institutional policies, potentially shaping how leadership styles are perceived and how performance standards are met.

Table 6 outlines the respondents' number of years in service, offering a view of how teaching tenure may be associated with leadership engagement and job performance.

Table 6. Number of Years in Service of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
21 years and above	1	50	8	11
11 – 20 years	1	50	45	60
1-10 years	0	0	18	24
Less than a year	0	0	4	5
Total	2	100	75	100
Mean	20.25		13.31	
SD	4.75		6.39	

As reflected in Table 6, one of the school head respondent have been connected with the school for 21 years and above already while the other one has served for 11-20 years. And as for the teachers, forty-five (45) or 60 percent have served 11–20 years, eighteen (18) or 24 percent have served 1–10 years, eight (8) or 11 percent have served 21 years and above, and four (4) or 5 percent have less than a year in service. Furthermore, years in service are consistently associated with enhanced teaching efficacy and instructional expertise, showing that longer experience leads to more refined teaching strategies (Bayod et al., 2022).

Relevant Trainings and Seminar Attended

Professional development through training, seminars, or workshops equips teachers with updated knowledge and skills, which may enhance their responsiveness to leadership approaches and improve their performance outcomes. Table 7 illustrates the highest level of training or seminar attended by the respondents, indicating how continuous learning relates to leadership style effectiveness and teaching performance.

Table 7. Trainings, Seminars, and Workshop Attended

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
International	1	50	0	0
National	1	50	12	16
Regional	0	0	10	13
Division	0	0	20	27
District	0	0	9	12
School	0	0	24	32
Total	2	100	75	100

Table 7 shows that both school heads have attended higher-level training: one (50%) attended an international training, and one (50%) attended a national training. In contrast, among the 75 teachers, the majority participated in local trainings, with 24 (32%) attending school-based, 20 (27%) division-level, 12 (16%) national, 10 (13%) regional, and 9 (12%) district-level training. Notably, no teacher has attended international training. This indicates that while school heads have more exposure to broader, higher-level learning opportunities, most teachers participate mainly in local or division-level professional development activities. Attendance in high-level seminars and workshops enhances competence by updating educators with new trends and strategies in education (Llego & Villena, 2020).

Performance Rating (IPCRF)

The Individual Performance Commitment and Review Form (IPCRF) rating serves as a formal measure of a teacher's performance, providing a basis to analyze how leadership styles may contribute to achieving or surpassing performance expectations. Table 8 details the respondents' IPCRF performance ratings, serving as an objective metric in evaluating the relationship between leadership style and teacher performance.

Table 8. Performance Rating of the School Heads and Teachers

Variable	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Outstanding	2	100	43	57
Very Satisfactory	0	0	32	43
Total	2	100	75	100

Table 8 shows that both school heads (100%) received an Outstanding performance rating. Among the 75 teachers, 43 or 57% received an Outstanding rating, while 32 or 43% were rated Very Satisfactory. These results indicate that the majority of teachers performed at a high level, and all school heads were rated at the highest possible performance level, suggesting strong professional competence within the school leadership and teaching personnel.

Rigorous evaluation systems improve teaching outcomes. Biasi (2021) demonstrated that well-implemented performance rating systems lead to both immediate and sustainable gains in student achievement and teacher accountability. In addition, IPCRF rating remains a valid indicator of teacher performance, guiding administrative decisions and professional development paths (De Leon & De Vera, 2021).

LEADERSHIP STYLE OF THE SCHOOL HEADS

The second part of the study deals with the leadership style of the school in terms of commanding, coaching, affiliative, democratic, pacesetting and visionary. Leadership style is important because it

has a direct impact on team morale, productivity, and the achievement of corporate objectives as a whole.

Commanding

Commanding leadership, often characterized by a directive and authoritative approach, emphasizes discipline and quick decision-making. The table 9 presents data as perceived by the respondents regarding the school heads' use of commanding leadership in managing their institutions.

Table 9. Commanding

Indicators	School Head			Teachers		
	WM	SD	VI	WM	SD	VI
1. Teachers are expected to follow the school head 's instructions without challenging them.	4.33	0.314	Always	4.27	0.307	Always
2. The school head believes that decision-making in the organization should be top-down.	4.47	0.329	Always	4.40	0.321	Always
3. The school head believes he/she knows what is best for the teachers and expects them to do what he/she asks	4.33	0.313	Always	4.53	0.337	Always
4. If The school head believed an existing system was hampering good work, he/she would have no hesitation in getting rid of it.	4.07	0.290	Often	4.13	0.295	Often
5. The school head thinks that teachers should have a say in setting goals and objectives	4.33	0.314	Always	4.40	0.321	Always
Average Mean	4.31	0.312	Always	4.35	0.316	Always

Legend

4.21- 5.00 Always 2.61-3.40 Sometimes 1.00-1.80 Never

3.41- 4.20 Often 1.81-2.60 Rarely

The data in Table 9 show that both school heads and teachers perceive the “Commanding” leadership dimension as being consistently practiced in their schools, with average means of 4.31 and 4.35, respectively, both verbally interpreted as “Always.” Among the indicators, the highest ratings were given to the belief that decision-making should be top-down (4.47 for school heads and 4.40 for teachers) and that the school head knows what is best for the teachers and expects them to comply (4.33 and 4.53). These findings indicate a strong directive leadership style characterized by centralized authority and clear expectations. The lowest-rated indicator, though still high, was the willingness to remove existing systems that hinder good work (4.07 for school heads and 4.13 for teachers), which was interpreted as “Often,” suggesting some degree of caution or possible procedural limitations. Interestingly, both groups also “Always” agreed that teachers should have a say in setting goals and objectives (4.33 and 4.40), showing that despite a strong commanding approach, there is recognition of the value of participatory decision-making. The small standard deviations, all around 0.31, reflect high consistency in perceptions. Overall, the results suggest that

while school heads predominantly employ a top-down leadership style, they also integrate collaborative practices, particularly in goal setting, creating a balance between authority and teacher involvement.

According to Afroogh et al. (2021), commanding leadership style can improve short-term organizational efficiency, especially in hierarchical cultures, but often at the cost of employee satisfaction and innovation. The study emphasizes the need for balance, suggesting that commanding leadership should be used sparingly and situationally.

Coaching

Coaching leadership focuses on mentoring and developing staff by aligning personal goals with organizational objectives. The table 10 shows how respondents perceive the coaching leadership style demonstrated by their school heads.

Table 10. Coaching

Indicators	School Head			Teachers		
	WM	SD	VI	WM	SD	VI
1. The school head delegates difficult tasks, even if they cannot be accomplished quickly.	3.60	0.277	Often	3.67	0.277	Often
2. The school head thinks it's important to give teachers their time.	4.20	0.301	Often	4.27	0.307	Always
3. The school head gives lots of instructions and feedback.	3.87	0.280	Often	3.93	0.283	Often
4. The school head encourages teachers to create long-term development goals	4.27	0.307	Always	4.47	0.329	Always
5. The school head makes agreements with the teachers about their roles and responsibilities and enacts development plans	4.27	0.307	Always	4.33	0.314	Always
Average Mean	4.04	0.294	Often	4.13	0.302	Often

The data in Table 10 reveal that both school heads and teachers perceive the “Coaching” leadership dimension as being practiced often, with average means of 4.04 for school heads and 4.13 for teachers, both verbally interpreted as “Often.” Among the indicators, the highest ratings were for encouraging teachers to create long-term development goals (4.27 for school heads and 4.47 for teachers) and making agreements with teachers about roles, responsibilities, and development plans (4.27 and 4.33), both interpreted as “Always.” These suggest that school heads actively support teachers’ professional growth through goal-setting and clear role definition. On the other hand, the lowest-rated indicator was delegating difficult tasks even if they cannot be accomplished quickly (3.60 for school heads and 3.67 for teachers), which was interpreted as “Often” but indicates a more cautious approach in entrusting challenging work. There is a notable difference in the perception of giving teachers their time: school heads rated it as “Often” (4.20) while teachers rated it as “Always” (4.27), implying that teachers feel more strongly about the time and attention given to them than school heads themselves do. The provision of instructions and feedback also received moderately high ratings (3.87 and 3.93), reinforcing the idea that coaching is an active but not overly dominant leadership approach. With relatively low standard deviations (around 0.29–0.30),

the responses reflect a high level of agreement within each group. Overall, the findings suggest that school heads regularly engage in coaching behaviors, particularly in fostering long-term teacher development and clarifying responsibilities, while maintaining a balanced and practical approach to delegation and feedback.

A qualitative case study by Van Nieuwerburgh et al. (2020), explored coaching as a core practice in an aspiring school principals' leadership development program. Through interviews, researchers found that principals receiving coaching improved in self-awareness, reflective practice, and resilience—key traits supporting effective instructional leadership. The study concluded that coaching helps bridge the gap between theory and practice, fostering continuous professional growth among educational leaders (van Nieuwerburgh et al., 2020).

Affiliative

Affiliative leadership promotes emotional bonds and a harmonious work environment by prioritizing people and relationships. The data in the table 11 reflects respondents' perceptions of how school heads apply affiliative leadership in their roles.

Table 11. Affiliative

Indicators	School Head			Teachers		
	WM	SD	VI	WM	SD	VI
1. The school head has the complete trust in the teachers.	4.33	0.314	Always	4.40	0.321	Always
2. Instead of spending time correcting mistakes, the school head would prefer that the teachers enjoy their work.	4.00	0.286	Often	4.13	0.295	Often
3. The school head puts a lot of effort into giving all the teachers a strong sense of belonging.	4.00	0.286	Often	4.13	0.295	Often
4. The school head works hard to establish strong emotional bonds between him/her and the teachers.	3.93	0.283	Often	4.07	0.290	Often
5. The school head gives the teachers the freedom to achieve their goals.	4.13	0.295	Often	4.00	0.286	Often
Average Mean	4.08	0.293	Often	4.15	0.298	Often

The data in Table 11 indicate that both school heads and teachers perceive the “Affiliative” leadership dimension as being practiced often, with average means of 4.08 for school heads and 4.15 for teachers. The highest-rated indicator for both groups was having complete trust in teachers, with school heads rating it at 4.33 and teachers at 4.40, both interpreted as “Always.” This highlights mutual trust as a key element of the affiliative approach in the schools studied. Other indicators, such as preferring that teachers enjoy their work rather than focusing on mistakes, putting effort into creating a sense of belonging, and giving teachers freedom to achieve their goals, all received “Often” ratings, suggesting that while these practices are present, they are not as consistently applied as trust-building. The lowest rating for both groups was in establishing strong emotional bonds (3.93 for school heads and 4.07 for teachers), which, although still within the

“Often” range, may point to an area for improvement in fostering deeper interpersonal connections. The standard deviations, all around 0.29, indicate consistent perceptions among respondents. Overall, the results suggest that school heads regularly apply affiliative leadership behaviors, especially in demonstrating trust, but could further strengthen practices that promote emotional connection, a strong sense of belonging, and greater teacher autonomy.

Affiliative leadership emphasizes emotional bonds and harmony in the workplace, often leading to higher levels of staff morale and cohesion. A 2022 study of 285 Chinese “new generation” employees showed that leaders using an affiliative humor style boosted positive emotions, which mediated improvements in work engagement. Organizational support amplified these effects.

Democratic

Democratic leadership encourages participation, collaboration, and shared decision-making among team members. The table 12 illustrates the respondents’ views on how school heads practice democratic leadership within their schools.

Table 12. Democratic

Indicators	School Head			Teachers		
	WM	SD	VI	WM	SD	VI
1. The school head spends a lot of time gaining the teachers' support on programs and projects.	4.20	0.301	Often	4.33	0.314	Always
2. The school head believes that by discussing the problem as a group, we may all gain a great deal of insight into it.	4.20	0.301	Often	4.33	0.314	Always
3. The school head holds a lot of meetings with the teachers to ensure that they are happy with the way that the school is working.	3.87	0.280	Often	3.93	0.283	Often
4. The school head believes that collective decision-making is the most effective form of decision-making.	4.20	0.301	Often	4.13	0.295	Often
5. The school head believes in letting the teachers have a say in the way the school is managed.	3.93	0.283	Often	4.00	0.286	Often
6. The school head thinks that teachers should have a say in setting goals and objectives	4.00	0.286	Often	4.07	0.290	Often
Average Mean	4.07	0.292	Often	4.13	0.297	Often

The data in Table 12 show that both school heads and teachers perceive the “Democratic” leadership dimension as being practiced often, with average means of 4.07 for school heads and 4.13 for teachers. The highest-rated indicators for both groups were spending time to gain teachers’ support on programs and projects and discussing problems as a group to gain insight, with school

heads rating both at 4.20 (“Often”) and teachers rating them at 4.33 (“Always”). This reflects a shared recognition of the importance of collaboration and open discussion in school management. Other indicators, such as holding meetings to ensure teacher satisfaction, believing in collective decision-making, and allowing teachers to have a say in school management and goal setting, all received “Often” ratings, indicating that participatory practices are present but not implemented to their fullest potential. The lowest ratings were given to holding frequent meetings (3.87 for school heads and 3.93 for teachers), suggesting that while meetings are held, they may not be as frequent or comprehensive as they could be to fully support democratic engagement. Standard deviations, ranging around 0.29, suggest consistent perceptions within each group. Overall, the findings imply that democratic leadership behaviors are regularly applied, particularly in fostering collaboration and valuing teacher input, yet there remains room to increase the depth and consistency of participatory decision-making.

Heryanto et al. (2023) concluded based on their study that a democratic leadership style characterized by close, familial relationships with teachers, which fosters professionalism. This leadership approach is reflected in collaborative decision-making, alignment of learning plans with school vision, and effective resource management. The principal also promotes internal and external communication, manages conflict constructively, and motivates teachers through recognition and rewards. These practices collectively contribute to a harmonious and productive school environment.

Pacesetting

Pacesetting leadership is marked by high performance standards and leading by example, often driving results through personal excellence. The table 13 presents respondents' perceptions of how school heads exhibit this leadership style in their daily operations.

Table 13. Pacesetting

Indicators	School Head			Teachers		
	WM	SD	VI	WM	SD	VI
1. Every expectation that the school head has for the teachers is demonstrated by the administrator himself/herself.	4.13	0.295	Often	4.20	0.301	Often
2. The school head believes that work should be very task focused.	4.13	0.295	Often	4.13	0.295	Often
3. The school head identifies poor performers and demands more from them.	4.00	0.286	Often	4.13	0.295	Often
4. The school head believes that if people do not perform well enough, they should be quickly replaced.	3.93	0.283	Often	4.00	0.286	Often
5. The school head believes that the school can always find ways to do things better and faster.	4.00	0.286	Often	3.93	0.283	Often
Average Mean	4.04	0.289	Often	4.08	0.292	Often

The data in Table 13 indicate that both school heads and teachers perceive the “Pacesetting” leadership dimension as being practiced often, with average means of 4.04 for school heads and 4.08 for teachers. The highest-rated indicator for both groups was that every expectation the school head has for the teachers is demonstrated by the administrator, rated at 4.13 by school heads and 4.20 by teachers, suggesting that school leaders generally lead by example. Other indicators, such as maintaining a strong task focus and identifying poor performers to demand more from them, also received “Often” ratings from both groups, reflecting an emphasis on performance standards and accountability. The lowest-rated indicator was the belief that underperformers should be quickly replaced (3.93 for school heads and 4.00 for teachers), indicating that while performance is closely monitored, immediate replacement is not always the first course of action. Similarly, the view that the school should always find ways to improve efficiency received slightly lower scores (4.00 for school heads and 3.93 for teachers), suggesting a balanced approach to improvement rather than a relentless push for speed. The low standard deviations, around 0.29, indicate consistent perceptions among respondents. Overall, the results show that pacesetting practices are regularly applied, with school heads often modeling expectations and maintaining a results-oriented environment, while exercising measured judgment in dealing with underperformance.

Eromafuru and Peter (2024) concluded that pacesetting leadership positively impacts employee effectiveness in educational settings. The study revealed that this leadership style enhances teachers’ initiative, adaptability, performance proficiency, and punctuality. These outcomes demonstrate that pacesetting leadership motivates teachers to consistently deliver high-quality instruction. Therefore, the authors recommend its adoption in academic institutions to promote excellence in teaching and learning outcomes.

Visionary

Visionary leadership involves inspiring and guiding others toward a long-term strategic vision and organizational goals. As shown in the table 14, respondents evaluated the extent to which school heads demonstrate visionary leadership in their administrative practices.

Table 14. Visionary

Indicators	School Head			Teachers		
	WM	SD	VI	WM	SD	VI
1. Every expectation that the school head has for the teachers is demonstrated by the administrator himself/herself.	4.13	0.295	Often	3.73	0.277	Often
2. The school head believes that work should be very task focused.	4.13	0.295	Often	3.93	0.283	Often
3. The school head identifies poor performers and demands more from them.	4.00	0.286	Often	4.00	0.286	Often
4. The school head believes that if people do not perform well enough, they should be quickly replaced.	3.93	0.283	Often	4.13	0.295	Often
5. The school head believes that the school can always find ways to do things better and faster.	4.00	0.286	Often	4.20	0.301	Often
Average Mean	4.04	0.289	Often	4.07	0.290	Often

The data in Table 14 reveal that both school heads and teachers perceive the “Visionary” leadership dimension as being practiced often, with average means of 4.04 for school heads and 4.07 for teachers. The highest rating from school heads (4.13) was given to both demonstrating expectations personally and maintaining a strong task focus, indicating that visionary leadership is expressed through role modeling and clear work orientation. For teachers, the highest rating (4.20) was given to the belief that the school can always find ways to do things better and faster, showing an appreciation for continuous improvement. Interestingly, teachers gave a slightly lower rating (3.73) to school heads demonstrating expectations themselves, suggesting a gap in perception between how school leaders see themselves and how teachers view them in this aspect. The belief that underperformers should be quickly replaced received the lowest score from school heads (3.93) but was rated higher by teachers (4.13), indicating a possible difference in views on how decisively performance issues should be addressed. The consistently low standard deviations (around 0.29) suggest that within each group, perceptions are fairly uniform. Overall, the findings indicate that visionary leadership practices are regularly implemented, with an emphasis on role modeling, task focus, and improvement, although there are perceptual differences between school heads and teachers in certain areas, particularly in how leadership expectations are demonstrated in practice.

Audije and Panoy (2024) examined visionary leadership strategies in Filipino elementary schools, finding a significant positive correlation with teachers’ innovative behavioral competencies. Their quantitative survey of 145 teachers revealed that support provided by the leader fully mediated the effects of visionary strategies—meaning that when school heads demonstrated a clear vision and support, teacher innovation flourished. The study highlights the importance of combining long-term vision with supportive actions to enhance teaching quality (Audije & Panoy, 2024).

Summary of Leadership Styles of the School Heads

Table 15 presents the summary of leadership styles exhibited by the school head based on six identified leadership indicators. The table displays the weighted mean, standard deviation, and interpretation for each leadership style, providing insight into the frequency and consistency of their use in the school setting.

Table 15. Summary of Leadership Styles of the School Heads

Indicators	School Heads			Teachers		
	WM	SD	VI	WM	SD	VI
1. Commanding	4.31	0.312	Always	4.35	0.316	Always
2. Coaching	4.04	0.294	Often	4.13	0.302	Often
3. Affiliative	4.08	0.293	Often	4.15	0.298	Often
4. Democratic	4.07	0.292	Often	4.13	0.297	Often
5. Pacesetting	4.04	0.289	Often	4.08	0.292	Often
6. Visionary	4.00	0.287	Often	4.01	0.289	Often
Average Mean	4.09	0.294	Often	4.14	0.299	Often

The data in Table 15 presents the summary of the leadership styles of school heads as perceived by both school heads themselves and their teachers. The results show that among the six leadership styles, Commanding ranked the highest for both groups, with weighted means of 4.31 for school heads and 4.35 for teachers, both verbally interpreted as “Always.” This suggests that directive, top-down leadership behaviors are the most consistently practiced. The remaining leadership styles—Coaching, Affiliative, Democratic, Pacesetting, and Visionary—all received ratings within the “Often” range, with weighted means between 4.00 and 4.08 for school heads, and 4.01 to 4.15 for teachers. For both groups, Visionary leadership obtained the lowest scores (4.00 for school heads and 4.01 for teachers), indicating that while future-oriented and inspirational leadership practices are present, they are less emphasized compared to more directive and task-focused approaches. The

average means across all styles, 4.09 for school heads and 4.14 for teachers, indicate that school heads regularly employ a variety of leadership styles, though not all are applied with the same intensity. Standard deviations are low (around 0.29), showing a high level of agreement in perceptions within each group. Overall, the findings imply that school heads lean toward a commanding style while maintaining regular use of other approaches, creating a balanced but authority-centered leadership profile.

TEACHERS' PERFORMANCE

This part of the study deals with the teachers' performance in terms of content knowledge and pedagogy, learners' diversity, coherent instruction, student assessment and professionalism.

Content Knowledge and Pedagogy

Content knowledge and pedagogy refer to a teacher's mastery of subject matter and the ability to deliver it effectively using appropriate teaching strategies. The table 16 presents data as perceived by the respondents regarding teachers' competence in content knowledge and pedagogy.

The data in Table 16 presents the respondents' assessment of the teachers' content knowledge and pedagogy, with an overall average weighted mean of 4.07 and a standard deviation of 0.291, interpreted as "Accomplished." This indicates that the teachers consistently demonstrate strong knowledge of their subject matter and effective teaching practices.

Table 16. Content Knowledge and Pedagogy

Indicators	Weighted Mean	SD	Interpretation
1. Displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	4.07	0.290	Accomplished
2. Demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.	4.00	0.286	Accomplished
3. Reflects familiarity with a wide range of effective pedagogical approaches in the discipline in plans and practice.	4.07	0.290	Accomplished
4. Demonstrates awareness of possible student misconceptions and how they can be addressed.	4.00	0.286	Accomplished
5. Writes lesson plans that reflect recent developments in content-related pedagogy and accommodation for students as needed	4.20	0.301	Accomplished
Average Mean	4.07	0.291	Accomplished

Legend

4.21- 5.00 Exceeding 2.61-3.40 Emerging 1.00-1.80 Beginning
 3.41- 4.20 Accomplished 1.81-2.60 Developing

The highest-rated indicator (mean = 4.20) highlights that teachers write lesson plans aligned with recent pedagogical developments and make necessary accommodations for students, showing responsiveness to both content and learner needs. Other indicators, such as understanding key concepts and their interconnections (mean = 4.07), pedagogical familiarity (mean = 4.07), and awareness of student misconceptions (mean = 4.00), reflect a well-rounded and thoughtful approach to teaching. Overall, the findings suggest that teachers are competent and well-prepared, applying sound content knowledge and pedagogical strategies in their instructional planning and delivery.

A 2025 meta-analysis by She et al. (2024) demonstrated that teachers' pedagogical content knowledge (PCK)—a synthesis of subject expertise and teaching methods—has a significant positive effect on student achievement in science, particularly when assessed via video-based evaluations of classroom practice. This finding underscores that deep content knowledge alone isn't enough; effective teaching hinges on blending that knowledge with sound pedagogy tailored to students' needs.

Learners' Diversity

Acknowledging learners' diversity involves recognizing and addressing the varied backgrounds, abilities, and learning needs of students. The table 17 shows respondents' perceptions of how well teachers accommodate and respond to learners' diversity in their classrooms.

The data in Table 17 reflects the respondents' evaluation of the teachers' responsiveness to learners' diversity, with an overall average weighted mean of 4.20 and a standard deviation of 0.301, interpreted as "Accomplished." This suggests that teachers are generally effective in recognizing and addressing the varied needs, backgrounds, and learning styles of their students. Notably, the highest-rated indicator (mean = 4.33), interpreted as "Exceeding," highlights that teachers purposefully incorporate knowledge from various sources to connect learning activities, promoting deeper engagement. Another indicator rated as "Exceeding" (mean = 4.27) shows that teachers actively understand student development levels and support active learning. Other indicators—including gathering data on individual differences (mean = 4.13), assessing and tailoring instruction (mean = 4.20), and incorporating student backgrounds and needs into planning (mean = 4.07)—were rated as "Accomplished," indicating consistent and effective practices. Overall, the findings suggest that teachers demonstrate a strong commitment to inclusive and differentiated instruction, with some practices even going beyond expected standards.

Table 17. Learners' Diversity

Indicators	Weighted Mean	SD	Interpretation
1. Understands the active nature of student learning and acquires information about levels of development for individual students.	4.27	0.307	Exceeding
2. Systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	4.13	0.295	Accomplished
3. Uses ongoing methods to assess students' skill levels and designs instruction accordingly.	4.20	0.301	Accomplished
4. Actively seeks out information from all students about their cultural heritages and maintains a system of updated student records, and incorporates medical and/or learning needs into lesson plans as appropriate for individual learners	4.07	0.290	Accomplished
5. Consistently builds upon and incorporates knowledge from outside sources to engage students in ongoing discussions and make connections across learning activities in very purposeful and intentional ways.	4.33	0.314	Exceeding
Average Mean	4.20	0.301	Accomplished

Varying student backgrounds—cultural, linguistic, and socioeconomic—requires teachers to adapt their pedagogy. She et al. (2024) discussed the importance of “knowledge of learners’ misconceptions and interests,” particularly as teachers modify content presentation to address diverse classroom needs. This adaptation aligns instruction with learners’ diverse cognitive and cultural contexts.

Coherent Instruction

Coherent instruction reflects the teacher’s ability to plan and deliver structured, well-organized lessons that align with learning goals. As seen in the table 18, the data illustrates respondents’ views on how effectively teachers implement coherent instruction.

Table 18. Coherent Instruction

Indicators	Weighted Mean	SD	Interpretation
1. Plans learning activities with a coherent sequence, alignment to instructional goals, a design to engage students in high-level cognitive activity, and appropriate differentiation for individual learners.	4.40	0.321	Exceeding
2. Facilitates Instructional groups that are varied appropriately, with opportunities for student choice.	4.27	0.307	Exceeding
3. Designs instructional activities that are connected to other disciplines, follow a logical sequence, and are correctly paced.	4.27	0.307	Exceeding
4. Provides materials and resources that are varied and appropriately challenging to help individual students meet SFIS curriculum outcomes.	4.33	0.314	Exceeding
5. Engages students in learning activities that are differentiated for individual learners, with each learner contributing to group work in specific ways and instructional groups that are varied appropriately, with consistent and explicit opportunities for student choice.	4.60	0.345	Exceeding
Average Mean	4.37	0.319	Exceeding

The data in Table 18 presents the respondents’ assessment of teachers’ ability to deliver coherent instruction, with an overall average weighted mean of 4.37 and a standard deviation of 0.319, interpreted as “Exceeding.” This indicates that teachers consistently go beyond expectations in planning and implementing well-structured and engaging instructional activities. The highest-rated indicator (mean = 4.60) emphasizes that teachers consistently differentiate instruction, promote student contribution, and provide explicit opportunities for choice, highlighting a strong commitment to student-centered learning. Other indicators—such as planning coherent and cognitively engaging lessons (mean = 4.40), providing varied and challenging resources (mean = 4.33), and designing logically sequenced, interdisciplinary activities (mean = 4.27)—also support the conclusion that instruction is well-organized and responsive to diverse learner needs. Overall, the findings reflect that teachers not only meet but exceed instructional standards by ensuring that lessons are well-structured, differentiated, and engaging for all students.

Coherent, logically structured instruction supports student learning by guiding them from known to new concepts. Fukaya et al. (2024) showed that coherence in instructional systems—alignment between standards, teacher planning, and classroom approaches—leads to more purposeful, effective teaching.

Student Assessment

Student assessment involves the use of various tools and strategies to evaluate, monitor, and support student learning. The table 19 presents respondents' perceptions of how teachers conduct and utilize assessments to inform instruction.

Table 19. Student Assessment

Indicators	Weighted Mean	SD	Interpretation
1. Assess all the instructional outcomes in a well-developed assessment plan, with clear criteria for assessing student work.	4.20	0.301	Accomplished
2. Are adapted for individual students as the need arises, and the use of formative assessment is well designed and includes student as well as teacher use of the assessment information.	4.40	0.321	Exceeding
3. Provide opportunities for student choice as well as student participation in designing assessments for their own work.	4.27	0.307	Exceeding
4. Are clearly aligned to the content standard and provide students a means of expression that is valuable to them and others.	4.27	0.307	Exceeding
5. The teacher uses assessment information for gauging and promoting students as confident critical thinkers and lifelong learners.	4.27	0.307	Exceeding
Average Mean	4.28	0.308	Exceeding

The data in Table 19 reflects the respondents' evaluation of the teachers' practices in student assessment, with an overall average weighted mean of 4.28 and a standard deviation of 0.308, interpreted as "Exceeding." This indicates that teachers go beyond expected standards in designing and implementing assessment practices that are meaningful, inclusive, and aligned with instructional goals. The highest-rated indicator (mean = 4.40) highlights the effective use of formative assessment, including adaptations for individual needs and active involvement of both teachers and students in the assessment process. Other indicators—such as student participation in assessment design, alignment with content standards, and encouraging students as critical thinkers and lifelong learners—all received high ratings (mean = 4.27), confirming a strong emphasis on student engagement and relevance in assessments. The only "Accomplished" rating (mean = 4.20) was for having a well-developed assessment plan with clear criteria, which still reflects a solid standard. Overall, the findings suggest that assessment practices are not only well-structured but also empower students to take ownership of their learning and demonstrate their understanding in meaningful ways.

Alwaely et al. (2023) emphasized that assessing teachers' competencies alongside student performance helps identify learning gaps and inform effective solutions. This approach supports the development of instructional strategies tailored to student needs, particularly in modular distance learning environments. The assessment process enables educators to implement personalized

interventions and provide appropriate resources. As a result, it enhances student progress and educational outcomes.

Professionalism

Professionalism encompasses a teacher's conduct, commitment to ethical standards, continuous improvement, and collaboration with stakeholders. The table 20 reflects how respondents perceive the level of professionalism demonstrated by teachers in their educational practices.

The data in Table 20 highlights the respondents' perception of teachers' level of professionalism, with an overall average weighted mean of 4.32 and a standard deviation of 0.312, interpreted as "Exceeding." This indicates that teachers consistently go beyond expectations in upholding professional standards and serving as role models within the school community. The highest-rated indicators (mean = 4.33) reflect that teachers are proactive in student service, actively challenge negative practices, and take leadership roles in team decision-making, all while embodying the school's core values. The slightly lower but still high rating (mean = 4.27) for maintaining honesty, integrity, and confidentiality further supports the view that teachers exhibit a strong ethical foundation. Overall, the findings suggest that teachers demonstrate exceptional professionalism by promoting a student-centered environment, leading with integrity, and positively influencing both peers and the broader school community.

Table 20. Professionalism

Indicators	Weighted Mean	SD	Interpretation
1. Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and take a leadership role with colleagues or in the SFIS community.	4.27	0.307	Exceeding
2. Maintains a student focus by being highly proactive in serving students, seeking out resources when needed.	4.33	0.314	Exceeding
3. Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.	4.33	0.314	Exceeding
4. Takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards and reflect the SFIS core values. Often serves as a model for colleagues	4.33	0.314	Exceeding
Average Mean	4.32	0.312	Exceeding

A cross-sectional study of Damanik and Widodo (2024) of 465 junior and senior high school teachers in Indonesia explored how digital literacy, grit, instructional quality, and teaching creativity interact to influence teachers' professional performance. Structural equation modeling revealed that teachers possessing higher digital literacy and grit tend to deliver higher instructional quality, which, mediated by teaching creativity, in turn significantly boosts overall professional performance. The study underscores that professional performance is not merely a matter of adherence to standards but is deeply shaped by creative instructional engagement grounded in digital competence and perseverance.

Summary of Teachers Performance

Table 21 presents a summary of teachers' performance across five key indicators. Each indicator is assessed based on its weighted mean and standard deviation, with corresponding qualitative interpretations. The data offer an overview of how teachers perform in essential domains of teaching and professional conduct.

The results in Table 21 reveal that the overall average weighted mean of 4.25 with a standard deviation of 0.306 falls under the interpretation Exceeding, indicating that teachers generally perform at a high level across the evaluated domains. Among the five indicators, Coherent Instruction received the highest mean score of 4.37 (SD = 0.319), showing that teachers are particularly effective in delivering well-structured and logical instruction. This is closely followed by Professionalism (M = 4.32, SD = 0.312) and Student Assessment (M = 4.28, SD = 0.308), both also rated as Exceeding, reflecting teachers' strong adherence to ethical standards and effective evaluation practices.

Table 21. Summary of Teachers Performance

Indicators	Weighted Mean	SD	Interpretation
1. Content knowledge and Pedagogy	4.07	0.291	Accomplished
2. Learners diversity	4.20	0.301	Accomplished
3. Coherent Instruction	4.37	0.319	Exceeding
4. Student Assessment	4.28	0.308	Exceeding
5. Professionalism	4.32	0.312	Exceeding
Average Mean	4.25	0.306	Exceeding

On the other hand, Learners' Diversity (M = 4.20, SD = 0.301) and Content Knowledge and Pedagogy (M = 4.07, SD = 0.291) were rated as Accomplished. While still demonstrating competent performance, these slightly lower scores suggest areas where further professional development or support might enhance teaching effectiveness. The consistently low standard deviations across all indicators suggest minimal variation in responses, pointing to a shared perception among respondents regarding teachers' performance. Overall, the data affirm that teachers not only meet but frequently exceed professional expectations in critical areas of their role.

SIGNIFICANT RELATIONSHIP BETWEEN LEADERSHIP STYLE OF THE SCHOOL HEADS AND TEACHERS PERFORMANCE

This section discusses significant relationships.

Table 22 presents the correlation analysis between the leadership style of the school head and teachers' performance. The table specifically illustrates the strength and significance of the relationship using Pearson's r-value, p-value, and corresponding statistical decision and interpretation.

Table 22. Leadership Style of the School Heads and Teachers Performance

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Leadership style of School Head and Teachers Performance	0.395	Weak Positive	0.000	Reject Ho	Significant
@ 0.05 level of significance					

The correlation result in Table 22 shows an r-value of 0.395, which indicates a weak positive correlation between the school head's leadership style and teachers' performance. Although the correlation is not strong, the direction is positive, suggesting that improvements in leadership style are associated with slight increases in teachers' performance. The p-value is 0.000, which is below the 0.05 level of significance. As a result, the null hypothesis (H_0) is rejected, leading to the conclusion that the relationship is statistically significant.

This implies that the leadership style of the school head has a meaningful, albeit modest, influence on how teachers perform in the school context. Even a weak positive correlation, when significant, highlights the importance of effective leadership in promoting teacher excellence and overall school improvement.

ISSUES AND CONCERNS

This section deals with the issues and concerns encountered by the teachers in managing and resolving conflicts related to instruction.

Table 23 presents the identified issues and concerns related to the leadership style of the school head and its impact on teachers' performance. The table outlines ten key challenges frequently experienced by teachers, along with the frequency of each concern, highlighting the most pressing areas affecting leadership effectiveness and instructional quality.

Table 23. Issues and Concerns on the Leadership Style of the School Heads and Teachers Performance

Issues and Concerns	Rank
1. Teachers may struggle with discipline if school heads do not back them up or implement clear policies.	1
2. Unsupportive or micromanaging leaders contribute to teacher stress, leading to burnout and absenteeism.	2
3. Toxic leadership discourages teacher collaboration, affecting the effectiveness of learning communities.	3
4. Biased or unclear performance appraisal methods create confusion and dissatisfaction among teachers.	4
5. Lack of support for continuing education or professional development hinders teacher advancement.	5
6. Some principals focus more on administrative tasks and fail to support pedagogical development, which weakens teaching quality.	6
7. Not involving teachers in decision-making results in low engagement and resistance to school programs.	7
8. Ineffective communication leads to misunderstandings and lack of coordination between school heads and teachers.	8
9. Absence of regular, constructive feedback or acknowledgment of teacher efforts lowers morale and performance.	9
10. School heads who do not articulate a shared vision can leave teachers uncertain about instructional goals and school priorities.	10

leadership fails to support discipline efforts, which can significantly impair classroom management and instructional effectiveness. A U.S.-based qualitative study from 2021 revealed that when prior administrations lacked a consistent behavioral system, teachers felt discouraged from writing referrals—sometimes even told explicitly not to—which communicated to students that any

behavior would be tolerated and eroded teachers' authority and focus in class (Lochmiller et al., 2024).

The second most reported concern is the presence of unsupportive or micromanaging leaders, which is linked to teacher stress, burnout, and absenteeism—factors that significantly hinder teacher performance and retention. Unsupportive or micromanaging leadership in schools significantly contributes to teacher stress, burnout, and absenteeism, often undermining performance and retention. Research shows that leadership styles rooted in bureaucratic control and micromanagement erode teacher autonomy, self-efficacy, and professional identity, exacerbating emotional exhaustion and intentions to leave the profession (Collie, 2021; Skinner et al., cited in Karakus et al., 2024)

Ranked third is the problem of toxic leadership, which discourages collaboration and undermines the effectiveness of professional learning communities. Toxic leadership—marked by self-centred behavior, excessive control, and neglect of subordinates' well-being—undermines trust, suppresses innovation, and generates environments hostile to the collaborative ethos essential in professional learning communities (PLCs), thereby severely impairing their effectiveness as mechanisms for collective teacher learning (Olabiyi et al., 2024). These concerns point to deficiencies in leadership practices that affect both teacher morale and professional growth.

Concerns about biased or unclear performance appraisal methods (rank 4) and the lack of support for continuing education or professional development (rank 5) emphasize how unclear evaluation and limited growth opportunities can hinder teacher motivation and advancement. In Irish and Turkish educational contexts, school leaders exhibiting toxic behaviors—such as authoritarianism, micromanagement, unpredictability, and self-centered decision-making—were found to erode trust, discourage collaboration, reduce teacher professionalism, and raise stress levels, absenteeism, and attrition in proportion to the severity of leadership toxicity. In parallel, studies from Cambridge-affiliated schools reveal that appraisal systems marked by vague, judgmental feedback power imbalances, and a lack of constructive development undermined teacher self-efficacy and job satisfaction substantially (Jabeen et al., 2023)

Lower in the ranking but still significant are issues such as principals focusing more on administrative work at the expense of pedagogical support (rank 6) and the exclusion of teachers from decision-making processes (rank 7), both of which can weaken instructional quality and reduce teacher engagement. Recent research underscores that school heads' overemphasis on administrative tasks at the expense of instructional leadership, combined with excluding teachers from decision-making and limited pedagogical support, significantly undermines educational effectiveness and teacher engagement. A qualitative study of Aureada (2021), in Tayabas City, Philippines, involving interviews with 55 teachers and 25 school heads, revealed that while leaders often performed administrative and managerial duties effectively, they struggled with instructional tasks such as monitoring teacher competencies and supporting curriculum implementation—resulting in weakened teaching and learning environments.

Ineffective communication (rank 8), the absence of regular feedback and recognition (rank 9), and the lack of a shared vision articulated by the school head (rank 10) further contribute to misunderstandings, low morale, and uncertainty about school priorities. Collectively, these concerns suggest that while some leadership styles may be functionally present, their implementation may lack consistency, transparency, and a collaborative approach. Addressing these issues is crucial in fostering a supportive environment where teachers can perform at their best and contribute meaningfully to student learning outcomes. In an international study, De Nobile and Bilgin (2022) reports that many teachers receive commendations sporadically but rarely tangible follow-up, undermining both motivation and a sense of genuine recognition particularly when participation in decision-making appears tokenistic rather than substantive. Parallel research in Australian primary

schools shows that directive or authoritarian communication styles from leaders correlate with lower job satisfaction, whereas open, supportive, and democratic communication especially involving involvement in decisions predicts higher teacher well-being and reduced turnover intention.

CHAPTER 3

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter dealt with the summary, findings, conclusions, and recommendations. The summary restates the major problems and sub problems of the study. The findings are based upon the gathered data; the conclusions were based upon the findings, and the recommendations were carefully taught out based upon the gathered data.

SUMMARY

This research assessed the leadership styles of the school heads and teachers performance of Basak Elementary School for the School Year 2025-2026.

The study was limited to the following areas of concern: related information of the school heads and teachers' age and gender, civil status, highest educational attainment, number of years in the service, related trainings, seminars, and workshops attended and performance rating (IPCRF); leadership style of the school heads in terms of commanding, coaching, affiliative, democratic, pacesetting and visionary; and teachers performance in terms of content knowledge and pedagogy, learners diversity, coherent instruction, student assessment and professionalism. The researcher made use of the descriptive – correlational method of research with the use of adapted and modified questionnaire as the main tool in the gathering of relevant data.

FINDINGS

The following were the main findings.

The study involved two school heads with varying demographic and professional backgrounds. One of the school head was within the age range of 41–50 years, while the other was aged 51–60. Both participants were female and married. In terms of educational attainment, one school head held a full-fledged doctorate degree, whereas the other had completed doctoral units but had not yet earned the degree. Regarding length of service, one had been in service for over 21 years, and the other had 11–20 years of experience. Additionally, one school head had attended seminars, trainings, or workshops at the international level, while the other had participated in similar professional development activities at the national level.

On the other hand, teachers were between the ages of 41 to 50, female, married, were full-fledged master's degree holder, had served for 11-20 yrs. in school, had attended division level training and seminars and were outstanding in the performance rating.

The most consistently practiced leadership style among the school heads is the commanding style, which was rated at the highest level. The remaining leadership styles: including coaching, affiliative, democratic, pacesetting, and visionary were all observed to be practiced frequently, though to a slightly lesser extent. The average result indicates that, overall, school heads often employ a variety of leadership styles in the performance of their roles, demonstrating flexibility and adaptability in their approach to leadership.

Moreover, the findings indicate that teachers demonstrate strong overall performance across various key indicators. They are particularly effective in coherent instruction, student assessment, and professionalism, where they exceeded expectations. Meanwhile, performance in content knowledge and pedagogy as well as understanding learners' diversity was found to be accomplished. On

average, the teachers' performance falls under the “exceeding” category, reflecting a high level of competency and professionalism in their teaching practices.

The study found a substantial correlation between leadership styles of school head and teachers performance. The issues and concern in regard to the leadership style of school head and teachers performance were the following: teachers may struggle with discipline if school heads do not back them up or implement clear policies, unsupportive or micromanaging leaders contribute to teacher stress, leading to burnout and absenteeism, toxic leadership discourages teacher collaboration, affecting the effectiveness of learning communities, biased or unclear performance appraisal methods create confusion and dissatisfaction among teachers, lack of support for continuing education or professional development hinders teacher advancement, some principals focus more on administrative tasks and fail to support pedagogical development, which weakens teaching quality, not involving teachers in decision-making results in low engagement and resistance to school programs, ineffective communication leads to misunderstandings and lack of coordination between school heads and teachers, absence of regular, constructive feedback or acknowledgment of teacher efforts lowers morale and performance and school heads who do not articulate a shared vision can leave teachers uncertain about instructional goals and school priorities.

CONCLUSION

Based on the findings of the study, it can be concluded that leadership styles of the school heads and teachers performance have a significant relationship with each other.

RECOMMENDATION

The following recommendation was offered: Implementation of the stakeholders collaborative plan to be implemented in the next SY 2026-2027.

CHAPTER 4. OUTPUT OF THE STUDY

RATIONALE

Improving teaching and learning quality is largely dependent on having effective school leadership. Leadership styles including visionary, affiliative, democratic, pacesetting, coaching, and domineering have an impact on how teachers are supported, how professional standards are maintained, and how instructional goals are conveyed. These leadership approaches directly affect teachers' performance in key areas such as content knowledge, pedagogy, learner diversity, student assessment, and professionalism. In the dynamic landscape of education, a well-structured, leadership-driven plan is essential to bridge the gap between administrative leadership and classroom instruction.

This action plan emphasizes the integration of leadership strategies in improving instructional practices and promoting a culture of professional growth and accountability. By aligning school leadership with instructional goals, the plan aims to build a strong foundation for effective teaching that is reflective, inclusive, and outcome driven. It highlights the importance of collaborative professional development, responsive assessment practices, and a shared vision for excellence in education.

OBJECTIVES

This leadership-driven teaching performance plan will hopefully:

1. To strengthen teachers' instructional competencies by aligning school leadership strategies with professional development programs focused on pedagogy, content mastery, and assessment practices.
2. To promote a culture of collaboration and accountability among teaching staff through leadership styles that encourage coaching, feedback, and recognition of professional excellence.

3. To ensure instructional practices are inclusive and learner-centered by implementing leadership-guided initiatives that address student diversity, equity, and differentiated instruction.

Scheme of Implementation

This output will be submitted to the District Supervisor for preliminary approval and be endorsed to the Division Office for validation and for deliberation and possible appropriate action.

Target Clientele

The clientele of this leadership-driven teaching performance plan are the school heads and teachers of Basak Elementary School.

LEADERSHIP-DRIVEN TEACHING PERFORMANCE PLAN

School Year 2025-2026

AREAS OF CONCERN	OBJECTIVES	STRATEGY	TIME FRAME	TARGET/OUTPUT INDICATOR	RESOURCES NEEDED	PERSON RESPONSIBLE	BUDGET REQUIREMENTS	
							Amount	Source
Instructional Leadership	To enhance teacher competence in pedagogy and content delivery	Conduct leadership-style-aligned mentoring & training	Q1-Q2 2025	At least 90% of teachers demonstrate improved instructional strategies	Training modules, resource speakers, learning materials	Principal, Assistant Principal, Master Teachers	₱50,000	MOOE/ Canteen Funds/ PTA Funds
Professional Growth	To promote continuous professional development and reflective practices	Implement peer coaching, action research, reflective practice journals and professional learning communities (PLC)	SY 2025-2026	100% participation in coaching sessions and research projects	Coaching tools, journals, research templates	Principal, Assistant Principal, Department Heads	₱30,000	MOOE/ Canteen Funds/ PTA Funds
Learner-Centered Teaching	To improve teacher responsiveness to learner diversity	Project based training, LAC sessions, Classroom observation and feedback	Q3 2025	Workshop completion and follow-up lesson plan integration	Workshop venue, trainers, multimedia equipment	SNED Coordinator, Guidance, Teachers	₱20,000	MOOE/ Canteen Funds/ PTA Funds
Student Assessment Practices	To strengthen assessment strategies aligned with learning goals	LAC session, PLC, Data analysis sessions	Q4 2025	95% of teachers utilize at least 3 types of assessments in each quarter	Assessment tools, printing supplies	Principal, Assistant Principal, Master Teachers, Teachers	₱25,000	MOOE/ Canteen Funds/ PTA Funds
Professionalism & Accountability	To uphold high standards of work ethic and collaboration among teachers	Establish performance recognition and feedback mechanisms	Bi-annually	Recognition system in place; improved teacher evaluation scores	Certificates, evaluation forms, awards	Principal, Assistant Principal, Master Teachers	₱10,000	MOOE/ Canteen Funds/ PTA Funds

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