

# LEADERSHIP STYLES OF ELEMENTARY SCHOOL PRINCIPALS AND THEIR RELATIONSHIP TO TEACHER PERFORMANCE: A STUDY IN MANGATAREM DISTRICT II

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## *Abstract :*

Effective school leadership is widely acknowledged as a vital factor influencing teacher performance and student learning outcomes. This study aimed to determine the relationship between the leadership styles of elementary school principals and the performance of teachers in Mangatarem District II, Pangasinan. Specifically, it sought to describe the demographic profile of teacher-respondents; identify the leadership styles of their principals; assess the level of teacher performance; test for significant differences in perceptions of leadership styles when grouped according to demographic profile; and establish the relationship between perceived leadership styles and teacher performance. Employing a descriptive-correlational research design, the study involved 127 public elementary school teachers who answered validated survey questionnaires. Data were analyzed using frequency counts, percentages, means, t-tests, ANOVA, and Pearson r. The findings revealed that most teacher-respondents were female, aged 31–40, with 6–10 years of teaching experience, bachelor's degree holders with units in master's, and holding Teacher I positions. Teachers perceived that their principals predominantly exhibited transformational leadership style. The level of teacher performance was found to be very satisfactory. Significant differences in perceptions of leadership styles emerged when teachers were grouped by age and length of teaching experience. Moreover, a significant positive relationship existed between the principals' leadership styles, particularly transformational and transactional, and teacher performance. Based on these findings, it is recommended that leadership development programs for school heads continue to emphasize practices that inspire, support, and effectively manage instructional processes to sustain and further enhance teacher performance.

## INTRODUCTION

Effective school leadership is widely recognized as one of the most influential factors in promoting positive educational outcomes across the globe. As schools are increasingly held accountable for student achievement and teacher effectiveness, leadership practices—particularly those of school principals—have become a critical area of focus. Globally, principals are expected not only to manage the operational aspects of education but also to provide instructional leadership that enhances teacher performance and, ultimately, student learning (Leithwood et al., 2020). Leadership styles, ranging from transformational and transactional to laissez-faire, have been extensively studied for their impact on school culture, staff motivation, and instructional quality. Research suggests that transformational leadership, characterized by inspiration, support, and a shared vision, is positively associated with improved teacher performance and job satisfaction (Nguyen et al., 2021).

In Asia, many education systems have adopted reforms that emphasize school-based management and instructional leadership. Countries such as Singapore, Malaysia, and Indonesia have highlighted the need for adaptive leadership that can effectively respond to rapidly changing educational demands. Studies conducted within the Asian region underscore that principal leadership styles play a pivotal role in teacher motivation, classroom practices, and student achievement (Pertiwi & Saifuddin, 2019). However, in developing contexts, challenges such as resource limitations, cultural constraints, and administrative burdens may affect how leadership is practiced in schools (Chen, 2020). This highlights the growing need for region-specific studies that consider the sociocultural and educational structures within which leadership occurs.

In the Philippines, the Department of Education (DepEd) has long emphasized the significance of school leadership in improving learning outcomes, as articulated in policies such as the School-Based Management Framework and the Philippine Professional Standards for School Heads (DepEd, 2020). Recent studies conducted within the country affirm that leadership styles of school heads are significantly related to teacher performance, particularly in the areas of instructional delivery, classroom management, and professional development (Sarmiento & Orale, 2019; Padilla & Hipolito, 2022). Nonetheless, there remains a gap in localized research that specifically explores the leadership styles of elementary school principals and how these influence teacher performance in distinct educational contexts.

In Mangatarem District II, under the Schools Division Office I of Pangasinan, understanding the dynamics between principal leadership and teacher performance is crucial. Despite continuous efforts to enhance instructional supervision and provide capacity-building programs, variations in teacher output and learner achievement still persist across elementary schools. Given the unique demographic, cultural, and socioeconomic characteristics of the district, it is essential to investigate whether the leadership styles of school heads are effectively supporting and improving teacher performance.

Thus, this study aims to examine the relationship between the leadership styles of elementary school principals and the performance of their teachers in Mangatarem District II. The findings of this research will provide valuable, data-driven insights that can inform professional development programs, leadership enhancement initiatives, and policy implementation at the local level, ultimately contributing to the broader goal of improving educational outcomes in the district.

### Theoretical Framework

This study is anchored on established theories of leadership that explain how leadership styles influence organizational outcomes, particularly teacher performance in educational settings. Central to this inquiry is the transformational leadership theory, which posits that leaders who inspire, motivate, and intellectually stimulate their followers foster higher levels of commitment, job satisfaction, and performance (Bass & Riggio, 2019). Transformational leadership emphasizes the creation of a shared vision, individualized support, and the encouragement of innovative practices, all of which are critical in nurturing a positive school culture that enhances teacher performance. Complementing this is the transactional leadership framework, which underscores the role of structured tasks, clear expectations, and performance-based rewards or corrective actions (Avolio et al., 2018). While transactional leadership ensures compliance and the attainment of immediate goals, it may not necessarily drive intrinsic motivation or long-term growth.

Additionally, the distributed leadership perspective offers relevant insights, suggesting that effective school leadership involves the collaborative engagement of multiple stakeholders, thereby enhancing organizational capacity and teacher efficacy (Harris & Jones, 2018). This approach highlights that when leadership responsibilities are shared, teachers are more empowered, leading to improved instructional practices and professional satisfaction. Recent studies in educational leadership also emphasize the contextual dimension, recognizing that cultural, social, and institutional factors significantly shape how leadership styles are enacted and how they influence teacher performance (Nguyen et al., 2021).

By integrating these theoretical lenses, this study seeks to understand how various leadership styles of elementary principals in Mangatarem District II relate to teacher performance. It acknowledges that leadership is not only a matter of individual style but also of responding adaptively to the unique demands and contexts of schools. This theoretical grounding will guide the analysis of data and the interpretation of findings, ultimately contributing to more nuanced insights on effective school leadership within the Philippine educational setting.

### Conceptual Framework

This study is guided by the premise that the leadership styles of elementary school principals have a direct and meaningful influence on teacher performance. Drawing from transformational, transactional, and distributed leadership theories, it conceptualizes leadership style as a multi-dimensional construct that encompasses behaviors such as inspiring a shared vision, providing individualized support, managing by objectives, and fostering collaborative decision-making (Bass & Riggio, 2019; Harris & Jones, 2018). These dimensions are hypothesized to impact various facets of teacher performance, including instructional delivery, classroom management, and professional growth.

Within this framework, transformational leadership is viewed as fostering a school climate that promotes teacher commitment and innovation, transactional leadership as ensuring accountability and the attainment of immediate instructional goals, while distributed leadership is seen as enhancing teacher agency and collaborative practice (Avolio et al., 2018; Nguyen et al., 2021). The study recognizes that these leadership styles may not operate in isolation but often coexist and interact depending on school context, resources, and cultural expectations.

The framework also positions teacher performance as a multi-faceted outcome that reflects not only the effective delivery of curriculum but also professional development, adaptability, and contributions to the overall learning environment (Sarmiento & Orale, 2019). By examining the relationships between principal leadership styles and teacher performance in Mangatarem District II, this conceptual framework provides a lens through which to analyze how leadership practices contribute to achieving educational objectives. Ultimately, it underpins the study's goal of generating evidence that can inform leadership development and instructional improvement efforts within the local context.

### Research Paradigm

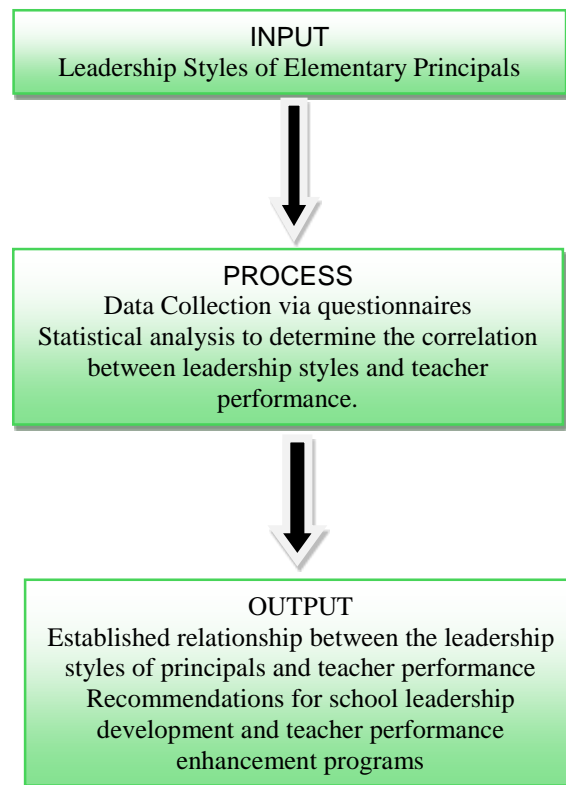
This study is anchored on the Input–Process–Output (IPO) model to systematically illustrate how the investigation on leadership styles of elementary school principals relates to teacher performance in Mangatarem District II.

Input consists of the leadership styles of elementary principals, categorized into transformational, transactional, and distributed leadership dimensions. These are gathered through validated survey instruments and complemented by relevant school profile data.

Process involves the systematic gathering, analysis, and interpretation of data to determine the relationship between the leadership styles of principals and the performance of teachers. This includes administering questionnaires, consolidating teacher performance ratings based on set indicators, and performing statistical analyses to test the strength and nature of these relationships.

Output refers to the findings of the study which establish whether and how the different leadership styles of elementary principals are significantly related to teacher performance. These findings will provide empirical evidence that may inform leadership capacity-building programs, enhance instructional supervision strategies, and guide policy implementation at the district level.

Through this paradigm, the study clearly demonstrates the flow from identifying key leadership inputs, applying rigorous processes of analysis, and arriving at outputs that contribute to educational leadership practice and teacher development in the local context.



**Figure 1: Research Paradigm**

### Statement of the Problem

This study aimed to determine the relationship between the leadership styles of elementary school principals and teacher performance in Mangatarem District II, Pangasinan, during the school year 2025–2026.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of:
  - a. age;
  - b. sex;
  - c. length of teaching experience;
  - d. educational attainment; and
  - e. teaching position?
2. What are the leadership styles of elementary school principals as perceived by their teachers?
3. What is the level of teacher performance in the public elementary schools of Mangatarem District II?
4. Is there a significant difference in the teachers' perceptions of their principals' leadership styles when grouped according to their demographic profile?
5. What significant relationship exists between the perceived leadership styles of elementary school principals and the performance of teachers?

### Hypothesis of the Study

Based on the problems posed in this study, the following null hypotheses were formulated and will be tested at a 0.05 level of significance:

1. There is no significant difference in the teachers' perceptions of their principals' leadership styles when grouped according to their demographic profile in terms of age, sex, length of teaching experience, educational attainment, and teaching position.
2. There is no significant relationship between the perceived leadership styles of elementary school principals and the performance of teachers in Mangatarem District II.

### Scope and Limitations of the Study

This study focused on determining the relationship between the leadership styles of elementary school principals and the performance of teachers in the public elementary schools of Mangatarem District II, Pangasinan, during the school year 2025–2026. It covered the perceptions of teachers regarding the leadership styles of their respective school heads, specifically along the dimensions of transformational, transactional, and laissez-faire leadership. The study also examined teacher performance based on self-reported responses aligned with the performance indicators prescribed by the Department of Education.

The respondents of this study consisted of approximately 120 public elementary school teachers from thirty-two public elementary schools within Mangatarem District II. To uphold the objectivity of the research, the school where the researcher is currently assigned was excluded from the study. Data were gathered through a researcher-made questionnaire that included sections on demographic profiles, perceived leadership styles of school heads, and teacher performance.

The scope of the study was confined to public elementary schools in Mangatarem District II and did not extend to private schools or secondary education institutions. Moreover, the study primarily relied on self-reported data from teachers, which may be subject to individual perceptions and potential biases. While measures were taken to ensure the validity and reliability of the research instruments, external factors that could influence leadership effectiveness and teacher performance—such as community involvement, student characteristics, or availability of school resources—were beyond the scope of this investigation.

### Significance of the Study

This study is significant as it seeks to contribute to a deeper understanding of how the leadership styles of elementary school principals relate to the performance of teachers within the context of Mangatarem District II, Pangasinan. The findings of this research will be valuable to the following stakeholders:

**School Principals.** The results will provide insights into how their leadership styles are perceived by teachers and how these may influence teacher performance. This can guide principals in adopting or enhancing leadership practices that foster teacher effectiveness and professional growth.

**Teachers.** By reflecting on how leadership impacts their work, teachers may become more aware of the leadership dynamics in their schools and how these influence their motivation, instructional delivery, and overall performance.

**Schools Division Officials and Supervisors.** The study will serve as an evidence-based reference for designing leadership enhancement programs and capacity-building initiatives aimed at strengthening instructional leadership in elementary schools.

**Department of Education Policymakers.** The research findings can inform policies and frameworks related to school leadership and teacher performance, particularly in tailoring interventions that address specific needs in elementary education.

**Future Researchers.** This study will add to the growing body of literature on educational leadership in the Philippines, especially in district-specific contexts. It may serve as a reference point for future studies that wish to explore related variables or conduct comparative analyses in other districts or educational levels.

This study aspires to support efforts toward improving the quality of education by highlighting the critical role of effective school leadership in enhancing teacher performance and, ultimately, student learning outcomes.

### Definition of Terms

To ensure a common understanding of the key terms used in this study, the following are defined conceptually and operationally as they apply to this research:

**Age.** Refers to the number of years the teacher-respondents have lived as of the time of the study. It is grouped into age brackets for data analysis.

**Educational Attainment.** Describes the highest academic degree or level of education completed by the teacher-respondents, such as Bachelor's degree, Master's units, or Master's degree.

**Leadership Styles.** Refers to the characteristic approaches and behaviors of school principals in managing and guiding their schools, specifically categorized into transformational, transactional, and laissez-faire styles as perceived by teachers.

**Length of Teaching Experience.** Indicates the total number of years the teacher-respondents have spent in the teaching profession, regardless of grade level or school assignment.

**Laissez-Faire Leadership.** A leadership style where the principal provides minimal direction or supervision, allowing teachers significant autonomy in decision-making and instructional practices.

**Performance of Teachers.** Refers to the level of effectiveness of teachers in performing their duties, assessed in this study through self-reported responses aligned with the Department of Education's performance indicators, including instructional delivery, classroom management, and professional growth.

**Sex.** Denotes the biological classification of teacher-respondents as male or female.

**Teaching Position.** Indicates the rank or designation held by the teacher-respondents, such as Teacher I, II, III, or Master Teacher levels.

**Transactional Leadership.** A leadership style characterized by clear structures, rewards, and consequences is used by principals to motivate teachers and manage school operations.

**Transformational Leadership.** A leadership style where principals inspire, motivate, and engage teachers through a shared vision, encouragement, and support for innovation and professional growth.

## RESEARCH METHODOLOGY

This study utilized a descriptive-correlational research design. The descriptive aspect focused on identifying the leadership styles of elementary school principals and the level of teacher performance, while the correlational aspect examined the relationship between these two variables. This design was deemed appropriate for exploring associations between variables without manipulating any conditions, thereby maintaining the natural context of the school environment.

### Sources of data

The primary sources of data were public elementary school teachers from Mangatarem District II, Pangasinan. Data were gathered through a researcher-made questionnaire designed to capture the demographic profile of teachers, their perceptions of their principals' leadership styles, and their self-reported performance based on DepEd indicators.

Locale of the Study

The study was conducted in Mangataram District II, a district under the Schools Division Office I of Pangasinan. The district is composed of thirty-two public elementary schools that vary in size, resources, and community settings, providing a diverse context for examining leadership styles and teacher performance.

#### Population and Sampling

The target population consisted of approximately 120 public elementary school teachers across the thirty-two schools in Mangataram District II. To ensure fair representation, a proportionate stratified random sampling technique was used. Using Yamane's formula (1967) at a 95% confidence level and a 5% margin of error, a sample size of 120 teachers was determined. This approach allowed each school to contribute a sample proportional to its teacher population. The school where the researcher is currently assigned was excluded from the study to maintain objectivity and avoid potential bias.

#### Instrumentation and Data Collection

Data were collected using a structured, researcher-made questionnaire. The instrument had three parts:

Demographic Profile, which gathered data on age, sex, length of teaching experience, educational attainment, and teaching position;

Leadership Styles, which assessed teachers' perceptions of their principals' transformational, transactional, and laissez-faire leadership behaviors; and

Teacher Performance, which used items aligned with key DepEd performance indicators.

Before data collection, the questionnaire was validated by experts in educational management and research. A pilot test was also conducted in a nearby district to ensure clarity and reliability. Data collection was carried out personally by the researcher to ensure high response rates and to address any clarifications needed by respondents.

#### Tools for Data Analysis

The data gathered were processed using appropriate statistical tools:

Frequency counts and percentages were used to describe the demographic profiles of teacher-respondents.

Weighted means determined the leadership styles of principals and the level of teacher performance.

T-tests and ANOVA were applied to determine significant differences in perceptions of leadership styles when grouped according to demographic variables.

Pearson's  $r$  was used to identify the relationship between perceived leadership styles and teacher performance.

All analyses were carried out at a 0.05 level of significance.

#### Ethical Considerations

The researcher ensured that ethical standards were strictly observed throughout the conduct of the study. Prior to data collection, a letter of request was sent to the Schools Division Office of Pangasinan I and to the participating school heads, seeking permission to conduct the research. Participation of teachers was purely voluntary, and they were informed of the purpose of the study and their right to withdraw at any time without any negative consequence. Informed consent was obtained from all respondents, ensuring that they understood the nature of the study and how the data would be used. Confidentiality and anonymity were maintained by not requiring respondents to write their names and by handling all data with strict privacy.

#### Trustworthiness

To ensure the trustworthiness of the study, steps were taken to uphold the credibility, dependability, and confirmability of the findings. The researcher developed a questionnaire based on reviewed literature and validated it through expert judgment to establish content validity. A pilot test was also conducted with teachers outside the study locale to refine the instrument. Data gathering was done carefully and consistently to avoid bias, and findings were reported honestly and transparently. Throughout the process, the researcher remained neutral and avoided influencing respondents' answers, thereby ensuring that the results accurately reflected the views and experiences of the participants.

## RESULTS AND DISCUSSION

This chapter presents the findings of the study on the relationship between the leadership styles of elementary school principals and the performance of teachers in Mangataram District II, Pangasinan, for the school year 2025–2026. The data gathered from the teacher-respondents are systematically analyzed and interpreted in light of the research questions posed in Chapter 1.

The results are organized according to the major variables of the study, beginning with the demographic profile of the teacher-respondents, followed by their perceptions of their principals' leadership styles, and their self-rated levels of performance. This chapter also discusses the differences in perceptions when grouped by demographic variables and examines the relationship between perceived leadership styles and teacher performance. Relevant literature and studies are integrated to support or contrast the findings, providing a deeper understanding of the implications of the results.

Table 1 presents the demographic profile of the 120 teacher-respondents from the public elementary schools in Mangataram District II. In terms of age, the largest group falls within 37–43 years old (32.50%), closely followed by those aged 44–50 (29.20%). This suggests that the teaching workforce in the district is generally mature and likely experienced, which may influence their perspectives on leadership practices and professional expectations. Only a small proportion (6.70%) are aged 51 and above, indicating fewer teachers nearing retirement age.

**Table 1**  
**Demographic Profile of Respondents**  
 n=120

Profile Variable	Frequency	Percentage
<b>Age</b>		
23-29 years old	12	10.00
30-36 years old	26	21.70
37-43 years old	39	32.50
44-50 years old	35	29.20
51 years old and above	8	6.70
<b>Sex</b>		
Male	42	35.00
Female	78	65.00
<b>Length of Teaching</b>		
1-5 years	6	5.00
6-10 years	22	18.30
11-15 years	46	38.30
16 years and above	46	38.30
<b>Educational Attainment</b>		
Bachelor's Degree	23	19.20
with MA units	34	28.30
Master's Degree	51	42.50
with Phd/EdD units	7	5.80
Doctoral Degree	5	4.20
<b>Teaching Position</b>		
Teacher I	32	26.70
Teacher III	65	54.20
Master Teacher I-III	23	19.20

As to sex, a substantial majority of the respondents are female (65.00%), reflecting the common trend in the Philippine elementary education sector where teaching is often female-dominated. This gender distribution might also shape perceptions of leadership styles, as different studies have suggested that gender dynamics can influence communication and supervisory relationships in schools.

Regarding length of teaching experience, a significant portion have been in the service for more than a decade, with 38.30% each teaching for 11-15 years and 16 years and above. This denotes a highly experienced group of teachers who are likely familiar with various leadership styles and their impacts over time. On the other hand, only 5.00% have been teaching for 1-5 years, suggesting a relatively small proportion of novice teachers in the district.

For educational attainment, the majority hold advanced qualifications. Most notably, 42.50% possess a Master's degree, while 28.30% have earned units toward a master's degree. Only a combined 10% have pursued doctoral studies, whether through completed degrees or with doctoral units. This high level of educational qualification implies a professionally motivated teaching force that values continuous learning, which could translate to higher expectations for instructional leadership and support from school heads.

In terms of teaching position, more than half (54.20%) are Teacher III, indicating a senior level among classroom teachers. Meanwhile, 26.70% are Teacher I and 19.20% are Master Teachers (I-III). This distribution shows a concentration of teachers who have advanced in rank, potentially shaping their needs for leadership that fosters professional growth, provides meaningful delegation, and encourages collaboration.

These findings suggest that leadership styles in Mangatarem District II must be responsive to a predominantly female, experienced, and highly qualified teaching force. Principals may need to employ leadership approaches that recognize and harness teachers' expertise, provide opportunities for shared decision-making, and sustain motivation through professional recognition and growth. Moreover, leadership strategies that are inclusive and adaptive to the maturity and educational backgrounds of the staff could enhance both teacher satisfaction and performance, ultimately benefiting learner outcomes.

**Table 2**  
**Perceived Leadership Styles of Elementary School Principals in Mangatarem District II**

Leadership Styles	Weighted Mean	Descriptive Equivalent
A. Transformational Leadership	3.98	Agree
B. Transactional Leadership	3.63	Agree
C. Laissez-Faire Leadership	1.53	Strongly Agree

**Legend:**

- 4.21-5.00=Strongly Agree
- 3.41-4.20=Agree
- 2.61-3.40=Moderately Agree
- 1.81-2.60=Disagree
- 1.00-1.80=Strongly Disagree

Table 2 presents the perceptions of teachers regarding the leadership styles of their school principals in the public elementary schools of Mangataram District II. The data show that among the three leadership styles examined, transformational leadership obtained the highest weighted mean of 3.98, interpreted as “Agree.” This indicates that teachers generally perceive their principals as exhibiting transformational leadership behaviors, such as inspiring a shared vision, encouraging innovation, and supporting professional growth. This finding underscores the presence of leadership practices that motivate teachers to exceed routine expectations and embrace continuous improvement.

Transactional leadership followed with a weighted mean of 3.63, also falling under the “Agree” category. This suggests that principals are likewise perceived to uphold transactional practices, such as setting clear expectations, monitoring outcomes, and providing rewards or corrective actions when necessary. This blend of transformational and transactional styles may reflect a balanced leadership approach that emphasizes both inspiration and accountability.

Interestingly, laissez-faire leadership received the lowest weighted mean of 1.53, interpreted as “Strongly Disagree.” This means teachers generally do not perceive their principals as exhibiting a hands-off or indifferent leadership style. It implies that school heads are viewed as actively engaged in school operations and decision-making, rather than avoiding responsibility or leaving staff entirely on their own.

These findings suggest that principals in Mangataram District II are largely characterized by proactive and supportive leadership styles, with strong tendencies toward transformational and transactional practices. This environment is likely conducive to fostering teacher motivation, professional engagement, and collaboration. The minimal perception of laissez-faire leadership is particularly positive, as research indicates that passive or avoidant leadership can negatively affect teacher morale and school performance. Thus, maintaining and further enhancing transformational and transactional leadership behaviors could continue to strengthen teacher performance and ultimately improve student learning outcomes.

**Table 3**  
**Level of Teachers’ Performance**

<b>Performance Indicators</b>	<b>Weighted Mean</b>	<b>Rank</b>	<b>Descriptive Equivalent</b>
I demonstrate mastery of the subject matter.	4.67	9	Very High
I use appropriate and varied teaching strategies.	4.75	7	Very High
I assess students regularly and provide timely feedback.	4.78	5	Very High
I maintain accurate and updated learner records.	4.86	1	Very High
I participate in school-based training and LAC sessions.	4.76	6	Very High
I maintain a positive learning environment in the classroom.	4.79	4	Very High
I engage parents and stakeholders in the learning process.	4.80	3	Very High
I show punctuality and professionalism in all teaching duties.	4.85	2	Very High
I contribute to school improvement projects or committees.	4.74	8	Very High
I comply with all required reports and deadlines.	4.63	10	Very High
<b>Average Mean</b>	<b>4.76</b>		<b>Very High</b>

**Legend:**

- 4.21-5.00=Very High
- 3.41-4.20=High
- 2.61-3.40=Moderate
- 1.81-2.60=Low
- 1.00-1.80=Very Low

Table 3 presents the level of teachers’ performance in the public elementary schools of Mangataram District II, as measured by various key performance indicators. The data reveal an overall weighted mean of 4.76, described as “Very High,” indicating that teachers in the district consistently perceive themselves as demonstrating excellent performance across their professional responsibilities.

Among the indicators, maintaining accurate and updated learner records emerged as the highest-rated item with a weighted mean of 4.86, followed closely by showing punctuality and professionalism in all teaching duties at 4.85. These results suggest that teachers place great importance on administrative compliance and the ethical execution of their roles, reflecting a strong commitment to organizational standards.

Engaging parents and stakeholders (4.80), maintaining a positive learning environment (4.79), and regularly assessing students with timely feedback (4.78) also ranked among the top indicators. This underscores the teachers’ dedication not only to delivering content but also to fostering supportive relationships and promoting student well-being.

Meanwhile, indicators such as contributing to school improvement projects or committees (4.74) and complying with all required reports and deadlines (4.63) received slightly lower, yet still “Very High,” ratings. Notably, demonstrating mastery of the subject matter recorded the lowest mean among the items (4.67), though it still falls comfortably within the “Very High” category, indicating consistently excellent perceptions across all domains.

The uniformly very high levels of teacher performance suggest a professional culture marked by diligence, accountability, and a strong sense of mission. These findings imply that teachers in Mangatarem District II not only uphold instructional quality but also actively support broader school initiatives and compliance requirements. Such high levels of performance could be attributed to supportive leadership, collaborative school environments, and the teachers’ intrinsic motivation to uphold the standards set by the Department of Education. This environment is likely to have positive ripple effects on learner achievement and overall school effectiveness.

**Table 4.1**

**Significant Difference in the Teachers’ Perceptions of Elementary School Principals’ Leadership Styles When Grouped According to Age**

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	67.83	4	16.96	130.189	.001
Within Groups	11.42	115	.099		
Total	79.25	119			
Between Groups	85.49	4	21.372	217.592	.001
Within Groups	14.29	115	.124		
Total	99.78	119			
Between Groups	28.96	4	7.24	69.264	.001
Within Groups	12.31	115	.107		
Total	41.27	119			

*Significant at .05*

Table 4.1 presents the analysis of variance (ANOVA) results on the significant differences in teachers’ perceptions of their elementary school principals’ leadership styles when grouped according to age. The data reveal that across all three leadership styles, transformational, transactional, and laissez-faire, there are statistically significant differences in perceptions among teachers belonging to different age groups.

For transformational leadership, the computed F value is 130.189 with a significance level (p-value) of .001, which is well below the alpha level of .05, indicating a highly significant difference. Similarly, for transactional leadership, the F value is 217.592 with a p-value of .001, also denoting a significant variation in perceptions across age groups. In the case of laissez-faire leadership, the F value stands at 69.264, again with a p-value of .001, reinforcing that perceptions differ significantly by age.

These findings imply that the way teachers perceive the leadership styles of their school principals varies meaningfully with their age. Older and younger teachers may have differing expectations, experiences, and interpretations of leadership behaviors, which could influence how they rate or assess their principals’ leadership styles. This suggests the need for school leaders to consider age-related perspectives and possibly tailor their approaches to better resonate with teachers at different stages of their professional and personal lives.

**Table 4.2**

**Significant Difference in the Teachers’ Perceptions of Elementary School Principals’ Leadership Styles When Grouped According to Sex**

Leadership Styles	Sex	Mean	SD	t-value
<b>A. Transformational Leadership</b>	Male	4.81	.388	12.64
	Female	3.53	.598	14.26
<b>B. Transactional Leadership</b>	Male	4.53	.409	11.59
	Female	3.15	.714	13.58
<b>C. Laissez-Faire Leadership</b>	Male	1.02	.123	-9.99
	Female	1.79	.483	-12.85

*Significant at .05*

Table 4.2 displays the results on the significant difference in teachers’ perceptions of elementary school principals’ leadership styles when grouped according to sex. The findings reveal notable differences in how male and female teachers perceive their principals’ leadership styles across all three dimensions: transformational, transactional, and laissez-faire.

For transformational leadership, male teachers reported a higher mean perception (M = 4.81, SD = .388) compared to female teachers (M = 3.53, SD = .598). The high t-values (12.64 and 14.26, both significant at the .05 level) indicate that this difference is statistically significant. Similarly, under transactional leadership, male teachers also rated their principals more favorably (M = 4.53, SD = .409) than their female counterparts (M = 3.15, SD = .714), with t-values (11.59 and 13.58) again confirming the significance of these differences.

In contrast, for laissez-faire leadership, the pattern is reversed. Male teachers reported much lower mean perceptions (M = 1.02, SD = .123) than female teachers (M = 1.79, SD = .483), with negative t-values (-9.99 and -12.85) showing that male teachers perceive their principals as less likely to exhibit laissez-faire behaviors. This significant difference suggests that female teachers may be more sensitive to, or more aware of, leadership styles characterized by a lack of involvement or delayed decision-making.

These results imply that perceptions of leadership styles are influenced by the sex of the teacher-respondents. Male teachers generally view their principals as more transformational and transactional, while female teachers tend to perceive more laissez-faire

tendencies. This underscores the importance for school leaders to be mindful of how their leadership behaviors may be differently interpreted by male and female teachers, potentially shaping their motivation and performance in distinct ways.

**Table 4.3**

**Significant Difference in the Teachers’ Perceptions of Elementary School Principals’ Leadership Styles When Grouped According to Length of Service**

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	58.42	3	19.47	109.252	.001
Within Groups	20.83	116	.179		
Total	79.25	119			
Between Groups	79.09	3	26.364	153.216	.001
Within Groups	20.69	116	.178		
Total	99.78	119			
Between Groups	24.15	3	8.049	51.93	.001
Within Groups	17.12	116	.148		
Total	41.27	119			

*Significant at .05*

Table 4.3 presents the results on the significant difference in teachers’ perceptions of elementary school principals’ leadership styles when grouped according to length of service. The data reveal that there are statistically significant differences across all three leadership styles—transformational, transactional, and laissez-faire—when teachers are grouped by their years of teaching experience.

For transformational leadership, the analysis shows an F-value of 109.252 ( $p = .001$ ), indicating that perceptions significantly differ based on length of service. Teachers with varying years in the profession perceive their principals’ transformational behaviors differently, perhaps reflecting shifts in expectations or experiences gained over time. Similarly, under transactional leadership, the results yielded an even higher F-value of 153.216 ( $p = .001$ ), again pointing to a strong influence of teaching experience on how teachers assess their principals’ use of rewards, monitoring, and corrective actions.

Regarding laissez-faire leadership, the F-value of 51.93 ( $p = .001$ ) likewise signifies significant differences across groups. This suggests that more experienced teachers might be more critical or more attuned to passive leadership behaviors such as lack of involvement or delayed decision-making, compared to their less experienced counterparts.

These findings imply that teachers’ length of service shapes how they perceive and evaluate their principals’ leadership styles. School leaders may need to consider these differences to ensure that their leadership approaches effectively resonate with teachers at different stages in their careers, fostering a supportive and motivating work environment for all.

**Table 4.4**

**Significant Difference in the Teachers’ Perceptions of Elementary School Principals’ Leadership Styles When Grouped According to Educational Attainment**

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	58.80	4	14.70	82.770	.001
Within Groups	20.44	115	.178		
Total	79.24	119			
Between Groups	77.88	4	19.47	102.923	.001
Within Groups	21.90	115	.190		
Total	99.78	119			
Between Groups	28.99	4	12.08	98.404	.001
Within Groups	12.28	115	.107		
Total	41.27	119			

*Significant at .05*

Table 4.4 shows the analysis of the significant difference in teachers’ perceptions of elementary school principals’ leadership styles when grouped according to educational attainment. The findings indicate that there are statistically significant differences across all three leadership styles—transformational, transactional, and laissez-faire—depending on the teachers’ highest educational qualifications.

For transformational leadership, the data reveal an F-value of 82.770 ( $p = .001$ ), signifying that teachers’ perceptions of their principals’ inspirational and supportive leadership behaviors vary notably based on their educational attainment. Likewise, under transactional leadership, an F-value of 102.923 ( $p = .001$ ) was recorded, pointing to substantial differences in how teachers with different academic backgrounds perceive leadership practices involving rewards, performance monitoring, and adherence to rules.

In the case of laissez-faire leadership, the results also show a significant difference, with an F-value of 98.404 ( $p = .001$ ). This implies that teachers’ educational attainment influences how they view passive leadership traits such as avoidance of decision-making or lack of feedback. Those with higher degrees may hold higher expectations for active leadership and thus be more critical of laissez-faire tendencies.

These results suggest that teachers’ perceptions of their principals’ leadership styles are shaped by their levels of educational attainment. This highlights the need for school leaders to be mindful of how their leadership approaches may be interpreted differently by teachers with diverse educational backgrounds, ensuring that they effectively address the varying needs and expectations within their teaching staff.

**Table 4.5**  
**Significant Difference in the Teachers’ Perceptions of Elementary School Principals’ Leadership Styles When Grouped According to Teaching Position**

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65.56	2	32.78	372.635	.001
Within Groups	13.68	117	.117		
Total	79.25	119			
Between Groups	72.63	2	36.32	166.204	.001
Within Groups	27.15	117	.232		
Total	99.78	119			
Between Groups	24.00	2	12.00	165.975	.001
Within Groups	17.27	117	.148		
Total	41.27	119			

Significant at .05

Table 4.5 presents the analysis of the significant difference in teachers’ perceptions of elementary school principals’ leadership styles when grouped according to teaching position. The results show highly significant differences across all three leadership styles—transformational, transactional, and laissez-faire—when teachers are categorized by their current ranks or designations.

For transformational leadership, an exceptionally high F-value of 372.635 ( $p = .001$ ) indicates that perceptions vary greatly among Teacher I, Teacher II/III, and Master Teacher positions. This suggests that teachers’ expectations and experiences regarding inspirational, supportive, and growth-oriented leadership are strongly influenced by their level in the teaching hierarchy.

Similarly, under transactional leadership, the data reveal an F-value of 166.204 ( $p = .001$ ), signifying that perceptions on aspects such as clear expectations, rewards, and corrective actions also differ significantly by teaching position. Teachers occupying higher ranks might view transactional practices differently due to their broader roles and professional experiences.

In terms of laissez-faire leadership, an F-value of 165.975 ( $p = .001$ ) highlights substantial differences among teaching positions in how they perceive passive or avoidant leadership behaviors. Those in advanced positions may be more critical of a hands-off leadership approach, expecting more active involvement and support from school heads.

These findings underscore that teachers’ perceptions of their principals’ leadership styles are deeply influenced by their own professional rank. This insight is vital for school leaders, who must recognize and adapt their leadership practices to address the diverse expectations and needs of teachers at different stages of their careers, thereby fostering a more supportive and cohesive work environment.

Table 5.1 presents the relationship between the leadership styles of elementary school principals—specifically transformational leadership—and the performance of teachers across various key indicators. The table shows the computed correlation statistics between each aspect of teacher performance and transformational leadership, all of which reveal a strong positive relationship.

The highest correlation is observed between transformational leadership and maintaining a positive learning environment in the classroom ( $r = .808$ ), followed closely by using appropriate and varied teaching strategies ( $r = .802$ ) and engaging parents and stakeholders in the learning process ( $r = .784$ ). These results indicate that when principals demonstrate visionary, supportive, and inspiring leadership, teachers are more likely to foster conducive learning atmospheres, adopt diverse instructional methods, and actively involve the community in educational activities.

**Table 5.1**  
**Relationship Between the Leadership Styles of Elementary School Principals and the Performance of Teachers**

Leadership Styles	Performance of Teachers	Statistics	Decision
<b>A. Transformational Leadership</b>	I demonstrate mastery of the subject matter.	.790	Significant
	I use appropriate and varied teaching strategies.	.802	Significant
	I assess students regularly and provide timely feedback.	.740	Significant
	I maintain accurate and updated learner records.	.735	Significant
	I participate in school-based training and LAC sessions.	.747	Significant
	I maintain a positive learning environment in the classroom.	.808	Significant
	I engage parents and stakeholders in the learning process.	.784	Significant
	I show punctuality and professionalism in all teaching duties.	.747	Significant
	I contribute to school improvement projects or committees.	.777	Significant
	I comply with all required reports and deadlines.	.763	Significant

Strong positive relationships are also evident in how transformational leadership correlates with teachers' punctuality and professionalism ( $r = .747$ ), participation in school-based training and LAC sessions ( $r = .747$ ), and regular assessment with timely feedback ( $r = .740$ ). This underscores that when principals promote growth and recognize individual contributions, teachers are more motivated to engage in professional development, adhere to high standards of work ethics, and ensure instructional accountability.

Moreover, transformational leadership is significantly correlated with maintaining accurate learner records ( $r = .735$ ) and compliance with required reports and deadlines ( $r = .763$ ), suggesting that supportive leadership fosters diligence and organizational commitment among teachers. The correlations with demonstrating mastery of subject matter ( $r = .790$ ) and contributing to school improvement projects ( $r = .777$ ) further illustrate that transformational practices of school heads inspire teachers not only to excel in their academic content but also to actively participate in advancing school initiatives.

The decision column, showing all relationships as "Significant," indicates that these correlations are statistically meaningful at the set level of significance. Overall, these findings highlight that the transformational leadership style of principals plays a crucial role in enhancing the multifaceted performance of teachers, affirming the importance of visionary and empowering leadership in driving educational quality.

Table 5.2 illustrates the relationship between the transactional leadership style of elementary school principals and the performance of teachers across various indicators. The correlation coefficients indicate a consistently positive and significant relationship between transactional leadership practices and teacher performance.

**Table 5.2**

**Relationship Between the Leadership Styles of Elementary School Principals and the Performance of Teachers**

Leadership Styles	Performance of Teachers	Statistics	Decision
<b>B. Transactional Leadership</b>	I demonstrate mastery of the subject matter.	.707	Significant
	I use appropriate and varied teaching strategies.	.704	Significant
	I assess students regularly and provide timely feedback.	.661	Significant
	I maintain accurate and updated learner records.	.664	Significant
	I participate in school-based training and LAC sessions.	.680	Significant
	I maintain a positive learning environment in the classroom.	.695	Significant
	I engage parents and stakeholders in the learning process.	.663	Significant
	I show punctuality and professionalism in all teaching duties.	.658	Significant
	I contribute to school improvement projects or committees.	.668	Significant
	I comply with all required reports and deadlines.	.675	Significant

Among the performance indicators, the highest correlation is found between transactional leadership and demonstrating mastery of the subject matter ( $r = .707$ ) as well as using appropriate and varied teaching strategies ( $r = .704$ ). This suggests that when principals provide clear expectations, monitor performance closely, and use contingent rewards or corrective actions, teachers are more likely to exhibit high levels of content mastery and instructional diversity.

Similarly, transactional leadership shows substantial correlations with maintaining a positive learning environment in the classroom ( $r = .695$ ), participating in school-based training and LAC sessions ( $r = .680$ ), and complying with all required reports and deadlines ( $r = .675$ ). These findings imply that through structured supervision and performance-based incentives, principals can drive teachers to uphold discipline, engage in continuous learning, and meet administrative requirements.

Moderately strong correlations are also observed with teachers' assessment practices and feedback ( $r = .661$ ), maintaining accurate learner records ( $r = .664$ ), engaging parents and stakeholders ( $r = .663$ ), showing punctuality and professionalism ( $r = .658$ ), and contributing to school improvement projects ( $r = .668$ ). These results affirm that the transactional leadership approach, which emphasizes task completion and adherence to standards, positively influences various aspects of teacher performance.

All relationships are marked as "Significant," indicating that the correlations are statistically meaningful at the set level of significance. Overall, these findings suggest that while transactional leadership may not evoke the same depth of inspiration or innovation as transformational leadership, it remains an effective leadership style in promoting teacher accountability, procedural compliance, and consistent delivery of quality education.

**Table 5.3**  
**Relationship Between the Leadership Styles of Elementary School Principals and the Performance of Teachers**

Leadership Styles	Performance of Teachers	Statistics	Decision
C. Laissez-Faire Leadership	I demonstrate mastery of the subject matter.	.557	Significant
	I use appropriate and varied teaching strategies.	.570	Significant
	I assess students regularly and provide timely feedback.	.531	Significant
	I maintain accurate and updated learner records.	.531	Significant
	I participate in school-based training and LAC sessions.	.537	Significant
	I maintain a positive learning environment in the classroom.	.543	Significant
	I engage parents and stakeholders in the learning process.	.518	Significant
	I show punctuality and professionalism in all teaching duties.	.525	Significant
	I contribute to school improvement projects or committees.	.531	Significant
	I comply with all required reports and deadlines.	.534	Significant

Table 5.3 presents the data on the relationship between the laissez-faire leadership style of elementary school principals and the performance of teachers across different indicators. The correlation coefficients reveal that although the relationships are significant, they are relatively weaker compared to those associated with transformational and transactional leadership styles.

The highest correlations are observed between laissez-faire leadership and the use of appropriate and varied teaching strategies ( $r = .570$ ) and demonstrating mastery of the subject matter ( $r = .557$ ). This suggests that even in contexts where principals adopt a hands-off approach, teachers may still strive to diversify their instructional methods and deepen their content expertise, possibly due to intrinsic motivation or professional norms.

Moderate positive correlations are also seen with maintaining a positive learning environment in the classroom ( $r = .543$ ), participating in school-based training and LAC sessions ( $r = .537$ ), and complying with required reports and deadlines ( $r = .534$ ). These indicate that teachers continue to uphold responsibilities and contribute to school functions, though perhaps more out of personal commitment than direct supervisory influence.

Meanwhile, slightly lower but still significant correlations appear in areas such as regular assessment and timely feedback ( $r = .531$ ), maintaining accurate learner records ( $r = .531$ ), contributing to school improvement projects ( $r = .531$ ), engaging parents and stakeholders ( $r = .518$ ), and demonstrating punctuality and professionalism ( $r = .525$ ).

All correlation coefficients are labeled as “Significant,” signifying that the relationships are statistically meaningful. However, the generally lower magnitudes imply that the laissez-faire leadership style—characterized by minimal direction, limited supervision, and avoidance of decision-making—does not exert as strong a positive influence on teacher performance as the other leadership styles examined.

These findings reveal that while teachers may still perform at acceptable levels under a laissez-faire leadership climate, their optimal performance tends to be better supported by more engaged and directive leadership styles. It underscores the importance of proactive leadership in fostering higher levels of teacher effectiveness and school improvement.

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The teacher-respondents of the study came from diverse demographic backgrounds. In terms of age, a majority were within the 31 to 40 years old bracket, reflecting a workforce that is generally young to mid-career. Most of the respondents were female, highlighting the continued dominance of women in the elementary teaching profession. As for their length of teaching experience, many had already rendered 11 to 20 years of service, indicating that the schools are largely staffed by experienced educators. Regarding educational attainment, a considerable number had earned units toward a master’s degree, while others were either bachelor’s degree holders or had completed graduate studies, suggesting a teaching force that is continually pursuing professional growth. Lastly, in terms of teaching position, most of the respondents held ranks from Teacher I to Teacher III, with fewer occupying higher or specialized positions, which is typical in the organizational structure of elementary schools.

The teachers generally agreed that their principals practiced both transformational ( $WM = 3.98$ ) and transactional ( $WM = 3.63$ ) leadership styles. However, they strongly disagreed ( $WM = 1.53$ ) that their principals exhibited laissez-faire leadership. This suggests that school leaders were viewed as actively engaged and either motivating through vision and support or managing through structured rewards and corrective measures.

The level of teacher performance was found to be very high, with an overall weighted mean of 4.76. Among the performance indicators, maintaining accurate and updated learner records, punctuality and professionalism, and engagement of parents and stakeholders received the highest mean ratings, while compliance with required reports and deadlines, although still very high, ranked the lowest among the indicators.

The study further revealed that there were significant differences in the teachers' perceptions of their principals' leadership styles when these perceptions were analyzed based on the respondents' demographic profile. Specifically, teachers' views on their principals' transformational, transactional, and laissez-faire leadership styles significantly varied when grouped according to age, sex, length of teaching experience, educational attainment, and teaching position. This suggests that personal and professional characteristics influence how teachers interpret and respond to the leadership approaches of their school heads, underlining the importance of considering these factors in leadership practices within schools.

There was a significant positive relationship between the principals' leadership styles and the performance of teachers across all dimensions. Transformational leadership had the strongest correlations with various aspects of teacher performance (ranging from .735 to .808), followed by transactional leadership (.658 to .707), and lastly laissez-faire leadership, though still significant, with more modest correlations (.518 to .570). This indicates that more proactive and supportive leadership styles were associated with higher levels of teacher effectiveness.

## Conclusions

Based on the findings of the study, several important conclusions can be drawn. The teaching workforce in the public elementary schools of Mangatarem District II is predominantly composed of experienced female teachers in their early to mid-career stages, many of whom continue to advance professionally by pursuing graduate studies. This diverse demographic profile provides a rich context for understanding perceptions of school leadership.

Teachers generally perceive their principals as practicing transformational and transactional leadership styles to a high degree, while the laissez-faire style was perceived to be very minimal. This indicates that school leaders in the district largely employ proactive and supportive approaches in guiding their teachers and managing school operations.

Moreover, the level of teacher performance across various professional indicators was found to be very high, suggesting that the schools in Mangatarem District II benefit from a dedicated and competent teaching workforce.

The study also concluded that teachers' perceptions of their principals' leadership styles significantly differ when analyzed according to their demographic characteristics. This highlights the nuanced ways in which individual backgrounds and experiences shape how teachers interpret leadership behaviors.

Finally, a strong and significant relationship exists between the leadership styles of school principals—particularly transformational and transactional—and the performance of teachers. This underscores the critical role of effective leadership in fostering high levels of teacher performance, which ultimately contributes to the achievement of educational goals in the district.

## Recommendations

Considering the study's conclusions, several actionable recommendations are put forward. School principals in Mangatarem District II are encouraged to continue enhancing their transformational and transactional leadership practices by providing more opportunities for teacher mentoring, recognizing outstanding performance, and fostering an environment of collaboration and innovation. Since leadership styles were found to significantly influence teacher performance, principals should be given regular leadership development programs and workshops that focus on effective communication, motivation, and instructional supervision.

Teachers, on their part, are encouraged to sustain their high level of performance by actively engaging in professional development activities and maintaining strong partnerships with stakeholders to further enrich the learning environment. Given the differences in leadership perceptions across demographic groups, principals may also consider adopting more tailored approaches that address the unique needs and expectations of teachers based on their age, experience, and professional standing.

Finally, the Schools Division Office might look into designing policies or support mechanisms that promote continuous leadership and teaching excellence, such as recognizing best leadership practices and incentivizing teachers who pursue further studies. Future researchers are also recommended to explore other factors influencing teacher performance, or to conduct similar studies in different contexts to broaden the understanding of leadership's impact on education.

## APPENDIX Questionnaire

### Part I – Demographic Profile of the Teacher-Respondents

Please provide the following information:

- Age:
  - 23–29 years old
  - 30–36 years old
  - 37–43 years old
  - 44–50 years old
  - 51 years old and above
- Sex:
  - Male     Female
- Length of Teaching Experience:
  - 1–5 years     6–10 years     11–15 years     16 years and above
- Educational Attainment:
  - Bachelor's Degree     With MA units     Master's Degree     With PhD/EdD units     Doctoral Degree

5. Teaching Position:

- Teacher I     Teacher II     Teacher III     Master Teacher I/II/III     Others: \_\_\_\_\_

**Part II – Perceived Leadership Style of Your School Principal**

*Instructions: Please rate the extent to which you agree with the following statements about your school principal.*

**Scale:**

- 5 – Strongly Agree  
 4 – Agree  
 3 – Neutral  
 2 – Disagree  
 1 – Strongly Disagree

**A. Transformational Leadership**

No.	Statement	1	2	3	4	5
1	My principal inspires me with a clear vision.					
2	My principal encourages innovation and creativity.					
3	My principal leads by example.					
4	My principal provides individual support and recognition.					
5	My principal promotes professional growth and development.					

**B. Transactional Leadership**

No.	Statement	1	2	3	4	5
6	My principal sets clear performance expectations.					
7	My principal rewards good performance.					
8	My principal monitors and addresses poor performance.					
9	My principal makes decisions based on policies and procedures.					
10	My principal uses corrective actions when needed.					

**C. Laissez-Faire Leadership**

No.	Statement	1	2	3	4	5
11	My principal avoids getting involved in day-to-day matters.					
12	My principal gives complete freedom to staff.					
13	My principal delays decisions unnecessarily.					
14	My principal seldom gives feedback or direction.					
15	My principal is unclear about expectations.					

**Part III – Self-Rated Teacher Performance**

*Instructions: Please rate your level of performance based on your usual classroom practices and work output.*

**Scale:**

- 5 – Very High  
 4 – High  
 3 – Moderate  
 2 – Low  
 1 – Very Low

No.	Performance Indicators	1	2	3	4	5
1	I demonstrate mastery of the subject matter.					
2	I use appropriate and varied teaching strategies.					
3	I assess students regularly and provide timely feedback.					
4	I maintain accurate and updated learner records.					
5	I participate in school-based training and LAC sessions.					
6	I maintain a positive learning environment in the classroom.					
7	I engage parents and stakeholders in the learning process.					
8	I show punctuality and professionalism in all teaching duties.					
9	I contribute to school improvement projects or committees.					
10	I comply with all required reports and deadlines.					

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