

Teachers' Perceptions of School Heads' Leadership Styles: A Basis for Enhancing the Teaching-Learning Process

Danilo G. Tan

Dr. Gloria D. Lacson Foundation Colleges, Inc.

dgtan.clsu@gmail.com

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ABSTRACT

As a teacher and future school leader, I was motivated to undergo this study because it discerns how teachers perceive leadership styles. This study provides a voice to educators, allowing them to share insights into how administrative approaches support or hinder their work. This empowerment can lead to more collaborative relationships between school heads and colleagues. The findings of this research can serve as the foundation for developing targeted training and development programs for school leaders. The descriptive-correlational research design, which was utilized to link the two variables, were used in the study. The research locale was 90 instructors of Dr. Gloria D. Lacson Foundation Colleges, Inc., who served as the respondents. The study was conducted during the School Year 2024-2025.

The majority of the respondents were 31 to 40 years old, female, with 11 years and above of teaching experience, had bachelor's degrees, and specialized in general education. The school heads have strong dominant leadership styles in terms of supervisory and leadership style, administrative leadership style, and instructional leadership style. The profile variables of the elementary school teachers do not affect their perception of the dominant leadership styles of school heads. The higher the supervisory and leadership styles of the school heads, the higher their administrative and instructional leadership styles are.

Keywords: *teachers' discernment, of school heads' leadership style, teaching-learning process, administrative style, instructional leadership style, dominant leadership style*

INTRODUCTION

The quality of education delivered in schools is greatly influenced by the effectiveness of leadership exercised by school heads. School leaders play a vital role in creating a positive learning environment, supporting teachers, implementing educational policies, and ensuring that instructional goals are achieved. Their leadership styles affect not only the administrative functions of the school but also the motivation, performance, and professional growth of teachers. As educational institutions continue to face challenges brought about by changing educational demands, technological advancements, and diverse learner needs, effective leadership has become increasingly important in enhancing the teaching-learning process.

Leadership in educational settings encompasses various styles, including transformational, transactional, democratic, autocratic, and laissez-faire leadership. Each style influences teachers differently and may affect their job satisfaction, commitment, instructional practices, and overall effectiveness in the classroom. Teachers, as the primary implementers of the curriculum, directly experience the leadership approaches of school heads. Consequently, their perceptions provide valuable insights into how leadership practices contribute to or hinder the achievement of educational goals.

Recent studies have emphasized the significance of school leadership in promoting teacher effectiveness and student achievement. For instance, Hallinger and Wang (2023) highlighted that instructional and transformational leadership continue to be among the most influential leadership approaches in improving school performance and fostering teacher development. Their findings suggest that school leaders who actively support instructional improvement, encourage collaboration, and promote professional learning contribute positively to educational outcomes. Similarly, a study by Liu, Bellibaş, and Gümüş (2023) found that teachers who perceived their school leaders as supportive and transformational demonstrated higher levels of organizational commitment and instructional engagement.

Despite the growing body of literature on educational leadership, a gap remains in understanding how teachers perceive the leadership styles of school heads within specific institutional contexts. While numerous studies have examined the relationship between leadership and school effectiveness, fewer studies have focused on teachers' perceptions as a basis for improving the teaching-learning process, particularly in local educational settings. Moreover, leadership practices may vary depending on organizational culture, institutional policies, and contextual factors, making it necessary to investigate these perceptions within a particular school environment.

The need for this study arises from the recognition that teachers' perceptions of leadership styles can provide meaningful feedback regarding the strengths and areas for improvement in school leadership practices. Understanding these perceptions may help school administrators identify leadership behaviors that positively influence teacher performance and instructional quality. Furthermore, the findings may serve as a basis for designing leadership enhancement programs, professional development initiatives, and policy interventions aimed at strengthening the teaching-learning process.

Given the important role of school heads in shaping educational outcomes, it is essential to examine how teachers perceive their leadership styles and how these perceptions may contribute to instructional improvement. Therefore, this study entitled "Teachers' Perceptions of School Heads' Leadership Styles: A Basis for Enhancing the Teaching-Learning Process" seeks to assess the leadership styles exhibited by school heads as perceived by teachers and to provide recommendations that may support the continuous improvement of educational leadership and instructional effectiveness.

Literature Review

Leadership Styles

Autocratic Leadership Style

Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates to participate in policy making (John *et. al* 2016).

Yukl (2015) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision-making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effectively strange, especially when the leader is short on time and when followers are not productive. Autocratic-self-defense is a leader who insights things done his own way without the goal of the organization or without recourse to the organization pattern laid down. Authoritarian or autocratic-nomothetic style is a leader who stresses the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group.

Instructional Leadership Style

Instructional leadership style is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role. However, the concept of instructional leadership is recently stretched out to include more distributed models which emphasize distributed and shared empowerment among school staff, for example distributed leadership, shared leadership, and transformational leadership.

The concept of instructional leadership emerged and developed in the United States within the effective school movement of the 1980s. The research resulting from this movement revealed that a principal is critical to success in children's learning within poor urban elementary schools. (Hallinger 2009). This research revealed that the personality characteristics of the ideal principal are strong mindedness, directness, top-down management and charisma.

During the 2020s, a strong instructional leadership model was still at the center of the educational leadership discussion, because of its effectiveness in the schools. However, since then this concept has been criticized for focusing too much on the individual principal's heroic role. As a result, the scholars started to explore leadership models to supplement these critics and point out the distributed nature of instructional leadership, such as transformational leadership, teacher leadership, shared leadership, and distributed leadership, all of which understand educational leadership as broader perspectives practice that includes school communities (Spillane, 2015). Moreover, the accountability movement of the 21st century sheds new light on instructional leadership, since this paradigm puts more emphasis on the learning outcomes for students, (Halverson *et al.* 2006).

Researchers have further defined instructional leadership to include different approaches. First, the concept of instructional leadership could be divided into an "exclusive" and an 'inclusive' approach. Researchers who count instructional leadership as "exclusive" regard the principal as the sole holder of responsibility when it comes to setting goals for the school, supervision, and in developing instruction that enhances academic achievement. This perspective tends to focus only on the role of principals as instructional leaders (e.g., Hallinger & Murphy, 2015).

However, other researchers have recently expanded the concept of instructional leadership to include not only principals, but also other school staff. They take an "inclusive" approach to instructional leadership. Especially, (Marks and Printy 2019) have pointed out the importance of the collaboration between principals and teachers to develop curriculum and instruction for improving pupils' performance. Thus, they conceptualized this inclusive approach as "shared instructional leadership" and understood the role of principals as that of "leaders of instructional leaders". (Hallinger 2019) has argued the transformational leadership approach, in which leadership is shared with school staff; this approach is said to empower staff. Transformational leadership is a good supplement to the instructional leadership approach that focuses solely on principals and top-down strategies. For this reason, Hallinger has proposed the integration of instructional and transformational leadership approaches.

Second, researchers have classified modes of instructional leadership according to "direct" and "indirect" activities. The former is considered a "narrow" mode and the latter a "broad" mode of instructional leadership. This distinction is since a direct perspective focuses only on immediate actions related to instruction, such as classroom observation and curriculum development, whereas an indirect perspective broadly focuses on indirect activities, such as creating the school climate, as well as direct activities.

Laissez-Faire Leadership Style

Leader with a Laissez-faire leadership style is a leader that has no clear goal and also gives no professional leadership to his group, he has no pattern of working, supervising and initiating notions. Laissez-faire leadership refers to the type that allows free contribution of ideas and opinions without interference by the leader. Obi (2019) argues that such style predisposes to unproductive activities very often and could be detrimental to welfare on the whole schools' principals were therefore, assessed by their subordinate for credible performance based on application of leadership style. Laissez-faire leadership allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply

materials. The leader does not interfere with or participate during events determined by the group Talbert and Milbrey (2019).

Laissez-faire leadership is when leaders are hands off and allow group members to make the decisions. With this style, freedoms are fully determined by group goals, techniques, and working methods. Leaders rarely intervene. Laissez-faire style is described by Hackman and Johnson (2009) as the most effective style, especially where followers are matured and highly motivated.

Transformational Leadership Style

Transformational leadership is a style of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

The concept of transformational leadership was initially introduced by James V. Downton, the first to coin the term "Transformational leadership", a concept further developed by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers make each other advance to a higher level of morality and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Later, researcher Bernard M. Bass expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers.

Bernard (2015) extended the work of Burns (2017) by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming." Bass added to the initial concepts of Burns (2017) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

Transactional Leadership Style

Transactional leadership is a style of leadership that focuses on supervision, organization, and performance; transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments. Unlike transformational leaders, those using the transactional approach are not looking to change the future, they look to keep things the same. Leaders using transactional

leadership as a model pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as for projects that need to be carried out in a specific way.

Within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the lower levels of the hierarchy. Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower-level needs is by stressing specific task performance. Transactional leaders are effective in getting specific tasks completed by managing each portion individually.

Transactional leaders are concerned with processes rather than forward-thinking ideas. Transactional leaders are generally split into three dimensions: contingent reward, management-by-exception: active, and management-by-exception: passive. The type of leader who focuses on contingent reward, also known as contingent positive reinforcement, give rewards when the set goals are accomplished on-time, ahead of time, or to keep subordinates working at a good pace at different times throughout completion. Contingent rewards are also given when the employee engages in any desired behavior. Often, contingent punishments are handed down on a management-by-exception basis, in which the exception is something going wrong. Within management-by-exception, there are active and passive routes. Management-by-exception: active means that the leader continually monitors each subordinate's performance and takes immediate corrective action when something goes wrong. Management-by-exception: passive leaders do not monitor employee performance and wait for serious issues to come up before taking any corrective actions. In addition to the three dimensions of leadership above, another form of transactional leadership is recognized, the laissez-faire dimension. Laissez-faire leadership indicates a lack of leadership and a complete hands-off approach with employees.

Transformational leadership style and students' academic performance

A review of the literature on some of the leadership styles that breed success within educational organizations discovered that transformational leadership was more effective than transactional leadership. Ross & Gray (2006) define transformational leadership as the multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration.

Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences.

Theorists and researchers believe transformational leadership is essential for organizations to improve academic performance.

Ross & Gray (2006) discovered principals are often perceived as accountable for student achievement, but most researchers found that principals have very little direct impact on achievement. The researchers hypothesized that principals indirectly contributed to student achievement through teacher commitment and beliefs about their collective capacity.

Transactional leadership style and students' academic performance

Leadership occurs when mutual interactions exist between leader and their followers in which the leader can affect followers through behaviors such as contingent reward, contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments, Management-by-Exception (active), watches and searches for deviations from rules and standards, takes corrective action and management-by-Exception (passive): Intervenes only if standards are not met Bass & Avolio (2018).

Transactional leadership focuses on monitoring and controlling subordinates (Bass, 2015). It also involves contingent rewards based on the behaviors of subordinate. Transactional leadership encompasses positive exchange of expected performance and rewards between subordinates and leaders (Bono & Judge, 2015; Bass, 2015). Transactional and transformational are two competing leadership paradigms. Transactional leadership has shown to

be effective in achieving short term goals, but transformational leadership is more effective in achieving long term goals (Hautala, 2015).

Transactional leadership Bass (2015) is because of an exchange of relationship between leader and followers. Transactional leadership is grounded in the social exchange theories, which recognize the reciprocal nature of leadership. The transactional leadership process builds upon exchange whereby the leader offers rewards (or threatens punishments) for the performance of desired behaviors and the completion of certain tasks (Bass & Avolio, 2017). The attraction of combinative aspects of leadership behavior lies in its simplicity and its apparent effectiveness in improving followers' satisfaction of the leader. However, much more research is needed to further explore this domain of leadership behavior.

However, these leadership behaviors provide motivation and support to enable the staff to develop their achievement (Nguyen & Mohamed, 2019). In the context of Higher Education Institutions, there seems to be a lack of empirical studies that link leadership behavior of the university leaders to achieve performance (Niles, 2017; Nordin, 2019).

According to Burns, (2017) Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson et al. (2018) asserts that leadership must be aligned with a collective purpose and effective leaders must be judged by their ability to make social changes. He suggests that the role of the leader and follower be united conceptually and that the process of leadership is the interplay of conflict and power. Burns delineates two basic types of leadership: transactional and transformational. Transactional leaders approach followers with the intent to exchange one thing for another, for example, the leaders may reward the hardworking teacher with an increase in budget allowance. On the other hand, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of this leadership is a mutual relationship that converts followers to leaders and leaders into moral agents.

The concept of moral leadership is proposed as a means for leaders to take responsibility for their leadership and to aspire to satisfy the needs of the followers. Burns' position is that leaders are neither born nor made; instead, leaders evolve from a structure of motivation, values, and goals.

Transformational leadership encompasses a change to benefit both the relationship and the resources of those involved. The result is a change in the level of commitment and the increased capacity for achieving the mutual purposes.

Democratic leadership style and students' academic performance

Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve students' academic performance of the schools (Nsubuga, 2008). So, it is through this style of leadership that students can be involved in the maintenance of good academic achievement through their involvement in the organizations' administration. The principal should therefore encourage and recognize the contribution of the members for the school to be successful. In support of this assertion, Dury and Levin (2019) observed that democratic/participation leadership or management style has a potential of improving the student performance.

Democracy is therefore a type of leadership where orders are given after consultation, policies are worked out after discussion, plans are given before asking people to act and there is participation of group in decision making. The outcome of this leadership is better quality of work, members become constructive and work well together and they own up the decisions made. Schools are seen to be humanistic organizations hence to achieve any meaningful success all human components must be involved. Schools are also regarded as social systems whose components are the headteacher, teachers, students, parents, Board of Management, government officers, sponsors, and communities. Therefore, among the three main styles of leadership, democratic styles fit squarely in the school set up as it advocates for inclusion of all players in pursuing the organizational goals.

Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve the performance of the schools (Nsubuga, 2008). Democratic leadership style in secondary school set up is characterized by many attributes. First formation of groups such as students' body, PTA and BOM which should work together on the basis of solidarity, cooperation, integrity and acceptance

of legitimate authority to achieve the schools' goals, (Hoy, 2016). Secondly, the members of the organization should be motivated to participate and exposed and sensitized on their needs and rights in the participation (Shaeffer, 1992). Thirdly, participation should lead to decision making. The decisions made are normally qualitative as they are made by a group.

However, the principal still has the final authority of approving the decision (Powers, 1984). Fourthly, increased communication among the members Fifth; shared responsibility and authority, Sixth; participation should be voluntary (Stine, 2018). This means students and other members should not be coerced to participate. Lastly clarification of the legal status of the students, teachers and parents in school management.

Autocratic Leadership Style and Student Academic Performance

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him or her and the subordinates to participate in policy making. "Principal motivates the teachers by threat" has an insignificant and negative correlation with student academic performance. Teachers do not work properly in the tension and threat environment. This environment is harmful that lowers down academic performance of students. Autocratic leadership style has a significant and negative correlation with academic performance because decisions are imposed on subordinates. In schools, subordinates are ordered to do and they have no option to refuse. Most of the arts and science teachers may not adjust themselves to such type of leadership; therefore, academic performance lowers down instead of improving. Teachers are pressurized to do official work in addition to teaching; this has an insignificant and negative correlation with academic performance. Teachers do not teach properly in the situation of extra burden. This type of leadership creates tension in the school and lowers down the academic performance.

Instructional Leadership Style and Student Academic Performance

According to research, instructional leadership is adding the new image to the work of the principals. Instructional leadership is a type of leadership that is based on the principle of supporting teachers and giving them the opportunity to learn and grow to meet the different needs of students. The role of the principal as an instructional leader is someone who engages in the instruction process; observing teachers in classrooms and working with them to improve teaching and learning. Thus, it is necessary to find out the new practices of the principals and examine the extent to which they are practiced in our schools.

Bridge as cited in Hallinger's paper (2019) mentioned that the emergence of the idea of instructional leadership dates to the 1960s. (Hallinger, 2019, p. 125) The notion of instructional leadership became rich material for researchers and this sort of leadership began to expand and widen on a large scale. Thus, some concerned researchers of educational leadership styles over the years have studied several variables and factors that may have contributed directly or indirectly to the improvement or decline of the role of the principal. They claimed also that instructional leadership can raise or weaken the achievement level of students and school performance in general. (Marzano, Waters & McNulty, 2015, p. 18-19).

Laissez-Faire Leadership Style and Student Academic Performance

Laissez-faire leadership is a style of leadership which acts upon the policy of non-interference. Furthermore, subordinates are free to do their work in the preplanned criteria. Laissez-faire is a French expression which literally means 'let people do what they wish'. The leadership provides complete freedom to group or individual decision without the leader's participation or direction. Subordinates are free to do what they want. The principal just watches what is going on in school. Principal therefore enjoys no authority. Each teacher does something for the school whenever he feels inspired to do so.

This leadership style is significantly and positively correlated with academic performance of both the arts and science students. The responsible teachers do their work honestly, but it is not better for the lazy teachers. Many teachers do not teach properly and waste their time. Only the responsible teachers work properly and effectively in this environment. In this leadership style teachers can leave the school without the prior permission, and this has an

insignificant but positive correlation with academic performance. It is possibility that irregularity and irresponsibility occur and resultantly, the lower level of academic performance is achieved.

Principals' Leadership

Much effective school research over the past two decades has concentrated on examining the relationship between the leadership behavior of school principals and the enhancement of organizational performance (Shum & Cheng, 2017). Of particular interest have been studies that highlighted the mediating role principals serve between teachers and learners (Silins & Murray-Harvey, 2017). Interestingly, results from these studies have suggested that principals have the ability to indirectly affect student achievement by improving the tone or learning environment of a school (Johnson, Livingston, Schwartz & Slate, 2018). However, while the concepts of school leadership and school learning environment seem to be intuitively linked, there has been few studies that have related these concepts together (Griffith, 2017). Furthermore, recent paradigm shifts in conceptualizing leadership have also encouraged educational researchers to consider these relationships from the perspective of new leadership models. Prominent among them is the transformational and transactional leadership model (Burns, 2017) which suggests that follower performance can be lifted to beyond what is normally considered to be acceptable (Bass, 2015). Again, transformational leaders are able to manipulate and alter their environmental constraints in order to achieve performance goals (Kirby, King and Paradise, 1992).

Adeyema and Bolarinwa (2013), brought into focus a dimension of leadership style that is associated with the autocratic/democratic continuum. This is the task orientation-versus relationship-oriented style of leadership with the task orientation being like the autocratic method and the relationship-oriented style being similar to the democratic method. According to the authors, current research has established that the difference between the effectiveness and ineffectiveness of the four leadership styles is the appropriateness of the leader's behavior to the situation in which it is used. With respect to the foregoing, Duze (2012) states that one of the basic factors that would elevate or debilitate each of the four leadership styles is the basic task maturity of the individual or group being led with maturity being defined in terms of the capacity to set high but realistic goals.

Kemp and Nathan (2017) identified three styles of leadership namely authoritarian, democratic or delegative, and or laissez-faire. According to Adeyemi (2017) the authoritarian or autocratic leadership style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of followers. This style results in the group members reacting aggressively and uninterestingly in the work environment. They further suggest that authoritarian style should normally only be used on rare occasions. This often results in unending industrial disputes in an organization hence affecting the achievement of the overall goals and objectives. The participative or democratic leadership style involves the leader including one or more employees in the decision-making process in determining what to do and how to do it. However, the leader maintains the final decision-making authority. Using this style is not a sign of weakness; rather, it is a sign of strength that your employees will respect (Obama, Eunice and Orodho, 2015).

Nsubuga (2008) maintains that an effective principal pays more attention to planning work, special tasks and permits teachers to participate in decision-making processes to achieve school goals. Using this style is of mutual benefit. It allows them to become part of the team and allows you to make better decisions. According to Ogunasanwo, (2018) the participatory leadership style provides a climate of sense of unity in pursuit of set goals.

Delegative or free reign is where the leader allows the employees to make the decisions. This is used when employees can analyze the situation and determine what needs to be done and how to do it. The laissez-faire style of leadership, according to Flippo and Munsinger, (1982) is where a leader succumbs to Theory Y. The theory argues that people are innately motivated, naturally like to do work and therefore there should be no rules since everybody has an inborn sense of responsibility. However, this style of leadership may result in indiscipline due to non-enforcement of rules and regulations in a school leading to poor performance in both national and external examinations.

Pervasive and sustained student learning is more likely to occur in schools with strong instructional leadership. Morphet, Johns and Reller (1974) stress that administrative efficiency will be valid only to the extent to

which it will contribute to the attainment of goals of the organization, the goals of actors in the organization and the extent that it will meet the requirements of the environment for that survival of the organization. Bell (1992) notes that effective leadership will provide schools with a vision, explicit philosophies laid on consultation and teamwork and lead to success in attainment of good results in national examinations. Abrar, Baloch and Ghour (2018) further assert that incompetent principals are a big problem to the overall administration and management of education in any country.

METHODS

Research Design

The descriptive-correlational research design, which was utilized to link the two variables, were used in the study. Gonzales and Calderon (2015) claim that the research design is what addresses the current situation. Additionally, according to Cooper et al. (2014), this might be accomplished by developing a profile of a collection of issues, individuals, or events. Such investigations entail the gathering of data and the frequency with which a specific event or trait is seen by the researcher. The interaction of two or more factors may therefore be related in this.

Research Locale

This study was conducted at Dr. Gloria D. Lacson Foundation Colleges, Inc. (GDLFCI) during the School Year 2024–2025. The institution served as the research locale because it provides an appropriate setting for examining the variables under investigation, particularly among faculty members who play a significant role in the academic and instructional processes of the institution. As a higher education institution committed to quality education and professional development, DGDLFCI offers a relevant environment for gathering data necessary to achieve the objectives of the study.

Participants and Sampling Technique

The participants of the study consisted of 90 instructors employed at Dr. Gloria D. Lacson Foundation Colleges, Inc. These instructors served as the respondents because they possess the knowledge, experiences, and professional perspectives relevant to the research problem. Their participation provided valuable information and insights that contributed to a comprehensive understanding of the phenomenon being investigated.

In terms of sampling technique, the study utilized total population sampling, a type of purposive sampling in which all members of the target population are included in the study. Since the number of instructors was manageable and accessible, all 90 instructors were invited to participate as respondents. This approach ensured comprehensive data collection and minimized sampling bias by allowing every instructor within the identified population to be represented in the study. Consequently, the findings were able to reflect the perspectives of the entire group of instructors in the institution during the specified academic year.

The use of total population sampling was deemed appropriate because it enhanced the reliability and representativeness of the data gathered. By including all instructors, the researcher was able to obtain a broader and more accurate assessment of the variables under study, thereby strengthening the validity of the research findings and conclusions.

Research Instrument

An unstructured and structured questionnaire created by the researcher served as the primary tool used in this study. The concepts for each statement were taken from (OECD, TALIS Database, 2009). The three (3) divisions of the school each received the instrument as described above: The instrument is divided into three primary sections: the teaching-learning process, the supervisory or instructional leadership style, and the administrative style. Composition of the indices for the three main parts:

1. Administrative leadership style:
 - 1.1 accountability management

- 1.2 bureaucratic management
2. Supervisory/instructional leadership style:
 - 2.1 management-school goals
 - 2.2. instructional management
 - 2.3 direct supervision of instruction in the school
3. Teaching and learning process
 - 3.1 the nature of teaching and learning
 - 3.2 classroom practices/management
 - 3.3 professional advancement

The three basic components and the breakdown of its indices are mentioned and explained in terms of behavior. The questionnaire's concepts and assertions were obtained from OECD, First results from TALIS in 2009. The respondents' information was gathered and collected via the questionnaire. These data were evaluated and interpreted to make more definitive statements about the findings and their consequences. This served as the foundation for creating the study's output.

Data Gathering

Data collection and information related to the study were handled with the strictest confidence. This is done to prevent readers and other people participating in or interested in this study from becoming irritated or making offensive comments. The qualitative and quantitative parts of the study were statistically treated based on a .05 level of confidence once the data have been organized and presented, either in a tabular or textual format. The researcher adhered to the standards for the research study's evaluation. To qualify and quantify the data, frequency counts and percentage responses to the survey was employed. These data were transformed into indices for the three primary components of the study: the teaching-learning process, administrative leadership style, and instructional leadership style. The variables were put through the proper statistical analysis at the significance level of .05. The results are then examined and interpreted in more detail. The data obtained from the instrument are classified and quantified using nominal and ordinal scales.

The results are described, and their significance is interpreted using a four-point Likert scale. The necessary statistical analysis of the study's variants or variables were performed using these data, which were then converted into additional levels of measurements. Furthermore, the variances were analyzed at the .05 level of significance using the appropriate parametric or non-parametric test. This was carried out to satisfy the needs of the problems' questions, as well as the analysis and interpretation of the problems' answers and statements in the hypotheses. To get at the desired findings and conclusions, the scores or data presented in the list of tables were debated, statistically evaluated, and interpreted.

Data Analysis

The following methods, treatment and statistical tools were used to process, tabulate, and analyze the data gathered:

Cronbach's Alpha. This tool was used to measure the reliability and internal consistency of the instrument for this study.

Percentage. This was used to calculate or compare the proportion of responses that are frequent compared to the total number of responses.

Frequency count. This was used to analyze the data based on how frequently a certain reply was chosen by the respondents.

Weighted mean. This was used to identify learners' adjustments to modular distance learning. Consequently, a set of Likert scales was utilized to interpret the data.

The Pearson correlation coefficient. Also known as the Pearson product-moment correlation coefficient is a measure to determine the relationship (instead of difference) between two quantitative variables (interval/ratio) and

the degree to which the two variables coincide with one another, that is, the extent to which two variables are linearly related: changes in one variable correspond to changes in another variable.

Ethical Consideration

This study observed the necessary ethical standards to protect the rights, dignity, privacy, and welfare of the respondents. Before the conduct of the study, the researcher secured permission from the proper authorities of Dr. Gloria D. Lacson Foundation Colleges, Inc. to ensure that the data-gathering process was formally approved and properly coordinated.

The respondents were informed about the purpose of the study, the nature of their participation, and the manner by which the collected data would be used. Participation was strictly voluntary, and the respondents were given the freedom to decide whether or not to take part in the study. They were also assured that they could withdraw from the study at any time without fear of penalty, pressure, or negative consequences.

To protect confidentiality, the identities of the respondents were not disclosed in any part of the study. The data gathered were treated with utmost care and used solely for academic and research purposes. Responses were presented in summary form to ensure that no individual respondent could be personally identified.

The researcher also ensured that no harm, discomfort, or undue pressure would be experienced by the respondents during the conduct of the study. Honesty, objectivity, and respect were maintained throughout the research process. Furthermore, proper acknowledgment of sources was observed to avoid plagiarism and to uphold academic integrity.

Overall, the study was conducted with fairness, transparency, and respect for the respondents, ensuring that the research process followed ethical principles from data gathering to the presentation of findings.

RESULTS AND DISCUSSION

The age bracket of 31–40 years old had 43 respondents, or 48.30%; the age bracket of 41–50 years had 26 respondents, or 29.38%; 18 respondents, or 20.10%, are between 20–30 years old; and 14 respondents, or 15.46%, are between 51 years old and above. Most of the teacher-respondents were in the age bracket of 31–40 years old. Therefore, it is inferred that most of the respondents were labelled as middle-aged professionals.

According to Chiang and Wang (2014), teachers who are categorized as middle aged or mature aged constitute a prospective source for future teaching positions. The advantages of older teachers also include their inherent values and interests in education, their propensity to see their work as a calling, and their capacity to adapt to change considering their past experiences. According to their research, when compared to the other age groups, the group with age greater than 30 preferred to make teaching decisions independently rather than under the influence of others. The group of people over 30 expressed themselves as more psychologically appropriate for the teaching profession than their younger counterpart, with stronger intrinsic values in teaching and a correspondingly greater view of a teaching job as a mission.

The distribution of the respondents according to sex. As presented, 78 respondents, or 87.11% of them, are female, and 12 respondents, or 12.89%, are male. The findings note that the majority of the respondents were female. This implies that female teachers were in greater numbers than male teachers in the SDO- Gen. Natividad Annex where the study was conducted.

Adetunji (2019) noted discussions of the gender distribution of different professions, especially teaching, typically focus on societal factors, employment traits such enhanced flexibility and work-life balance, and gender predispositions. As a result, there is a significant gender imbalance in the teaching profession. This shows that the gender gap in the teaching profession may be mostly influenced by economic considerations. It's critical to comprehend and solve the causes of the gender gap in teaching since it distorts instruction. Additionally, it may reinforce damaging messages about the professional goals of both men and women, harming both. Therefore, women are considerably over-represented in the teaching profession because they tend to take education courses as compared to their counterparts.

Out of 90 respondents, 50 or 56.52%, have 11 years of service or more as teachers. On the other hand, 24 respondents, or 27.84%, have five years of teaching experience or less, and 19 respondents, or 21.65%, have six to 10 years of teaching experience. The findings revealed that the majority of the teacher-respondents have at least 11 years of teaching experience. The result also aligns with the age of the respondents since most of them are considered middle-aged professionals, with the majority of them being in the age bracket of 31–50 years old. Therefore, considering this age bracket, the majority of them would have at least 11 years of experience or more as teachers.

Kini and Podolsky (2016) emphasized that throughout a teacher's career, teaching experience is positively correlated with increases in student achievement. The benefits of experience are greatest in the first few years of teaching, but they continue throughout the second and frequently third decades of a teacher's career. With more expertise, teachers can expect their learners to do better on indicators of success other than test results, such as attendance at school. When teachers work in a setting that is encouraging and helpful or gain experience in the same grade level, subject, or area, their efficacy increases more quickly. Teachers with more experience benefit their coworkers, their learners, and the school.

Out of 90 respondents, 58 or 64.43%, have a bachelor's degree; 32 respondents, or 35.05%, earned their master's degree; and five respondents, or 0.52%, has a doctor's degree. According to the findings, the majority of respondents in the SDO-Annex, General Natividad, had just a bachelor's degree.

Nucum (2019) noted that lifelong learning is a process. Even in the highly competitive professions of today, one needs to upgrade knowledge and skill. Having a strong desire to keep learning can help a teacher stay ahead of the curve, whether they have recently graduated from college or have been working for years. Teachers with high educational attainment tend to provide more in-depth knowledge about the field, enhance their network, increase their earning potential, keep them competitive, and may help in their promotion.

Nevertheless, Llego (2022) noted that a graduate degree program gives teachers a highly technical understanding of the subject they choose to teach. Additionally, this degree can enhance a teacher's instructional abilities, leading to increased graduation rates and higher average test scores. Teachers get priceless experience by enrolling in graduate programs that they may use with their learners. As a result, they acquire useful skills in a classroom context, can try out various classroom scenarios, and gain experience instructing children, adults, or learners with special needs.

Out of 90, 29 respondents, or 31.96%, specialized in general education; 15 respondents, or 17.53%, specialized in mathematics; both 8 respondents, or 9.28%, specialized in English and general science; both 7 respondents, or 7.22%, specialized in early childhood education (ECE) and Filipino; 7 respondents, or 6.70%, specialized in educational management; eight respondents, or 31.96%, specialized in Araling Panlipunan; seven respondents, or 3.61%, specialized in TLE; two respondents, or 2.06%, specialized in guidance and counseling; and one respondents, or 1.03%, specialized in General Education..

The findings revealed that most of the respondents in the SDO-Annex General Natividad specialized in general education. Then they said specialization is needed for them to teach at the elementary level since their curriculum is designed to teach younger learners.

A general education curriculum is one that builds the elementary teachers' basic knowledge, literacy, skills, and competencies to give them the grounding they need for advanced academic programs, lifetime learning, and the capacity to teach in elementary school. In essence, this curriculum provides the teacher with a solid academic foundation for an undergraduate degree, as they will be teaching at the elementary level. Moreover, through this, the teachers' abilities and personalities are developed, enabling them to succeed in their academic goals and grow into active citizens and moral leaders in a global society capable of shaping the minds of their students in the future (Bouchrika, 2022).

Therefore, Zippa (2022) noted that differentiated instruction is given to learners at all levels, including those with special needs, by general education teachers. There are typically a variety of learners in a classroom, and the teacher must be able to instruct the entire group. The general education teacher creates and executes weekly lesson plans that encourage all learners' participation and learning. They also keep track of and evaluate

each student's performance and work with the special education teacher to create a plan that meets the needs of all children.

The teacher-respondents assessed that item 1, "School principals manage school operations in accordance with the school's goals," received the highest weighted mean of 3.95 and had a verbal description of "Always." In contrast, item 10, "Principals and administrators spend significant amounts of their time to improve classroom instruction," got the lowest weighted mean of 3.81 with a verbal description of "always."

Among all the teacher respondents, the area of "instructional leadership style" obtained an overall weighted mean of 3.86 and was verbally described as "always." In this regard, the teacher-respondents acknowledged that the instructional leadership style of their school heads is consistently shown and applied in their school. They claimed further that their views and pedagogical attitudes were influenced by their school heads. Therefore, their view as learning facilitators is something that the school heads concentrate on. Teachers that support a constructivist approach to teaching and learning collaborate with school heads who have a stronger instructional leadership style. Furthermore, their school heads are aware of additional aspects of teachers' professional backgrounds and place a high value on those who actively transmit instruction directly to the learners while maintaining more traditional attitudes. Their school heads also trust them because they firmly believe that imparting information to learners requires the teaching of facts. Their structuring techniques, which include expressing learning goals and group activities geared for learners, were evaluated by their school heads. Moreover, their school heads assess teachers' improved teaching methods, such as having learners' complete projects, which are used by school heads as a measure of effective lessons. Finally, their school heads use innovative teaching as a criterion when evaluating them and let them be involved in professional development.

Considering the outcome of the study, it is noted that school heads consistently encourage teachers' participation in any professional development programs that would uplift their instructional competence. Professional development strengthens the teacher's knowledge and practices and results in the transfer of skills among their learners. Hence, Washington (2019) noted that the teachers' self-improvement and professional development (PD), including curriculum and teaching, differentiation, and self-reflection, help both the teacher and the students. Effective professional development improves the teacher's abilities and increases the school's overall worth as an institution. Regarding the growth and development of teachers, a feedback system, team communication, and personal and professional growth objectives are needed. Moreover, professional development for teachers promotes active learning, peer cooperation, and best practices in the field. This understanding demonstrates not only the importance of professional development, but how teacher professional development can be enhanced through the continuous assistance and support of school administrators.

In addition to emphasizing the teaching and learning parts of school leadership, Daing (2020) noted that instructional leadership should focus organizational management on instructional improvement rather than teaching and learning daily. School administrators' engagement in classroom instruction has a negligible impact on the efficacy and efficiency of teaching-learning experiences in schools. This indicates that instructional leaders may have a significant influence on the quality of instruction and student learning via the teachers they employ, how they allocate the teachers to classes, how they retain teachers, and how they offer chances for teachers to develop professionally. Staffing a school with high-quality teachers and providing them with the necessary supports and tools to be successful in the classroom constitutes organizational management for instructional development.

The teacher-respondents assessed that item 5, "Principals and administrators ensure that everyone in the school follows the official rules," received the highest weighted mean of 3.91 and had a verbal description of "Always." In contrast, item 4, "Principals and administrators focus on convincing students' parents of the need for new ideas and procedures at the school," got the lowest weighted mean of 3.80 with a verbal description of "always."

Among all the teacher respondents, the area of "administrative leadership style" obtained an overall weighted mean of 3.86 and was verbally described as "always." In this regard, the teacher-respondents acknowledged that the following indicators showed a high level of practice among the school heads: the school's internal and external stakeholders are held accountable by the school heads. They also see to it that incoming teachers are informed about DepEd-approved teaching strategies and see to it that all teachers are required to advance their teaching abilities.

Furthermore, they also put their efforts into persuading the parents of the learners that the school needs new policies and practices. Moreover, they make sure that everyone abides by the established rules and play a vital role in resolving issues with class and teacher scheduling. They also said that their school heads make sure that the right administrative reporting procedures are used and can set up a structured, goal-oriented classroom environment.

Considering the outcome of the study, school heads should be able to craft, implement, and maintain school policies and procedures that set clear expectations, keep children safe, and ensure that learners receive a quality education. Therefore, schools must have defined policies and procedures that guide day-to-day operations to run efficiently and better serve the key stakeholders. Consequently, excellent school administration is the foundation of excellent schools. Good leadership is crucial for establishing a learning environment in which all learners have access to a high-quality education. School heads employing an applicable and effective administrative leadership style will be able to support good teaching and learning practices, stay up with industry-wide change, and infuse schools with new ideas (Papa, 2022).

Therefore, to build and maintain an organization, Talan (2016) stressed that the administrative leadership entails organizing work, rallying people, and mobilizing learning resources. To fulfill the needs of learners and stakeholders, effective administrative leaders should be able to develop systems that safeguard and preserve vital operational activities. Two significant elements of administrative leadership exist: operational leadership and strategic leadership. School heads can achieve operational leadership through actions such as employing and supporting personnel, managing finances, and fostering a healthy work environment. Moreover, a strategic leader guides the path of the school with an eye toward the future by establishing purpose, motivating employees to follow a common vision, and guaranteeing that objectives and results are met.

The teacher respondents assessed that item 12, "Principals or school heads appraised teachers' participation in professional development," received the highest weighted mean of 3.91 and had a verbal description of "always." In contrast, item 5, "Principals and administrators believe in teachers who strongly engage in direct transmission of instruction with more traditional attitudes," got the lowest weighted mean of 3.81 with a verbal description of "always."

Among all the teacher respondents, the area of "Supervisory and Leadership Style" obtained an overall weighted mean of 3.87 and was verbally described as "always." Considering the high assessment of the teacher respondents on the supervisory and leadership style of their school heads, they further agreed that the following indicators were always done by their school heads: First, the school heads are responsible for making sure that the classroom is the focus of a student's education. Goals are set by principals or school administrators based on student performance levels and exam results. Results are used by principals and administrators to advance curriculum development in schools across the country. Furthermore, the school heads ensure that teachers' professional development activities are in line with the aims of the institution and its curriculum. When a classroom presents difficulties for teaching and learning, principals or school administrators work with teachers to find solutions. The goal of principals and administrators is to ensure that everyone in the school understands who oversees curriculum coordination. Moreover, the school heads devote a lot of work to enhancing classroom learning. The pedagogical methods of teachers are frequently observed directly by principals or school administrators. Principals routinely keep an eye on their students' academic progress. Teachers are made aware of opportunities to upgrade their curricular knowledge and teaching techniques.

The result of the study supported the claim of Kovaevi & Hallinger (2019), in which they emphasized that the development of schools is significantly influenced by the school leaders. The ability of school leaders to guide the collective learning process in schools through collaborative and informed reflection activities pertinent to the requirements of the school is a necessary component of the transformation process. The school head's job has experienced significant changes, has become more difficult, and has changed from being a building manager to being an inspirational leader (Dagnew Kelkay, 2020).

Valenzuela and Buenvenida (2021) claimed that every organization necessitates effective and efficient supervision and management. When a task is completed correctly, an effective school principal can be seen. Effective supervision and management practices realize an organization's vision, mission, and goals through the

efforts of those who travel in one direction to achieve the intended result. In this moment of uncertainty, the supervisory competencies of school leaders must be reinforced to ensure better school performance. All the given competencies in supervising the school's operations and resources, such as record management, financial management, school facilities and equipment, staff management, disaster preparedness, mitigation, resiliency, and management of emerging opportunities, have a significant impact on the quality and efficiency of the school. Furthermore, the supervisory competencies of school leaders in terms of school personnel management predict the school's quality and efficiency.

The correlation analysis between the profiles of the respondents and their perceptions of the dominant leadership styles of school heads is shown in Table 6. The results show that none of the profile variables of the teachers have a significant relationship to their perception of the dominant leadership styles of school heads.

Age, sex, length of service, educational qualification, and specialization showed no significant relationship to how they assessed the leadership styles of their school heads in the management of the school and the teaching and learning process. Therefore, the way they assess the leadership styles of their school heads is independent of the profile they had as teachers.

The result of the study supported the claim of Zaib (2020), which asserts that the socio-demographic profile of the teachers as they assess the leadership styles of their school heads has no significant relationship. Teachers assessed the leadership style of their school heads based on what they personally experienced and observed among their school heads. This is accounted for by the fact that school heads manage the school in accordance with the policies and procedures set by the organization or group to which they belong. Thus, the employment of these policies is not dependent on the profile of the school employees; rather, the teacher's profile can be used by the school heads to craft plans and mechanisms to improve the employment of a varied leadership style that supports the school's directions and all the programs needed for the improvement of the teaching and learning process.

Considering the result of the study, the researcher accepted the hypothesis of the study. There is no significant relationship between the profiles of the respondents and their perceptions of the dominant leadership styles of school heads.

the data on the relationship among the dominant leadership styles of school heads as perceived by teachers in terms of supervisory and leadership style, administrative leadership style, and instructional leadership style.

The result shows that the supervisory and leadership styles of the school heads are correlated with administrative leadership style (.539**) and instructional leadership style (.494**). Therefore, there are significant relationships that exist among the dominant leadership styles of the school heads as perceived by the teacher respondents. This means that the greater their supervisory and leadership styles, the greater their administrative and instructional leadership styles. In contrast, the lower the supervisory and leadership styles, the lower are their administrative and instructional leadership styles.

As a result, changes in the school heads' other leadership styles affect the other domain of leadership styles, because all three styles are required for effective school management. One is dependent on the other, as these would affect how the school head manages and runs the school. McDonald (2021) emphasized that these three domains of leadership styles are connected to one another. Effective management of the school entails the efficient use of these leadership styles that are anchored to the needs of the learners, school personnel, and other key stakeholders. Therefore, a principal has a tremendous impact on the school's atmosphere. Effective leaders empower and develop others to become future leaders. Regardless of leadership style, the goal of a school leader is the same: to help teachers and students achieve and perform to the best of their abilities.

As a result, relating supervisory and leadership styles, administrative leadership styles, and instructional leadership styles to one another encompasses the role played by school heads from each leadership style. For example, the success of the principal in school administration, infrastructure management, teacher development, and administration of other school activities is primarily dependent on the principal's leadership (Manora, 2019). Therefore, principals must be capable of leading, supervising, and managing learning activities at the schools they oversee to increase the quality of education (Anggal et al., 2019). As leaders and supervisors, administrators must be able to provide teachers with the attention, encouragement, and motivation they need to be excited about their

jobs and create greater results (Mustaghfiroh et al., 2020). The fact that monitoring is conducted just once every semester demonstrates that the supervisory role of the principal has not been adequately executed (Rohaenah et al., 2020). As a direct leader, the principal sets a good example in activities, and as the head of an educational unit, he or she supervises educators and education employees (Donkoh & Baffoe, 2018). This means that each leadership style is inextricably linked to and dependent on the others.

Considering the data revealed in this study, the hypothesis of the study is rejected. There is a significant relationship among the dominant leadership styles of school heads as perceived by teachers, which can be described in terms of instructional leadership, administrative leadership, and supervisory leadership styles.

The proposed plan was created based on the findings of the least assessed indicators of the various leadership styles to the teaching-learning process as described by the teachers themselves.

The included least assessed indicators were obtained from the teacher-respondents who identified the said indicator that needs improvement leadership styles to the teaching-learning process in terms of Supervisory and Leadership Style, Administrative Leadership Style, and Instructional Leadership Style.

Thus, these responses were considered that need intervention through the creation of the proposed plan that indicates the areas in need of intervention, objectives, activities, participants, resources needed, timetable, and expected output.

CONCLUSION

The study's findings reveal a distinct demographic profile among the participants, alongside strong patterns in how school leadership is perceived and executed. Demographically, the majority of the teacher-respondents were females aged 31 to 40 years old who held a bachelor's degree, specialized in general education, and possessed a solid professional foundation with 11 years or more of teaching experience. Interestingly, these diverse demographic profiles and baseline characteristics of the elementary school teachers did not significantly affect their perceptions of their leaders; their views on the dominant leadership styles of the school heads remained consistent regardless of their age, gender, or tenure.

When evaluating the administrators themselves, the data indicates that the school heads exhibit a robust, multi-dimensional approach to governance. They demonstrate a strong, dominant presence across three critical domains: supervisory and leadership style, administrative leadership style, and instructional leadership style. Furthermore, these leadership traits do not exist in isolation. The analysis reveals a strong positive correlation between these domains, demonstrating that as a school head's capability in supervisory leadership increases, their administrative and instructional leadership styles elevate accordingly. This interconnectedness suggests that strength in guiding personnel naturally reinforces the principal's ability to manage school operations and drive classroom success.

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