

# School Heads' Supervisory and Leadership Styles and Teachers' Effectiveness in Quezon City Congressional District I Elementary Schools; Basis for Lead-Teach Program

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## ABSTRACT

This study examined the supervisory and leadership styles of school heads and the effectiveness of teachers in Quezon City Congressional District I Elementary Schools as the basis for a proposed intervention program. Using a descriptive-correlational research design, the study gathered data from school heads, teachers, non-teaching personnel, and School Parent-Teacher Association (SPTA) officers to assess supervisory and leadership practices, teacher effectiveness, and the relationship between these variables. Findings revealed that school heads' supervisory and leadership styles were rated Highly Evident (composite weighted mean = 4.42), while teachers' effectiveness was assessed as Highly Observed (composite weighted mean = 4.60). Significant differences among

the four respondent groups were found only in the Directive, Administrative, Transformational, and Distributed leadership styles, whereas the remaining leadership dimensions showed no significant differences. Correlation analysis revealed a significant moderate positive relationship between school heads' supervisory and leadership styles and teachers' effectiveness ( $r = 0.567$ ,  $p < 0.001$ ), indicating that effective leadership contributes to improved teacher performance. Respondents also identified leadership- and teacher-related concerns as Highly Encountered, highlighting the need for continuous leadership and professional development. Based on these findings, the study proposed the LEAD-TEACH Program (Leadership Enhancement and Development for Teacher Effectiveness and Achievement), a three-year intervention program designed to strengthen supervisory and leadership practices while enhancing teachers' instructional competence, classroom management, and professional responsibilities. The proposed intervention was evaluated as Highly Acceptable (composite weighted mean = 4.62), demonstrating its relevance and potential to promote sustainable leadership, teacher effectiveness, and improved educational outcomes in Quezon City Congressional District I Elementary Schools.

**Keywords:** *Educational Leadership, Supervisory Styles, Teacher Effectiveness, Descriptive-Correlational Study, LEAD-TEACH Program, School Administration, Quezon City Elementary Schools, Stakeholder Engagement*

## INTRODUCTION

Education stands as the bedrock of individual and societal progress, empowering minds, fostering innovation, and shaping future generations. However, the transformative potential of education is not realized in a vacuum; it is profoundly influenced, guided, and often determined by the quality of its leadership. Effective leadership in education is the linchpin that translates vision into reality, ensuring that

learning environments are vibrant, equitable, and capable of preparing students for an ever-evolving world.

At its core, educational leadership involves setting a clear vision for an institution or system, articulating its mission, and inspiring all stakeholders—teachers, students, parents, and the wider community — to work towards common goals. Leaders in this field, whether principals, superintendents, or policymakers, are tasked with navigating complex challenges, from curriculum development and teacher retention to resource allocation and community engagement. Their decisions directly impact pedagogical approaches, the professional growth of educators, and the overall culture of learning within schools. Without decisive and forward-thinking leadership, educational institutions risk stagnation, failing to adapt to contemporary needs and global demands.

The qualities of an effective educational leader such as the school heads are multifaceted. They possess a strong vision for student success and a deep understanding of pedagogical best practices. Crucially, they exhibit empathy and adaptability, understanding the diverse needs of their student population and the rapidly changing landscape of the modern world. Strong communication skills are paramount, allowing them to articulate expectations, provide constructive feedback, and build collaborative relationships. Furthermore, true leaders in education are innovators, willing to embrace new technologies and teaching methodologies, and are committed to fostering an environment of continuous improvement and lifelong learning for both students and staff.

Ultimately, the impact of robust educational leadership resonates far beyond the classroom. When school heads cultivate a supportive and challenging environment, students are more likely to thrive academically, emotionally, and socially. A well-led educational system produces graduates who are not only knowledgeable but also critical thinkers, problem-solvers, and engaged citizens. By championing equity, promoting inclusivity, and driving excellence, educational leaders contribute directly to the intellectual capital and social cohesion of a nation. Therefore, investing in and nurturing strong leadership within the educational sector is not merely an administrative necessity but a strategic imperative for the prosperity and resilience of society as a whole.

Effective school head supervision transcends simple monitoring; it is a dynamic process rooted in instructional leadership. This involves observing classroom practices, providing constructive feedback, facilitating professional development opportunities, and creating a supportive environment where teachers feel empowered to experiment and grow. When school heads actively engage in this type of supervision, they gain valuable insights into the strengths and areas for improvement among their teaching staff. This allows for targeted interventions, whether through mentorship programs, workshops on specific pedagogical strategies, or access to relevant resources. Without such a guiding hand, teachers might struggle to identify areas for improvement, leading to static teaching methodologies and missed opportunities for innovation.

The impact of robust supervision on teacher effectiveness is multi-faceted. Firstly, it fosters a culture of accountability and continuous improvement, encouraging teachers to reflect on their practices and strive for mastery. Secondly, it provides a platform for collaborative learning, as school heads can facilitate peer observations and the sharing of best practices among staff. Thirdly, effective feedback, delivered constructively and supportively, empowers teachers to refine their instructional strategies, manage their classrooms more effectively, and better engage diverse student populations. This direct impact on teaching quality inevitably translates into improved student engagement, deeper learning, and enhanced academic performance across the school.

Admittedly, there are numerous studies on school leadership and teachers' effectiveness. However, there is a dearth number of studies that delve on the school heads' supervisory and leadership styles and teachers' effectiveness simultaneously. Additionally, the locale of the study, Quezon City Congressional District I Elementary Schools, is a host to elementary schools of varying communities. It is one of the country's most densely populated cities, with great diversity, offers problematic terrain for academic excellence among students.

The present study, therefore, will focus on determining the relationship of the school heads' supervision and students' and teacher's effectiveness in Quezon City, a premier city in the country. The findings will be used to develop the intervention program appropriate for the specific school context in Quezon City Congressional District I.

### **Theoretical Framework**

The concept of school head supervision is underpinned by four contemporary leadership and management theories. Instructional Leadership Theory (Hallinger et. al., 2021) highlights the school head's role in guiding curriculum, evaluating teaching practices, and fostering a conducive learning climate. This is complemented by the Path-Goal Theory (House et. al, 2021), which emphasizes the leader's responsibility to align their behavior with the needs of teachers and situational factors. Contingency Theory by Fiedler as cited by Benmira & Agboola (2021) reinforces the idea by arguing that the effectiveness of supervision depends on the fit between leadership style and contextual demands. Additionally, Situational Leadership Theory (Blanchard, 2023) supports the notion that supervision must be adapted according to the competence and commitment of the teachers being led. Together, these theories suggest that effective school supervision is dynamic, context-sensitive, and instructional in focus.

Leadership styles of school heads significantly influence the professional climate and performance of teachers. This study is supported by four modern leadership theories. Transformational Leadership Theory (Bass et. al, 2022) posits that leaders inspire followers through a compelling vision, intellectual stimulation, and individualized support. In contrast, Transactional Leadership Theory (Burns, 2021) is based on structured roles and the exchange of rewards for performance. Servant Leadership Theory (Greenleaf, 2022) reorients the role of leaders to prioritize the growth and well-being of their team members, particularly teachers. Finally, Theory X and Theory Y (McGregor, 2023) explains how a leader's perception of teacher motivation—whether they are intrinsically motivated (Theory Y) or need close supervision (Theory X)—influences their leadership approach. These theories collectively provide a comprehensive understanding of how various leadership styles can empower or hinder teacher effectiveness.

Finally, the effectiveness of the teachers is a crucial outcome of both supervision and leadership. Social Cognitive Theory (Bandura, 2021) asserts that teachers' beliefs in their own capabilities (self-efficacy) influence their classroom behavior, motivation, and student outcomes. Motivation-Hygiene Theory as cited by Hur & Park, (2022) distinguishes between factors that enhance job satisfaction (motivators) and those that prevent dissatisfaction (hygiene factors), both of which are critical to sustaining teacher performance. Constructivist Learning Theory as cited by Kivunja (2021) highlights the teacher's role in facilitating student-centered, experiential learning. Lastly, Bloom's Revised Taxonomy (Shannon (2023) provides a cognitive framework for evaluating teacher effectiveness through measurable learning objectives. These theories underscore that effective teaching is rooted in internal motivation, professional autonomy, pedagogical knowledge, and a strong belief in one's impact.

### **Conceptual Framework**

This study is designed to see the correlation of School Heads' Supervisory and Leadership Style and Teachers' Effectiveness. The conceptual paradigm of the study was formulated using the Input, Process, and Output (IPO) model as shown in Figure 1.

The **INPUT** includes references such as dissertation, thesis, books, journals/magazines and, online and other resources on the school heads' supervision and leadership styles in students' and teachers' effectiveness; survey results on the school heads' supervisory and leadership styles and teachers' effectiveness; problems encountered on the school head's supervision and leadership styles; proposed intervention program and its acceptability among the respondents of the study.

The **PROCESS** includes the process taken in the conduct of the study such as gathering of data through survey questionnaire on the School Heads' Supervisory and leadership styles such as Directive;

Collaborating; Facilitative; Developmental; Instructional; Administrative; Transformational Style; Transactional Style; Distributed Style; Servant Style; Situational; and Laissez-Faire Style? and teachers' effectiveness in instructional competence, classroom management, and professional responsibilities, problems encountered on the school heads' supervisory and leadership styles; acceptability of the proposed intervention program; and statistical treatment of data, analysis and interpretation of data.

**OUTPUT** The proposed intervention plan.

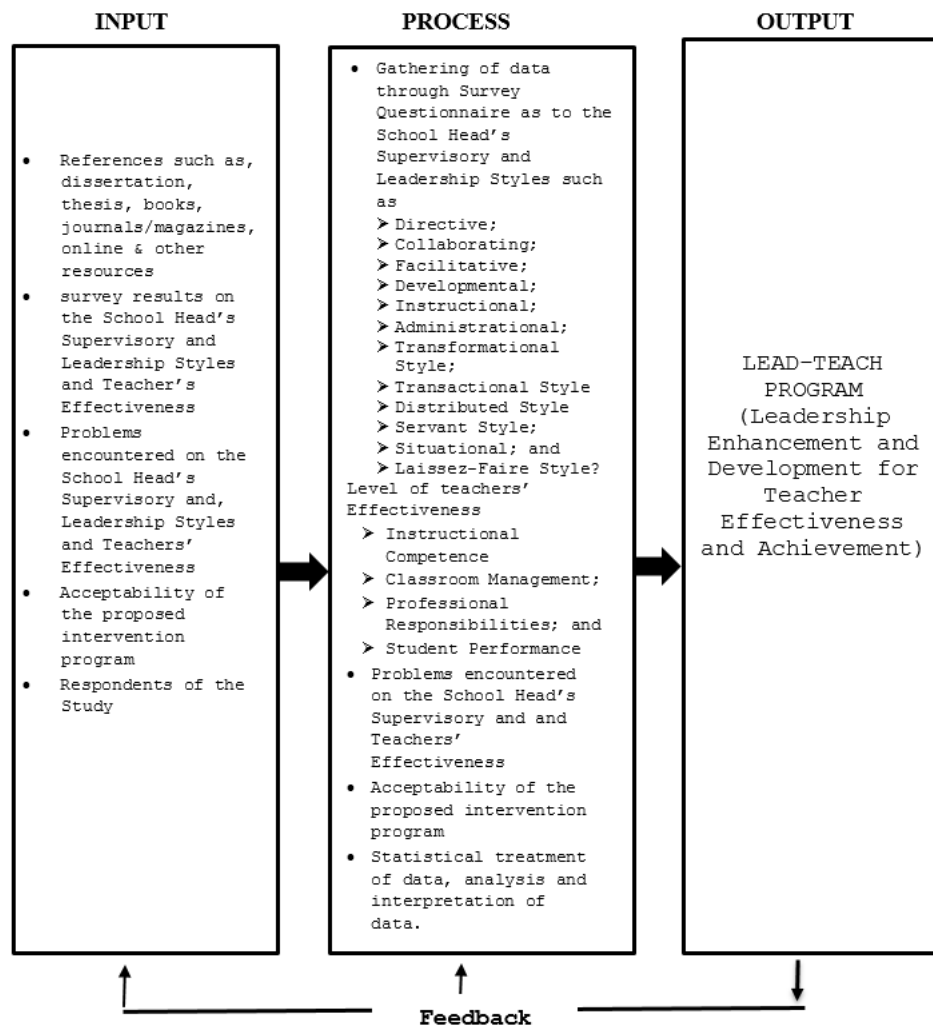


Figure 1. The research paradigm of the study

### Statement of the Problem

This study determined the School Heads' Supervisory and Leadership Styles and Teachers' Effectiveness in Quezon City Congressional District I Elementary Schools as Basis for a Proposed Intervention Program.

Specifically, the study sought answers to the following sub-problems:

- How do the School Heads, Teachers, Non-Teaching, and SPTA officers assess the School Head's Supervisory and Leadership Styles in terms of:
  - Directive;

- 1.2 Collaborating;
  - 1.3 Facilitative;
  - 1.4 Developmental;
  - 1.5 Instructional;
  - 1.6 Administrative;
  - 1.7 Transformational Style;
  - 1.8 Transactional Style
  - 1.9 Distributed Style
  - 1.10 Servant Style;
  - 1.11 Situational; and
  - 1.12 Laissez-Faire Style?
2. Is there a significant difference among the assessments of the four groups of respondents on the schools' heads supervision and leadership style and teachers' effectiveness in Quezon City Congressional District 1, Elementary schools using the above-mentioned variables.
  3. What is the level of teachers' effectiveness as to:
    - 3.1 Instructional Competence;
    - 3.2 Classroom Management; and
    - 3.3 Professional Responsibilities?
  4. Is there a significant relationship between the School Heads' supervisory and leadership styles and teacher's effectiveness?
  5. What are the problems encountered by the respondents relative to the School Heads' supervisory and leadership style and teachers' effectiveness?
  6. Based on the findings, what intervention program may be proposed?
  7. How acceptable is the proposed intervention program.

## **Literature Review**

### ***Local Literature***

School heads have taken on more responsibilities in today's education system. These include not only managing the operations of schools but also being involved with instructional supervision and leadership. As the leaders of school development, teachers need to develop schools conducive to quality instruction and learning; therefore, it is very important that the principal provides consistent and constructive supervision to influence teacher performance, self-efficacy, and instructional practices. Many studies indicate that effective school supervision can create significant changes in teacher practice and student outcomes if it is performed with planning prior to the observation, conducting an observation of the teacher in their classroom, and providing feedback to the teacher after conducting the classroom observation.

In "How to Succeed in the 21st Century Work Environment," Sr. Felicitas Bernardo discussed the evolving dynamics of the modern workplace in the Philippines. She emphasizes the importance of adaptability, continuous learning, and emotional intelligence as key factors for success. The book highlights that a positive work environment is cultivated through open communication, mutual respect, and a shared vision among employees and management. Bernardo concludes that organizations fostering such environments experience higher employee satisfaction and productivity. She recommends that Filipino companies invest in training programs that enhance soft skills and promote a culture of inclusivity. The implication is that embracing these principles can lead to sustainable organizational growth and employee well-being (Bernardo, 2021).

The Department of Education (DepEd) has put greater emphasis on strengthening school leaders' instructional quality, efficiency in running an institution, and teacher performance. Another way of stating this is that the DEPED has made it a priority to develop a solid foundation for educational excellence by

focusing its efforts on developing school leaders through the implementation of the BEDP 2030. Evidence can be seen in the BEDP 2030, which identifies school leaders as a vital part of transforming education, holding institutions accountable for their actions, and improving the school. In addition, the BEDP 2030 establishes a policy basis that will allow the school leaders' leadership style to affect teachers' performance and organizational results in public junior high schools. In summary, leadership in education reform has been recognized in the last several years as an essential component of educational reform efforts that lead to improving the quality of education and the changing of schools.

The Department of Education has codified the expected leadership competencies of school administrators through the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH) via DepEd Order No. 24, s. 2020, which emphasizes administering instruction, focusing leadership on student learning, and facilitating professional and personal development of educators in their schools. The PPSSH presents a framework that demonstrates that school leaders will be able to address the changing expectations of 21st century education through the display of transformational and instructional leadership.

According to Kilag et al. (2025), there has been an increase in the expectation that Filipino school leaders must operate as change agents, technology leaders, builders of community and crisis managers, in addition to their traditional role of directing the functioning of the school's instructional program. In their study, they stated that effective leadership in today's rapidly changing educational environment requires the use of transformational, collaborative and adaptive leadership styles to effectively respond to changing educational environments, including dislocations caused by pandemic crisis, technological advances, and stakeholder expectations. Therefore, their findings support the inclusion of different types of leadership style into current study, and highlight the importance of determining how leadership styles are perceived by supervisors, administrators, teachers and other support staff.

Much attention is being paid to instructional leadership within the context of Philippine education. The current educational management literature reinforces the idea that by guiding curriculum, monitoring classroom practice, providing professional support and encouraging professional development, leaders affect the quality of teaching; therefore, instructional leadership is a means through which school leaders can directly impact the effectiveness of instruction and, ultimately, the academic performance of students. Reyes (2023) shared that D.O. 7, s. 2015 (Policy guidelines on the deployment and the utilization of teachers), explicitly supports this notion by stating that school heads are the principal supervisors of instruction. With that being said, many of these individuals have difficulty providing proper supervision of instruction, due to the extensive administrative responsibilities they have, as well as competing priorities and demands.

The gradual evolution of instructional supervision in the Philippines as a collaborative, supportive role rather than a management and developmental process on the global scale; consequently, some of the redefined roles of instructional supervisors can be seen through the implementation of the LAC (Learning Action Cell) Policy, where teachers are encouraged to collaborate and reflect on their practices (Department of Education, 2016). Direct supervisory roles identify leaders who embrace power, control, and authority to manage their subordinates through following established procedures. When implementing this style of supervision, the supervisor's primary responsibility is to ensure that the faculty follow the established procedures by closely monitoring their work, enforcing the established procedures, and providing direct instructions to the faculty; this is an especially critical function when consistency and accountability are paramount.

According to Barredo (2021), the role of directive supervision is critical to help teachers meet curriculum and instructional requirements. Although directive supervision restricts teacher autonomy, it provides an important structure that enables stability within an organization and fosters accountability. Therefore, directive supervision is necessary for supportive supervisory practices in highly regulated educational settings. Collaborative supervision focuses on decision-making by consensus, effective

teamwork, and shared accountability to improve education. In contrast to simply executing commands, the collaborative approach sees teachers as participating partners in the supervisor's role.

Another type of supervision besides traditional is collaborative supervision. Collaborative supervision helps create a supportive environment, promote trust between colleagues and facilitate good communication. Collaborative supervision supports current theories of leadership that focus on developing trust among leaders by encouraging shared power, collaborating with professionals, and learning from each other. Collaborative supervision provides many schools in the Philippines with support in meeting various educational challenges; by utilizing the expertise of numerous individuals within the school, collaborative supervision encourages teamwork and problem-solving among colleagues.

Facilitative leadership styles promote teacher motivation and efficacy by creating an environment that is conducive to collaboration, according to Arcadio(2025). The LAC Framework (Department of Education, 2016) illustrates facilitative supervision in providing a safe environment in which teachers can share experiences, reflect on teaching practices, collaborate and learn from each other. Sotomayor(2022) found that facilitative supervision can help Filipino teachers become more effective by enhancing their sense of efficacy and their ability to perform their jobs. Therefore, facilitative supervision is critical in supporting teachers' engagement and encouraging innovation within the classroom.

A supervisor who uses a facilitative model supports the teacher by offering the resources, support, and guidance to do their best work. Whereas, directed -type supervision focuses on control, facilitative-type supervision promotes independence and growth for the teacher. (PPDS, Arcadio, 2025) found that facilitative leadership improved teachers' motivation and self-efficacy through the provision of a supportive and collaborative work environment. The Learning Actively Community (LAC) framework (Department of Education [DepEd], 2016), exemplifies facilitative supervision by providing an avenue for teachers to create a safe space to share their experiences, brainstorm alternative instructional strategies, and document effective practices together. (PPDS, Sotomayor, 2022) discovered that facilitative-type supervision gives Filipino teachers the necessary tools to improve the quality of their teaching. Additionally, the findings of both studies suggest that facilitative types of supervision have a considerable influence on teachers' engagement in the classroom and creativity in the classroom.

The purpose of developmental supervision is to demonstrate how essential it is to help people continue to learn and improve their job performance. It includes plans for mentoring, coaching, and other activities intended to assist teachers in improving their performance over an extended period. In the Philippines, developmental supervision has been widely implemented through programs designed to help develop people's skills. According to Lintag and colleagues (2025), there are various methods of supervision that incorporate training and developmental support that significantly improve teachers' ability to perform successfully. The Department of Education (2016), as a way of supporting this goal, has established mechanisms to ensure that teachers continue to engage in professional development through school-based activities. According to Arcadio (2025), evaluation, coaching and mentoring work together to create a more effective model for supervision, allowing teachers to acquire new information while also receiving valuable feedback. The primary focus of the instructional supervisory function is to improve the quality of teaching and learning. Examples of this include observing classroom instruction, providing feedback, ensuring alignment between curriculum and instruction, and supporting classroom instruction.

The Philippine Journal of Organizational Development explores the impact of leadership styles on creating a positive workplace environment in the Philippines' small and medium-sized enterprises (SMEs). The study shows that transformational leadership, with its emphasis on providing inspirational and individualized support, has a significant impact on the morale and engagement of employees. Lazaro states that leaders who take the time to recognize and encourage their teams develop a trusting and collaborative workplace culture. The study concludes with some recommendations for SMEs to develop leadership programme prioritizing emotional intelligence development and effective communication skills development. These types of leadership development initiatives can lead to improved organization

performance and an increased number of employees who will remain with the organization (Lazaro, 2021).

According to De Castro & Jimenez (2022) school principals can influence school activities because principals are the catalyst for reform and change within the school. The principal has the 21st century competencies to lead transformation in the school. The authors further state the principal always has new ideas as they are imaginative, creative, reflective and appreciate artistic experiences. Additionally, principals are reliable, organize and perseverant, which enables them to achieve their professional objectives.

The effective administration of schools is essential if we want a high-quality education for our students. In response to the challenges facing school administrators, Villar (2020) suggested that we create a leadership training program that focuses on the "key" skills necessary for public school administrators to be successful with school-based management; these include innovative thinking, stakeholder engagement, financial management, project management, and monitoring and evaluation, so that school administrators can better meet the basic needs of their students and other challenges within their communities. According to Arrieta and Ancho (2020), academic leadership is an important area of academic work that is both demanding and challenging; therefore, there needs to be a great deal of preparation for successful individuals who will be brought into an academic leadership position, regardless of whether or not that individual has experience as an academic leader. The work of developing school leadership in this century is based on understanding what work is performed in schools and the skills necessary to perform this work effectively. In addition, there is many different types of academic leadership in all schools with different degrees of complexity and responsibility.

The effective school leadership of principals is a fundamental component of delivering quality basic education services in public schools; A collaborative relationship among school leaders, teachers, student assistants, and parents provides a foundation for improving student learning and developing a school culture based on trust and respect for each other and those in the community. Effective school leadership creates a viable 21st Century Learning Environment for producing learners with 21st Century Skills; The roles and styles of leadership affect the school's overall success (Manongsong, 2019); Principal leaders drive improvement in learning by developing coherent school missions and visions; As a result of principal leadership, there are many examples of best practices that represent better learning opportunities in schools (Estacio & Estacio, 2022).

### ***Foreign Literature***

The leadership of education has gained recognition as an essential part of the entire global education system. Various studies have shown how leadership affects school effectiveness, teacher motivation, quality of instruction, and student achievement. In the fast-moving and continually changing educational environment of the 21st century, there has been a shift in both the concept and practice of educational leadership from traditional forms of administrative supervision to more collaborative, transformational, ethical, and technology-based models. As a result of the large number of global education reforms, significant digital transformations, the shift in learning modes as a result of the pandemic, the development of changing accountability systems, and growing expectations from different groups of stakeholders, there is now a tremendous need for effective leadership practices to support the delivery of consistent institutional effectiveness and to provide ongoing professional productivity for educators.

The school principal's self-evaluation on instructional leadership determines whether the principal satisfactorily develops and implements a school improvement plan that results in increased learner achievement; works with teams to develop realistic and attainable goals regarding learner achievement; implements a system for monitoring learner progress and staff performance on an ongoing basis; provide feedback to staff for continuous improvement and growth, and selecting instructional programs that meet specific school needs (Mestry, 2017).

Recent developments demonstrate that all across the world, within the academic community, there is a great deal of agreement that the type of leadership exhibited by school leaders has a significant influence

on the professional behaviour, organizational loyalty, employee well-being and instructional effectiveness of teachers as well as their overall organizational environment. Furthermore, the role that school leaders have in the educational environment no longer only falls within the domain of traditional bureaucratic management but is now also viewed as a complex process during which school leaders directly influence the development of organizational culture, create opportunities for professional collaboration among staff and provide the necessary environment to support excellent instruction.

Transformational leadership has been extensively researched and validated empirically as an effective approach in educational management literature. Researchers from around the world agree this style of leadership provides a realistic basis for assessing teacher effectiveness; commitment to the organization; encouraging innovative behaviour; and fostering the progression of the institution. As stated by Nguyen et al. (2022), leaders who use a transformational style create enthusiasm in educators through articulating a common vision of the institution, creating opportunities for collaboration; recognizing the contributions of individual staff; and building relationships based on trust. Additionally, the authors state that when staff morale and professional involvement are as high as possible, it is due to the creation of a principle-based culture or environment where employees have a supportive workplace characterized by mutual respect and shared responsibility.

In their analysis, Yusof and Ibrahim (2023) provided evidence to demonstrate the benefits of transformational leadership on the instructional output and commitment of teachers. This arises primarily due to the fact that transformational leaders provide their staff with intellectual stimulation, individualized attention and motivational encouragement. The authors of this study indicated that when teachers look at their leaders from a transformational perspective, they tend to be more satisfied professionally, loyal to the institution, and willing to engage in ongoing improvement efforts at their schools. Demonstrating support for the claim that transformational leadership promotes adaptability and resiliency for educational organizations today.

Educational institutions globally are undergoing significant changes due to increased use of technology, revisions to their curriculums and the implementation of competency-based learning. Within this context of reform, transformational leaders play the most important role in guiding the transition of institutions and motivating teachers to adapt to the new educational requirements. Leithwood and Sun (2021) have demonstrated that transformational leadership has an indirect effect on student achievement through creating better working conditions in schools, helping teachers develop their sense of efficacy, and developing the collaborative professional culture in school sites. These findings highlight the importance of transformational leadership in creating sustainable organizational effectiveness in schools today.

Instructional leaders are involved in implementing, supervising, mentoring and facilitating professional learning for teachers so they can develop their own practices and implement more effectively with students (Hallinger, 2021). Overall the behaviors of instructional leaders will have an impact on instructional consistency and enhance the quality of the pedagogical practices utilized to meet the needs of students. Within modern educational settings where accountability and the academic performance of students are heavily emphasized, the instructional leadership role functions as a means of providing support for maintaining the quality of education and promoting evidence-based practice.

In today's world, democratic or participative leadership is an increasingly prominent style of leadership among educational organizations. International research has shown that participative leadership enables organizations to provide opportunities for all members of their organizations to be included in the organization and work collaboratively, create professional trust, and share responsibilities. As a result of these positive outcomes, educational organizations are finally beginning to recognize the value of including teachers and other stakeholders in the governance of educational institutions and the decision-making process for the organization - including, but not limited to - the governance of educational institutions through the use of shared leadership to make the decision-making process of educational institutions a more democratic process. Bush (2020) believes that shared leadership models will build a greater commitment

within the organization, enhance professional relationships among the teachers who are involved in institution planning, policy development and school improvement, and promote an atmosphere of trust and collegiality through building transparent communication, collegial relationships and collaborative problem solving; these factors will, in turn, contribute toward a more positive and constructive organizational culture within the organization.

Likewise, Harris & Jones (2022) concluded that teacher empowerment through democratic leadership builds institutional resilience by giving teachers the opportunity to be involved in innovative and reform-oriented activities within the school system. Schools that demonstrate participatory approaches to leadership have stronger Professional Learning Communities, higher levels of teacher morale and greater adaptability across the organization when faced with disruptions to education. These findings indicate that democratic leadership serves as the foundation for sustainable improvement in education because of its implementation of principles of collective responsibility and collaborative governance within institutions.

Laissez-faire leadership likewise receives substantial critique in contemporary educational research, largely due to its correlation with weak organizational direction and ineffective instructional supervision. Excessive leadership absence often results in unclear expectations, communication problems, reduced accountability, and inconsistent organizational performance. Specchia et al. (2021) noted that laissez-faire leadership adversely impacts organizational productivity and employee engagement because leaders fail to provide adequate guidance, supervision, and decision-making support. Educational institutions characterized by weak leadership presence often experience role ambiguity, delayed conflict resolution, and diminished instructional coordination.

Additionally, Aydin et al. (2022) stated that laissez-faire leadership is associated with diminished staff morale and increased levels of institutional dissatisfaction. Teachers working under non-interventionist leaders often experience insufficient professional support and weak organizational communication, which may compromise instructional quality and workplace relationships.

Distributed leadership has become increasingly important in global academic discourse due to its collective practice, and the spread of responsibility for an organization. This model is different from traditional hierarchical models of authority in that it defines the concept of leading as collaboration within an organization, involving multiple stakeholders or individuals working together cooperatively to achieve a common goal. According to Spillane (2021), distributed leadership promotes professional development in institutions through encouraging teachers, department heads, coordinators and other staff to engage in performing leadership roles and contributing to their organization's decision-making processes. Therefore, establishing structures that support collaborative leadership many enhance organizations' capacity for innovation.

On distributed leadership (Deniz and Erdener, 2020) had seen that distributed leadership is important in promoting a positive teaching climate. Sharing leadership responsibilities among the staff enhances sense of ownership and collaboration, which in turn, foster job satisfaction and professional growth.

According to Tian et al. (2023), distributed leadership has a positive effect on the levels of teacher collaboration, professional engagement, instructional innovation, and improvement of school outcomes. This indicated that the effectiveness of leaders is no longer based solely on their ability to use formal authority; rather, it is also influenced by the strength of their collaborative professional networks.

### ***Local Studies***

At present, the current context of educational leadership in the Philippines, highlighting key trends, challenges, and opportunities was probed. It emphasized the evolving role of educational leaders as visionaries, change agents, and community builders. Findings suggest that leaders must create inclusive, innovative, and responsive learning environments to meet the demands of a rapidly changing world. The study concludes that educational leadership must adapt to technological advancements and societal shifts. Recommendations include continuous professional development and embracing innovative practices. The

implications underscore the necessity for leaders to be proactive and adaptable to drive educational progress (Manaois, 2023).

According to Yongco (2026), transformational leadership is the most significant and consistent driver of educational success in the Philippine secondary school context. Findings revealed that transformational leaders' positive influence operated primarily through their capacity to articulate an inspiring educational vision, provide genuine individualized professional support, and create school cultures that valorized continuous learning and improvement. The study concluded that transformational leadership constitutes a critical determinant of teacher performance in the Philippine secondary school context.

Complementing to this, Esogon (2024) found that school heads were perceived to demonstrate a high level of transformational leadership, while teachers' performance was generally rated outstanding. The study concluded that transformational behaviors such as motivation, professional support, and vision-setting help strengthen teachers' commitment and performance, making the study relevant to the present investigation's focus on transformational leadership as one of the leadership styles assessed by supervisors, administrators, teachers, and non-teaching personnel.

Arombo(2023) conducted a study on the instructional competence, leadership practice, and challenges to leadership for the master teachers serving as school head-designate in the Division of Bohol. The findings showed that master teachers were very competent in the areas of instruction, including subject matter expertise, classroom management, assessment, as well as mentoring students and/or teachers. In addition to demonstrating strong competence in instructional areas, master teachers also demonstrated evidence of practicing instructional leadership. Based on the study, there is a meaningful relationship between the instructional competence and instructional leadership practices of master teachers, which provides support for the idea that there may be a distribution of instructional leadership among both formal and informal school leaders.

Similar findings by Damasco and Villocino (2024) suggest that instructional leadership should be examined not only in terms of supervision and monitoring but also in relation to how teachers actually experience instructional support, coaching, and professional guidance.

Leadership management practices as a perspective to educational transformation was explored. Utilizing a descriptive correlation research design, the study quantifies the contribution of effective educational leadership styles and practices to educational transformation. Results show that democratic leadership yields a high morale environment, motivating creative solutions. Instructional leadership involves planning, coordination, evaluation, and teaching improvement. Authoritative leaders ensure systems are in order and control the organization, while coaching leadership focuses on behavior, attitude, work performance, and policy processes. Transformational leadership is essential for organizational improvement. The study concludes that effective leadership styles significantly contribute to educational transformation. Recommendations include adopting leadership practices that promote collaboration, innovation, and continuous improvement. The implications highlight the need for adaptive leadership to navigate the complexities of educational environments (Mallillin et al., 2023).

Another study that delved on a systematic literature review presents a conceptual framework on educational leadership and management. The study synthesized various leadership theories and practices to provide a comprehensive understanding of effective educational leadership. Findings indicate that transformational leadership, which emphasizes vision, inspiration, and change, is crucial for educational success. The review also highlights the importance of distributed leadership, where leadership responsibilities are shared among stakeholders. The study concludes that integrating multiple leadership approaches can enhance school effectiveness. Recommendations include professional development programs focusing on diverse leadership styles. The implications suggest that a multifaceted leadership approach is necessary to address the dynamic challenges in education (Kilag et al., 2023).

Likewise, Maturan (2025) investigated the leadership styles of school heads and the extent of

stakeholder involvement. The findings suggested that leadership development and structured stakeholder participation are critical in fostering inclusive and effective educational outcomes. Participative leadership, often conceptualized as democratic leadership, has been consistently linked to favorable outcomes in Philippine educational settings, notably enhancing teacher satisfaction, motivation, and commitment to the organization. This leadership style emphasizes shared decision-making and collaborative school governance.

Moreover, Villafane (2025) examined how secondary school heads in the Schools Division of Bulacan practiced participative leadership and how such practices informed the development of an academic mentorship program. The study used a mixed-method explanatory-sequential design, involving 81 secondary school heads for the quantitative phase and 15 informants for the qualitative phase. The findings suggest that participative leadership promotes shared decision-making, teacher engagement, collaboration, and a more supportive school environment. However, the study also shows that participative leadership may be constrained by resistance to change, limited cooperation, time pressure, weak parental involvement, and insufficient community linkages. Villafane concluded that participative leadership is a valuable leadership approach for school heads because it strengthens collaboration, encourages stakeholder involvement, and improves the school working environment. Furthermore, school heads need structured support to sustain participative practices, particularly through mentoring, training, and collaborative professional development.

Maturan's (2025) research was concerned with how the leadership style of school leaders affects the likelihood of forming partnerships with community partners by utilizing a descriptive-correlational methodology to find answers to the research question of whether there is a correlation between the type of leadership style used by school leaders and the ability to make partnerships in their respective communities. Democratic leadership is the most commonly utilized leadership style among the school leaders surveyed, but the highest statistically significant correlation between the types of leadership styles surveyed and external stakeholder participation was found to be transactional leadership, which tends to focus on completing tasks within defined timeframes and successfully mobilizing external resources. The results also included the finding that there is a paradoxical relationship between the amount of interpersonal control exercised by the school leaders and the degree to which the external stakeholders experienced agency, suggesting that exercising too much interpersonal control in relationship to the leadership style of the school leader stunted the external stakeholder's ability to take initiative in pursuing their own agency in their relationships with their school or school leaders. Maturan's study concluded that sustainable school-community partnership is achieved through utilizing a situational leadership style that incorporates both democratic inclusivity and transactional structure and proposes a School-Community Partnership Program that will provide an institutionalized approach to developing these competencies in accordance with the principles of School-Based Management.

Galay and Lazaro (2025) conducted an analysis of the association between school leaders' leadership styles and teacher outcomes at Magsaysay Elementary Schools using descriptive correlational research to determine the impact of school leaders' leadership styles on Key Result Areas (KRA). The research identified that seven different leadership styles were practiced by school leaders: (1) autocratic leadership; (2) bureaucratic leadership; (3) delegative leadership; (4) democratic leadership; (5) instructional leadership; (6) servant leadership; and (7) transformational leadership. Based on their results, the researchers determined that the predominant form of leadership was democratic leadership, which showed a strong positive correlation to high teacher ratings in pedagogy and classroom management. Although consultative governance was promoted by the study as an effective form of leadership practice, it identified that the use of laissez-faire practices resulted in inconsistencies in their administrative practices and a loss of oversight of instructional practices. Galay and Lazaro concluded that the quality of principal leadership is one of the most important factors that influence teacher effectiveness, and therefore, the researchers urged school administrators to implement transformational and participative leadership models

to foster professional development and meet the high expectations of the Philippine public school system.

The transactional leadership and participatory management styles among secondary school heads in Tawi-Tawi, Philippines were identified. The study identified themes such as qualities of a good leader, efficiency of leadership styles, teachers' involvement in decision-making, responses to teachers' mistakes, and rewards for good performance. The findings suggest that a combination of transactional leadership and participatory management fosters a dynamic learning environment, emphasizing the importance of well-rounded leadership styles in educational settings (Mastul et al., 2024).

Also, Structural Equation Modelling (SEM) has been used by Panganiban and Torres (2023) to analyse how distributed forms of leadership, collective efficacy in teachers and teacher performance are interrelated. Their analysis confirmed that collective efficacy among teachers was an important mediating factor, and that the leadership styles which allow for shared distribution of authority and responsibility between multiple stakeholders positively influence the collective sense of efficacy amongst teachers in their ability to perform, ultimately resulting in improvements in teacher performance. It was also shown that in the specialized context of Senior High Schools, the terms of leadership density i.e., the majority of distributed leadership tasks, is a more accurate predictor of the success of schools, as opposed to the traditional model of centralized leadership. Therefore, the conclusion reached by Panganiban and Torres is that school administrators should move away from unilateral means of leadership, towards a more distributed approach to support their principles of collective efficacy as a necessary precursor to sustaining high standards of instruction and high levels of professionalism in Philippine education.

The relationship between leadership styles and workplace challenges in the Philippine context, the study found that laissez-faire leadership exacerbates workplace pressures, leading to decreased employee morale. The research concluded that leaders should adopt more engaging leadership styles to create supportive work environments and recommended organizational policies promoting active leadership (Lin et al., 2021).

The effect of instructional support and school culture on teachers' productivity in the Pangantucan District, Bukidnon was made. The research emphasizes the necessity for schools to create a supportive environment characterized by strong leadership and collaboration among teachers. Findings indicate that teachers experience a high level of instructional support across various dimensions, including resource availability, effective communication, and visible leadership. The analysis highlights the importance of school culture in fostering collaboration among teachers, with "Unity of Purpose" receiving the highest mean score. The study concludes that investing in instructional support and professional development opportunities can cultivate an atmosphere conducive to teaching excellence, ultimately benefiting student learning outcomes. Recommendations include enhancing leadership visibility and promoting collaborative cultures. The implications suggest that structured support mechanisms are vital for improving teacher productivity and student achievement (Orongan, 2025).

The instructional competence of public secondary school teachers in Naic, Cavite was surveyed where the authors found that teachers demonstrated high levels of competence in instructional delivery, assessment, classroom management, and personal competencies. The study concluded that while teachers are generally competent, there is a need for continuous professional development to address specific challenges. The authors recommended the implementation of an instructional enhancement program to further improve teaching practices. The implications suggest that targeted training programs can enhance teacher effectiveness in secondary education (Ortiz Jr., 2023).

Arombo (2023) in his study of the master teachers serving as school-head designates in the Division of Bohol, examined their instructional competencies, instructional leadership practices, and leadership-related challenges. Findings showed that master teachers were very competent in instructional areas such as subject mastery, classroom management, assessment, and mentoring, and that they highly practiced instructional leadership. The study concluded that instructional competence and leadership practice are meaningfully connected, supporting the idea that instructional leadership may be distributed among formal

and informal school leaders.

The author reviewed research on how Lesso Study (LS) has been used in education in Quirino, Philippines, and found evidence that LS is effective for improving teaching practices in the areas of assessment, content knowledge, teaching strategies, lesson planning, and classroom climate. The results of this research indicate that LS is a successful approach to professional development, and the author recommends further use of LS to enhance the quality of teaching. Collaborative professional learning communities are key to building teachers' instructional competence (Bautista, 2023).

Pascual's research (2024) also surveyed 21st century math teachers in Ilocos Sur; examining their proficiency at administering lessons in the following areas: (i) subject matter, (ii) classroom management, (iii) instructional delivery. Teachers were found to be very effective overall, however, it was suggested that an ongoing system of in-service training be developed to support continued growth and develop teachers in specific areas requiring increased improvement. Ultimately, the research findings suggest that regular professional development programs are an integral component to sustaining effective instructors.

There was a positive significant correlation between the level of competence of the principals and the performance levels of their teachers in the Division of Cadiz City. Thus, it can be inferred that the more competent a principal is, the more effective their teachers will be. Furthermore, it was recommended that school leaders participate in leadership development programs. Finally, it was determined that administrative competence is critical to instructional effectiveness (Gumban 2024).

This study evaluated the instructional competencies laboratory teachers from Bukidnon State University in the context of remote or blended learning. It was found that the area where laboratory school teachers displayed the most competency was their evaluation skills. The researchers concluded that the teachers had adapted quite well to the demands of remote teaching environments and suggest that they continue to receive support and training around online instructional strategies. In addition, the researchers emphasized the need for flexibility to be able to provide quality instruction in a blended learning context (Gayon, 2023).

This study examined professional development and its effect on teacher instructional methods in Cagayan de Oro City. Results showed that professional development activities such as training, seminars, coaching, and mentoring had an overall positive effect on the quality of instructional techniques employed, as well classroom management. It was recommended that educational institutions provide sustained professional development activities. In addition, findings indicate that teacher learning is continuous in nature (Sacote-Labadan, 2025).

In a research study on teaching expertise and self-control in high school science classes, results indicated that there is an important connection between teacher experience and student use of independent study techniques when working with material outside the classroom. Basically, the results showed that when teachers implement certain methods of instruction effectively, the effect can result in improved results for their students. Therefore, the study recommended increasing the number of instructional techniques used to encourage students to have the ability to self-regulate their own learning. This indicates that a teacher's ability to teach effectively can affect the way that her students behave (Jed, 2024).

The research showed a strong link between the level of effectiveness of a school administrator and how well other teachers will perform in their jobs as teachers. This demonstrates that having a strong and well-prepared administrator will help to improve the overall effectiveness of the teaching staff. The findings revealed the importance of the district's leadership training program in supporting the instructional effectiveness of teachers. By improving a school administrator's competency level, it can have a positive effect on the quality of education provided to students (Estrada, 2024).

This study focused on the relationship between how well teachers manage classrooms and the self-efficacy (the level of one's belief in oneself) of students. It found that when teachers had high proficiency in managing their classrooms, students had high levels of self-efficacy. Strong correlation was found between being effective at managing the classroom and helping students build their self-efficacy. The

findings from this study supported that using diverse, strategic and individualized classroom management methods will result in helping students develop confidence in their ability to learn. Furthermore, the researchers suggested that teachers should continuously evaluate and modify the way they teach to best meet the needs of each student. The study places importance on how effective teachers are in fostering student self-confidence and success in school (Oco, 2025).

Classroom management practices of teachers have a positive effect on students' behaviors in Manolo Fortich District IV, Bukidnon. Effective classroom management is largely dependent on how well a teacher plans, delivers instruction and assesses performance. This study showed that effective classroom management is one way to influence the development of positive student behavior. In addition, the authors recommend providing ongoing professional development on classroom management strategies to improve student behavior and academic achievement. They concluded that the degree to which a teacher can effectively manage his or her classroom is an important part of being an effective teacher and helps create a positive learning environment for students (Jayme 2025).

The use of classroom management techniques by educators presently serves as a way to deal with problems caused by disruptive behavior in school classrooms during the period of study (2021/2022). A descriptive method of analysis indicated that instructors are applying their individual teaching styles to address this issue. Even though instructors are utilizing different styles, the study revealed that specific needs exist for developing a more structured guideline to enhance classroom management skill levels. As such, there is a need to establish formalized training programs designed to provide instructors with effective approaches to managing classrooms, as well as recognizing the impact of teacher effectiveness on the degree of orderliness within classrooms and how it relates to the overall academic performance of students (Buizing et al. 2024).

Teachers' Classroom Management and Students' Academic Performance in the East 2 District of Cagayan de Oro City were the subjects of this research project. Classroom management practices that were found to be effective, such as providing a model for students and developing a positive environment, had a strong correlation with increased performance among students. The researchers stated that one of the key aspects of improving student performance was having effective classroom management by teachers and recommended that training institutions offer training programs that focus on developing teachers' classroom management skills. This study highlights the need to provide teachers with the tools necessary to create an environment conducive to academic success. (Paulines, 2024)

The relationship between classroom management and teaching proficiency among elementary teachers in the Talisayan district has been established. Classroom management, including behavior, instructional, and proactive strategies, was rated highly. Teaching proficiency indicators such as communication, planning, and adaptability were rated similarly. Results showed a significant correlation between effective classroom management and higher levels of teaching proficiency. Based on these findings it is recommended that additional professional development opportunities focusing on both classroom management and teaching skills continue to be offered as an avenue for improving overall teacher success. Strengthening classroom management will directly impact overall teaching proficiency (Granada, 2024).

Classroom management practices and teaching strategies were studied, along with teacher's overall effectiveness, from a sample of 30 classrooms in 5 cities throughout various provinces in China. This study showed that there are many challenges in managing students' behavior and using effective instructional communicative practices. Classroom management practices reported by the participating teachers have had a positive impact on the students' academic achievement and their level of engagement within the classroom. Teachers stated specific classroom management practices such as being able to use the right vocabulary when providing instruction and being able to adapt their instruction to meet the needs of different learners needed improvement. The authors of the research paper concluded that increasing teacher efficacy and maximizing teachers' classroom management practices would improve the overall quality of

an education and that developing and implementing a complete and thorough understanding of classroom management, as well as building strong relationships between teachers and their students, will help educators be more effective in their instruction. The implications of this study suggest that focused professional development can assist in closing the gaps that exist between classroom management and teachers' instructional effectiveness (Mauhay, 2024).

A descriptive-correlational study examined the relationship between public elementary school teacher's active engagements in Continuing Professional Development (CPD) and their pedagogical competence in Aleosan East District in Cotabato, Philippines. Results indicated that those teachers actively participating in CPD exhibited significantly higher levels of pedagogical competence (Camral; 2025). The authors recommended that continuing engagement through continuous professional development programs is essential for improving the effectiveness of teaching, and they called for agencies and institutions to support CPD programs to promote the ongoing growth of teachers throughout their careers. Education stakeholders have an obligation to support CPD initiatives to develop teacher effectiveness as a top priority (Camral; 2025).

School leaders have an impact on how well their teachers perform. The study was conducted using a descriptive-comparative-correlational design and showed a significant relationship between the performance of teachers and the competence of school heads. The authors found that, in most cases, the relationship between effective leadership and teacher effectiveness was positively correlated. Based on these findings, school heads should seek out leadership development opportunities to increase their competence as school leaders. In short, the study suggests that improving school leadership will result in improved teacher performance and student success (Mary, 2024).

Elementary school teachers are confronting challenges with implementing action research. Barriers identified were time constraints, lack of training, and inadequate resources. The authors concluded those barriers inhibit teachers from fulfilling their professional responsibilities to participate in research efforts. The authors recommended providing appropriate support and resources as an avenue to encourage teacher participation in action research. The study suggests that addressing these barriers will increase teachers' abilities to conduct research and ultimately help their effectiveness (Tingabngab, 2023).

Participation in Training, Seminars, Coaching, and Mentoring has a Positive Impact on Teaching Strategies and Classroom Management. The authors of the article found that ongoing professional development is fundamental in order to improve teaching effectiveness. The authors of the article recommend that schools provide ongoing and 2459ormalized opportunities for Professional Development. The results of the study found that ongoing professional development opportunities are one factor that contribute to greater performance by teachers (Sacote-Labadan 2025).

### ***Foreign Studies***

Berkovich and Eyal (2021) conducted a quantitative analysis of the relationship between transformational leadership and teachers' organizational commitment among secondary teachers in Israel. Their findings showed that transformational leadership predicts teachers' commitment to their profession, collaborative participation and trust within the organization at an organizational level. Teachers who work with or under transformational leaders had higher levels of commitment and engagement toward their responsibilities and were willing to participate in improving the school. The overall finding of the study was that transformational leadership promotes a positive school climate and supports both teacher productivity as well as organizational effectiveness. Another study (Nguyen et al., 2022) also followed the transformational leadership in education as it relates to teacher motivation and trust within the organization in public schools. The researchers utilized structural equation modeling techniques to find that transformational leadership directly and indirectly (through organizational trust) has a statistically significant positive impact on teacher motivation. They concluded that the transformational-style leader works collaboratively with their staff to create an environment that supports and encourages their teachers' development of professional involvement.

Based on a thorough synthesis of 40 years of empirical research, Hallinger (2021) also found that instructional leadership has consistently proven to be one of the most significant variables influencing both school and teacher instructional performance. The research supports the argument that evidence of leadership focused on instruction has a major impact on curriculum implementation, instructional supervision, and creating professional learning environments for educators within a school.

Leithwood et al. (2021) have proposed a large-scale, comprehensive model for evaluating and demonstrating how effective leaders operate from the middle of a school, illustrating that middle level leaders (department heads, subject coordinators, and grade level chairs) exert more influence than others on professional development for teachers, instructional practices utilized in classrooms, and the overall success of students. The comparative international study conducted by Leithwood et al. (2021) across Canada, Australia, and England found that schools that had invested intentionally in developing their middle level leadership capacity, developed a more sustainable impact on the performance of teachers than schools that had primarily focused their leadership development on principals. The study concluded that improving schools will not occur unless a distributed leadership development strategy is utilized, extending intentionally beyond the development of the principalship in order to develop the capacity of those in vertical leadership roles along with those in lateral leadership roles.

In research carried out by Suresh and Venkatammal (2021), they evaluated both leadership styles and the performance of teachers (job performance) at secondary school level in India and Singapore through a quantitative survey approach. Their total sample was 1247 secondary school educators. Using a multi-level analysis, they determined transformational leadership was the strongest (positive) predictor of teacher performance in both the Singaporean and Indian contexts; while laissez-faire leadership had the strongest (negative) correlation to teacher performance. Interestingly, the effect of transformational leadership in a positive manner had a greater magnitude in India than in Singapore; which the authors attribute to India's high power-distance cultural orientation (i.e., followers are more strongly influenced by their leaders/events/things that they as followers deem to be inspirational and charismatic examples from authority figures). Overall, the authors conclude that leadership-performance relationships are moderation relationships and that the organizational impact of quality of leadership is heightened in a high power-distance context.

According to Yukl (2020), participative leadership is an effective approach for increasing an organization's productivity through collaborative decision-making with employees. Participative approaches work well under conditions where followers have expertise in an area, are intrinsically motivated, and where the quality of decisions will benefit from many different perspectives (career and/or profession, as is typical for professional educators). However, there are also limitations to participative processes because they require a lot of time, can create a lot of unnecessary conflict due to differing values among team members, and can be ineffective in situations requiring quick, decisive action (i.e., emergencies). This in-depth understanding of participative leadership's effectiveness based on contextual factors will be utilized in the development of the research methodology in this study to better explore the role of democratic leadership in the Philippines' public education system.

A study conducted by Amanchukwu et al. (2020) investigated how often directive/autocratic leadership behaviours would lead to positive results and found that in highly delineated circumstances such as schools with/or experiencing rapid changes or performance crises, continuity with an authoritative kind of leadership would produce some short-term positive results due to an increase in types of clarity of direction and decisive action (which outweighs the negatives from decreased levels of autonomy) but would create negative, long-lasting implications on the levels of teacher morale/retention/performance over time when there were instances of continual use of autocratic leadership forms of behaviour. Ultimately, the authors determined that the limited organizational benefits associated with using the directive leadership style do not justify the long-term persistence of using a directive style of leadership in educational institutions, thus highlighting one of the key factors associated with developing a repertoire of the type of

adaptive behaviours needed by a leader for use in various contexts.

According to Spillane and Ortiz (2022), distributed leadership theory has traditionally been misconceived as either delegated leadership or shared leadership. Spillane and Ortiz analyzed how genuine relationships between multiple leaders and their followers in the context of a particular situation produce the foundations of the theory of distributed leadership. Thus, the authors' description of distributed leadership is a relationally-based and ecologically-based theory that does not develop from the formalized distribution of role assignments and tasks associated with leadership. Therefore, for the present study, this relationally-based nature of distributed leadership is significant for its methodological approach, as it suggests that assessing distributed leadership necessitates a consideration of the formalized role structure and an analysis of the quality of and character of the interactions between leaders and their followers when they collaborate in schools. Therefore, the authors of this study concluded that the field of distributed leadership research must develop more sophisticated and nuanced approaches to the development of instruments that measure more accurately and representatively the relational and contextual dimensions of the conceptual framework for distributed leadership. In doing so, they indicated that the health of distributed school leadership in action provides a significant boost to the capacity of schools to be resilient to educational disruptions, and support professional collaboration and institutional adaptability. Additionally, schools whose leaders share leadership roles, have more effective professional learning communities, and offer greater opportunities for teachers to participate in decision-making processes than do schools whose leaders do not share leadership. Harris and Jones (2022) conducted a conceptual mixed methods study to evaluate educational leaders' application of distributed leadership principles and practices in schools during periods of unprecedented educational disruption. Their mixed-methods study demonstrated that the application of distributed leadership practices increases a school's level of resilience to educational disruption, enhances collaborative professional relationships within the school, and increases the ability for institutions to adapt to changes in their environments. Further, schools whose leaders share leadership roles, develop stronger professional learning networks, and provide more opportunities for teachers to participate in decisions than do schools whose leaders do not share leadership roles.

Tian et al. (2023) performed a comprehensive review of all studies related to distributed leadership between the years 2002 and 2022. In their conclusion regarding these studies, they found that the distribution of leadership among educational staff improved levels of teacher professionalism, commitment, and collaboration on average across all leaders in education. Additionally, evidence from the studies indicated that by sharing leadership responsibilities within an organization will lead to greater accountability of the organization and eventually lead to an overall improving outcome of the organization.

Kraft et al. (2020) performed a detailed analysis to outline key areas of design, fidelity of implementation, and the degree to which performance evaluations improve teaching practice through their review of the literature related to teacher performance evaluation systems. Kraft et al. (2020) identified design characteristics that are correlated with performance evaluation systems' degree of effectiveness in terms of achieving desired outcomes of improving teaching practices. Further, they found that the number of teacher evaluations that concentrated at the upper end of performance rating categories (i.e., the leniency effect) reduced the ability of performance evaluation systems to distinguish between levels of performance and therefore allocate appropriate levels of professional development support to teachers. Finally, Kraft et al. (2020) concluded that the leniency effect can be addressed through the development of evaluators and the calibration of evaluation processes, competencies that are part of a broader framework for developing school administrators' instructional leadership capacity.

Singh et al. (2021) examined the relationship between school leadership practices and teacher performance outcomes across a large sample of secondary schools in South and Southeast Asia, finding that instructional leadership and transformational leadership were the strongest positive predictors of teacher performance ratings, while laissez-faire leadership was the strongest negative predictor. Notably, their cross-cultural comparative analysis found that the leadership-performance relationship was stronger

in high power-distance cultural contexts—where followers are more strongly influenced by formal authority figures—suggesting that leadership quality may have particularly consequential effects on teacher performance in cultural contexts similar to the Philippines. The study concluded that leadership impact on teacher performance is culturally amplified in high-power-distance settings, making leadership quality a more urgent policy priority in such contexts.

Göcer et al. (2021) investigated the relationship between school leadership practices and teacher performance trajectories in Turkish public secondary schools over a three-year longitudinal period. Using growth curve analysis, the study found that teachers in schools with transformational principals exhibited significantly steeper positive performance growth trajectories than teachers in schools with transactional or laissez-faire principals—a finding suggesting that transformational leadership's positive effect on teacher performance is not merely cross-sectional but is associated with accelerated professional growth over time. This longitudinal dimension aligns directly with the present study's methodological decision to employ three consecutive years of IPCRF data. The study concluded that transformational leadership constitutes a developmental accelerant rather than merely a performance-maintenance factor, with compounding benefits observable only through longitudinal research designs.

Williamson et al. (2020) examined the transformation educational leadership during the COVID-19 pandemic, analyzing how school leaders in the United Kingdom, Australia, and the United States navigated the sudden requirement to lead their organizations through emergency digital transitions. Findings revealed that leaders' capacity to exercise effective digital leadership was strongly associated with their pre-pandemic investment in building digital culture and digital infrastructure within their schools. Leaders who had cultivated digitally confident and collaboratively networked professional communities were significantly more effective in sustaining teacher morale, maintaining instructional quality, and navigating the organizational disruptions of emergency remote teaching. The study concluded that digital leadership capacity is not producible on demand in crisis conditions but requires sustained pre-crisis investment in organizational digital culture development.

### **Synthesis**

The intersection of administrative leadership and classroom success remains a central focus of educational research. Modern administrative frameworks have radically shifted the role of school heads from strictly bureaucratic managers to active agents of transformation, directly impacting instructional quality, school climate, and teacher efficiency. The following literature and studies included the following Dep Order No. 24, 2. 2020, Kilag et al, (2020), Reyes (2023), Barredo 20021), Arcadio (2025), Lintag, et al (2025), Castro and Jimenez (2022), Vilar (2020), Manongsong (2019), and Estacio (2022) and others.

The abovementioned studies emphasized on the administration of instruction with concentration on leadership and facilitating professional and personal development of education in the school.

For the instructional competence, classroom management and professional development, the following literature and studies were read and analyzed: Arombo (2023), Gumban (2024), Ayon (2023), Sacote-Labada (2025), Jed (2024), Oco (2025), Jayme (2025), Buizing et al (2024), Pualine (2024), Granada (2024), Mauhay (2024), Camral (2025), May (2024), Tingabngab (2023), Leithwood et al (2021), Gocer et al (2021) and Williamson et al (2020) and others.

Summarily, all modern educational systems require school heads to look beyond administrative operations and actively engage in instructional supervision and leadership. Because building an environment conducive to quality instruction and learning relies on strong leadership, consistent and constructive supervision from principals is essential to shape teacher performance, self-efficacy, and instructional practices.

## METHODS

### Research Design

The descriptive–correlational method of research was used in this study to describe and interpret what it is. Descriptive research is a type of research that is used to describe the characteristics of a population. It collects data that are used to answer a wide range of what, when, and how questions pertaining to a particular population or group. Descriptive research is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method (Creswell, 2024).

### Population and Sampling

The study focused on School Heads’ Supervision and Leadership Style and Teachers’ Effectiveness in Quezon City Congressional District I Elementary Schools as Basis for Intervention Program.

The Congressional District I Elementary Schools in Quezon City comprises the School Heads, Teachers, Non-Teaching Personnel, CPTA officers.

Purposive sampling was employed to identify and select respondents from the population. This method is deemed appropriate because it allows the study to intentionally target individuals who held specific roles and responsibilities relevant to the study’s objectives. As emphasized by Creswell and Creswell (2017), purposive sampling involves the deliberate selection of participants based on their experience and the value of their perspectives in addressing the research questions.

### Respondents of the Study

The respondents of the study were the School Heads, Teachers, Non-Teaching Personnel and SPTA Officers in Quezon City Congressional District I Elementary Schools.

Table 1. *Population and Sample of the Study*

| Respondents            | Total Population | Sample Size | Percentage (%) |
|------------------------|------------------|-------------|----------------|
| School Heads           | 21               | 21          | 100.00         |
| Teachers               | 944              | 217         | 22.98          |
| Non-Teaching Personnel | 212              | 49          | 23.11          |
| SPTA Officers          | 210              | 48          | 22.86          |
| <b>Total</b>           | <b>1,387</b>     | <b>335</b>  | <b>24.15</b>   |

Table 1 presents the population and sample of the study. As presented in the table, there were 21 or 100 percentage of the school heads in District I; 944 total population for the teacher where 217 were selected which comprised 22.98 percentage; 212 non-teaching personnel of which 49 were identified as respondents and comprised of 23.11 percentage; and 210 SPTA of which 48 or 22.86 percentage.

As seen in the table, the respondents were the representative sample of the population in District 1.

Table 2. *Distribution of Respondents of the Study*

| Respondents            | Frequency (f) | Percentage (%) |
|------------------------|---------------|----------------|
| School Heads           | 21            | 6.27           |
| Teachers               | 217           | 64.78          |
| Non-Teaching Personnel | 49            | 14.63          |
| SPTA Officers          | 48            | 14.33          |
| <b>Total</b>           | <b>335</b>    | <b>100.00</b>  |

Table 2 shows the distribution of respondents of the study. As shown in the table, there were 21 or 6.27 percentage of the school heads who served as respondents; 217 or 64.78 percentage of the teacher respondents; 49 or 14.63 percentage of non-teaching personnel; and 48 or 14.33 percentage of the SPTA.

It can be gleaned from the table that the respondents were selected using statistical tool that identified the number of the group of respondents.

Table 3. *Respondents as to Age*

| Age                    | School Headsf (%)  | Teachersf (%)       | Non-Teaching Personnell (%) | SPTAf (%)          | Totalf (%)          |
|------------------------|--------------------|---------------------|-----------------------------|--------------------|---------------------|
| 51 years old and above | 6 (28.60)          | 46 (21.19)          | 3 (6.12)                    | 9 (18.75)          | 64 (19.10)          |
| 46–50 years old        | 7 (33.33)          | 33 (15.21)          | 8 (16.33)                   | 11 (22.92)         | 59 (17.61)          |
| 41–45 years old        | 6 (28.60)          | 29 (13.36)          | 7 (14.29)                   | 6 (12.50)          | 48 (14.33)          |
| 36–40 years old        | 2 (9.52)           | 27 (12.44)          | 9 (18.37)                   | 13 (27.08)         | 51 (15.22)          |
| 31–35 years old        | 0 (0.00)           | 33 (15.21)          | 12 (24.49)                  | 5 (10.42)          | 50 (14.92)          |
| 26–30 years old        | 0 (0.00)           | 27 (12.44)          | 8 (16.33)                   | 4 (8.33)           | 39 (11.64)          |
| 21–25 years old        | 0 (0.00)           | 22 (10.14)          | 2 (4.08)                    | 0 (0.00)           | 24 (7.16)           |
| <b>Total</b>           | <b>21 (100.00)</b> | <b>217 (100.00)</b> | <b>49 (100.00)</b>          | <b>48 (100.00)</b> | <b>335 (100.00)</b> |

Table 3 depicts the respondents as to age. As depicted in the table, there were 6 or 28.6 percentage of the school heads with age range of 51 and above years old; 7 or 33.33 with 46-50 years old; 6 or 28.6 with 41-45 years old; 2 or 9.52 with 36-40 years old; and 0 with 21-35 years old.

The teacher respondents were distributed in different age ranges with 46 or 21.19 percentage with 51 and above years old; 33 or 15.21 with 46 to 50 years old; 29 or 13.36 with 41-45 years old; 27 or 12.44 percentage with 36-40 years old; 33 or 15.21 percentage with 31-35 years old; 27 or 12.44 with 26-30 years old; and 22 or 10.14 with 21-25 years old with the total 217 or 100 percentage.

The teaching personnel were distributed as follows: 3 or 6.12 percentage with 51 and above years old; 8 or 16.33 with 46-50 years old; 7 or 14.29 percentage with 41-45 years old; 9 or 18.37 percentage with 36-40 years old; 12 or 24.49 percentage with 31-35 years old; 8 or 16.33 with 26-30 years old; and 2 or 4.08 with 21-25 years old with the total of 49 or 100 percentage.

Further, the SPTA respondents had 9 or 18.75 percentage with 51 and above years old; 11 or 22.92 with 46-50 years old; 6 or 12.5 percentage with 41-45 years old; 13 or 27.08 percentage with 36-40 years old; 5 or 10.42 percentage with 31-35 years old; 4 or 8.33 percentage with 26-30 years old; and 0 with 21-25 years old with the total of 48 or 100 percentage.

The total respondents as to age was composed of 64 or 19.10 percentage with 51 and above years old; 59 or 17.62 percentage with 46-50 years old; 48 or 14.33 percentage with 41-45 years old; 51 or 15.22 percentage with 36-40 years old; 50 or 14.92 percentage with 31-35 years old; 4 or 8.33 percentage with 26-30 years old; 30 or 11.64 with 26-30 years old and 24 or 7.16 percentage with 21-25 years old with the total of 335 or 100 percentage.

Table 4. *Respondents as to Gender*

| Gender       | School Headsf (%)  | Teachersf (%)       | Non-Teaching Personnell (%) | SPTAf (%)          | Totalf (%)          |
|--------------|--------------------|---------------------|-----------------------------|--------------------|---------------------|
| Male         | 4 (19.04)          | 29 (13.68)          | 10 (20.41)                  | 16 (30.19)         | 65 (19.40)          |
| Female       | 17 (80.96)         | 183 (86.32)         | 39 (79.59)                  | 37 (69.81)         | 276 (82.39)         |
| <b>Total</b> | <b>21 (100.00)</b> | <b>212 (100.00)</b> | <b>49 (100.00)</b>          | <b>53 (100.00)</b> | <b>335 (100.00)</b> |

Table 4 exhibits the respondents as to gender. As exhibited in the table, there were 4 or 19.04 male and 17 or 89.95 percentage for female respondents with the total of 21 or 100 percentage for the school heads; 29 or 13.68 male and 183 or 86.32 percentage female for the teacher respondents with the total of 212 or 100 percentage; 10 or 20.41 male and 39 or 79.59 percentage for the non-teaching personnel with the total of 49 or 100 percentage; 16 or 30.19 male and 37 or 69.81 percentage for the SPTA respondents with the total of 53 or 100 percentage.

the total of 49 or 100 percentage; and 16 or 30.19 male and 37 or 69.81 percentage for female for the SPTA and totaled 53 or 100 percentage. The total respondents was composed of 65 male and 260 female with the total of 335 or 100 percentage.

Table 5. *Respondents as to Civil Status*

| <b>Civil Status</b> | <b>School Headsf (%)</b> | <b>Teachersf (%)</b> | <b>Non-Teaching Personnell (%)</b> | <b>SPTAf (%)</b>   | <b>Totalf (%)</b>   |
|---------------------|--------------------------|----------------------|------------------------------------|--------------------|---------------------|
| Single              | 3 (14.30)                | 68 (31.34)           | 17 (34.70)                         | 2 (4.17)           | 90 (26.86)          |
| Married             | 16 (76.19)               | 103 (47.46)          | 21 (42.86)                         | 37 (77.08)         | 177 (52.83)         |
| Legally Separated   | 0 (0.00)                 | 0 (0.00)             | 2 (4.08)                           | 3 (6.25)           | 5 (1.49)            |
| Widow/Widower       | 2 (9.52)                 | 46 (21.20)           | 9 (18.37)                          | 6 (12.50)          | 63 (18.80)          |
| <b>Total</b>        | <b>21 (100.00)</b>       | <b>217 (100.00)</b>  | <b>49 (100.00)</b>                 | <b>48 (100.00)</b> | <b>335 (100.00)</b> |

Table 5 projects the respondents as to civil status. As projected in the table, there 3 or 14.3 percentage of single respondents for school heads; 16 or 76.19 percentage who were married; and 2 or 9.52 percentage who were widow/widower with the total o 21 or 100 percentage; 68 or 31.34 from the teacher respondents who have single status; 103 or 47.46 percentage who were married; and 46 or 21.20 percentage who were widow/widower and totaled 217 or 100 percentage; 17 or 34.70 percentage for non-teaching personnel who were single; 21 or 42.86 percentage married; 2 or 4.08 legally married; 9 or 18.37 percentage widow/widower and totaled 49 or 100 percentage; 2 or 41.66 percentage for the SPTA single; 37 or 77.08 percentage married; 3 or 6.25 percentage legally separated; 9 or 18.37 percentage widow/widower and totaled 49 or 100 percentage.

The total respondents as to civil status are as follows: 90 or 26.86 single; 177 or 52.83 percentage married; 5 or 1.49 legally separated; 63 or 18.80 and totaled 335 or 100 percentage.

Table 6. *Respondents as to Educational Attainment*

| <b>Educational Attainment</b> | <b>School Headsf (%)</b> | <b>Teachersf (%)</b> | <b>Non-Teaching Personnell (%)</b> | <b>SPTAf (%)</b>   | <b>Totalf (%)</b>   |
|-------------------------------|--------------------------|----------------------|------------------------------------|--------------------|---------------------|
| Doctorate Degree              | 17 (80.95)               | 9 (4.17)             | 0 (0.00)                           | 0 (0.00)           | 26 (7.76)           |
| With Doctorate Units          | 3 (14.28)                | 12 (5.53)            | 0 (0.00)                           | 0 (0.00)           | 15 (4.47)           |
| Master's Degree               | 1 (4.76)                 | 55 (25.34)           | 3 (6.12)                           | 0 (0.00)           | 59 (17.61)          |
| With Master's Units           | 0 (0.00)                 | 63 (29.03)           | 4 (8.16)                           | 3 (6.25)           | 70 (20.89)          |
| Bachelor's Degree             | 0 (0.00)                 | 78 (35.94)           | 42 (85.71)                         | 45 (93.75)         | 165 (49.25)         |
| <b>Total</b>                  | <b>21 (100.00)</b>       | <b>217 (100.00)</b>  | <b>49 (100.00)</b>                 | <b>48 (100.00)</b> | <b>335 (100.00)</b> |

Table 6 demonstrates the respondents as to their educational attainment. As demonstrated in the table, there were 17 or 80.95 percentage who have doctorate degree; 3 or 14.28 percentage with doctorate units and totaled 21 or 100 percentage; teacher respondents obtained 9 or 4.17 with doctorate degree; 12 or 5.53 percentage with doctorate units; 55 or 25.34 percentage with master's degree; 63 or 29.03 percentage with master's units; 78 or 35.94 percentage with bachelor's degree totaled 217 or 100 percentage; for the non-teaching personnel 3 or 6.12 percentage with master's units; 4 or 8.16 percentage with bachelor's degree totaled 49 or 100 percentage; the SPTA got 3 or 6.25 with master's units; 45 or 93.75 with bachelor's degree totaled 48 or 100 percentage. In summary, therefore, there were 26 or 7.76 percentage with doctorate degree; 15 or 4.47 percentage with doctorate units; 59 or 17.61 percentage with master's degree; 70 or 20.89 percentage with master's units; 165 or 31.34 percentage with bachelor's degree totaled 335 or 100 percentage.

Table 7. Respondents as to Number of Years in Service

| Number of Years in Service | School Headsf (%)  | Teachersf (%)       | Non-Teaching Personnell (%) | SPTAf (%)          | Totalf (%)          |
|----------------------------|--------------------|---------------------|-----------------------------|--------------------|---------------------|
| 31 years and above         | 2 (9.52)           | 23 (10.59)          | 0 (0.00)                    | 0 (0.00)           | 25 (7.46)           |
| 26–30 years                | 3 (14.28)          | 18 (8.29)           | 1 (2.04)                    | 0 (0.00)           | 22 (6.57)           |
| 21–25 years                | 6 (28.57)          | 31 (14.29)          | 2 (4.08)                    | 0 (0.00)           | 39 (11.64)          |
| 16–20 years                | 7 (33.33)          | 47 (21.66)          | 5 (10.20)                   | 0 (0.00)           | 59 (17.61)          |
| 11–15 years                | 2 (9.52)           | 38 (17.51)          | 11 (22.45)                  | 0 (0.00)           | 51 (15.22)          |
| 6–10 years                 | 1 (4.76)           | 36 (16.59)          | 18 (36.73)                  | 3 (6.25)           | 58 (17.31)          |
| 1–5 years                  | 0 (0.00)           | 24 (11.06)          | 12 (24.49)                  | 45 (93.75)         | 81 (24.18)          |
| <b>Total</b>               | <b>21 (100.00)</b> | <b>217 (100.00)</b> | <b>49 (100.00)</b>          | <b>48 (100.00)</b> | <b>335 (100.00)</b> |

Table 7 appears the respondents as to the number of years in services. As appeared in the table, there were 2 or 9.52 percentage school heads with 31 years and above number of years in service; 3 or 14.28 with 26-30 years of service; 6 or 28.57 with 21-25 years of service; 7 or 33.33 with 16-20 years of service; 2 or 9.52 percentage with 6-10 years of service totaled 21 or 100 percentage; 23 or 10.59 with 31 years and above number of years in service; 18 or 8.29 with 26-30 years of service; 31 or 14.28 with 21-25 years of service; 47 or 21.66 with 16-20 years of service; 38 or 17.51 percentage with 11-15 years of service; 36 or 16.59 percentage with 6-10 years of service; and 24 or 11.06 percentage with 1-5 years of services and totaled 217 or 100 percentage; while the SPTA obtained 3 or 6.25 percentage for 6-10 years of service and 45 or 93.75 percentage for 1-5 years of service and totaled 335 or 100 percentage.

The total number of years of the respondents showed that there were 25 or 7.46 percentage with 26-30 years of service; 22 or 6.56 percentage with 21-25 years of service; 39 or 11.64 percentage with 21-25 years of service; 59 or 17.61 percentage with 11-15 years of service; 51 or 15.22 percentage with 11-15 years of service; 58 or 17.31 percentage with 11-15 years of service; 81 or 24.17 percentage with 1-5 years of services and totaled 335 or 100 percentage.

### Research Instrument

The primary research instrument used in this study was a researcher-made survey questionnaire which designed to assess the School Heads' Supervision and Leadership Styles and Teachers' Effectiveness in Quezon City congressional District I Elementary Schools: Basis for Intervention Program.

The questionnaire focused on the School Heads' Supervision and Leadership Styles on four major components: instructional Leadership; communication skills; support mechanisms; and positive work environment; for leadership styles; transformational style, transactional style, democratic (participative) style, autocratic style, and laissez-faire style; and teachers' effectiveness, instructional competence, classroom management, professional responsibilities, and student performance.

The development of the instrument was guided by the researcher's adviser and relevant experts. Following initial revisions, the questionnaire underwent content validation by three professionals with recognized expertise in their respective areas. To establish its reliability, a pilot test was conducted with 20 participants. The instrument's reliability coefficient was also determined.

The questionnaire was prepared following the five (5) parts to systematically gather data relevant to the study:

**Part I. Profile of the Respondents.** This section collected demographic and background information, including age, civil status, sex, highest educational attainment, and years of service of the respondents.

**Part II. Assessment on the School Heads' Supervision and Leadership Styles.** This section measured respondents' evaluations on the four major components of the study.

**Part III. Assessment of the Teachers' Effectiveness.** This section gathered data on the teachers'

effectiveness.

**Part IV. Assessment on problems encountered by the respondents on school heads' supervision and Leadership styles and teachers' effectiveness.** This part obtained the data on teacher's effectiveness on different criteria identified in the problem.

**Part V. Assessment on the Acceptability of the Intervention Program.** This section assessed respondents' perceptions regarding the acceptability of the proposed intervention program.

### Data Gathering Procedures

The following steps were undertaken systematically in the conduct of the study:

1. A survey questionnaire was developed by the researcher and submitted to the research adviser for feedback, suggestions, and necessary revisions to ensure clarity and relevance;
2. Formal permission was secured from concerned authorities to administer the study in the Congressional district I in Quezon City;
3. The finalized questionnaire was distributed to the respondents;
4. Accomplished questionnaires were retrieved, and responses were organized for processing; and
5. The collected data was collated, tabulated, and subjected for statistical analysis and interpretation to address the research problems.

### Statistical Treatment of Data

The following statistical tools will be used for deeper analysis and interpretation of data:

1. **Percentage.** This was used to present data as a proportion of a whole, helping to show the distribution of respondents according to their demographic profiles (Reinhart, 2015). It allowed easy comparison between groups.

$$P = \frac{f}{n} \times 100\%$$

where

P = percentage

f = frequency

n = sample size

2. **Weighted Mean.** This was used to determine the average responses to items in the different questionnaires by applying assigned weights to each scale point. It was used to analyse data related to Sub-problems. After determining the weighted mean, the following scale was used to interpret its verbal description as follows:

Point Scale for the School Heads' Supervision:

| Scale | Range       | Verbal Interpretation | Symbol |
|-------|-------------|-----------------------|--------|
| 5     | 4.20 – 5.00 | Highly Evident        | HE     |
| 4     | 3.40 – 4.19 | Evident               | E      |
| 3     | 2.60 – 3.39 | Moderately Evident    | ME     |
| 2     | 1.80 – 2.59 | Least Evident         | LE     |
| 1     | 1.00 – 1.79 | Not Evident           | NE     |

Point Scale for the Assessment of School Heads' Leadership Style:

| Scale | Range       | Verbal Interpretation | Symbol |
|-------|-------------|-----------------------|--------|
| 5     | 4.20 – 5.00 | Highly Observed       | HO     |
| 4     | 3.40 – 4.19 | Observed              | O      |
| 3     | 2.60 – 3.39 | Moderately Observed   | MO     |
| 2     | 1.80 – 2.59 | Least Observed        | LO     |

|   |             |              |    |
|---|-------------|--------------|----|
| 1 | 1.00 – 1.79 | Not Observed | NO |
|---|-------------|--------------|----|

Point Scale for the Level of School Heads', Students' and Teachers' Effectiveness

| Scale | Range       | Verbal Interpretation | Symbol |
|-------|-------------|-----------------------|--------|
| 5     | 4.20 – 5.00 | Highly Effective      | HE     |
| 4     | 3.40 – 4.19 | Effective             | E      |
| 3     | 2.60 – 3.39 | Moderately Effective  | ME     |
| 2     | 1.80 – 2.59 | Least Effective       | LE     |
| 1     | 1.00 – 1.79 | Not Effective         | NE     |

3. **Kruskal-Wallis H Test.** This was used for the data that was measured, not normal nor homogenous, to determine whether there was statistically significant differences among the means of three or more independent groups.

where

$H$  = Kruskal-Wallis test statistic

$N$  = total number of respondents across all groups

$k$  = number of groups

$n_i$  = number of observations in group  $i$

$R_i$  = sum of the ranks for group  $i$

4. **Linear Correlation Analysis.** This statistical method was applied to explore the relationship between two sets of variables. It was used to answer Sub-problem No. 5.

In this case, the formula that was used for the **Pearson Product-Moment Correlation** was as follows:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

where

$r$  = correlation coefficient

$n$  = number of paired data or scores

$x$  = data or scores in variable X

$y$  = data or scores in variable Y

To interpret the computed  $r$ , the following scale was used:

| r-value     | Verbal Interpretation  |
|-------------|------------------------|
| 0           | No Correlation         |
| 0.01 – 0.19 | Negligible Correlation |
| 0.20 – 0.39 | Low Correlation        |
| 0.40 – 0.59 | Moderate Correlation   |
| 0.60 – 0.79 | High Correlation       |
| 0.80 – 0.99 | Very High Correlation  |
| 1.00        | Perfect Correlation    |

## RESULTS AND DISCUSSION

**Sub-problem No. 1. How do the school heads, teachers, non-teaching, and SPTA officers assess the school head's supervision in terms of:**

### *Directive*

Table 8. *Assessment as to Directive*

|   | Indicators                                                                                                                                                                                                            | Teachers    |          | SPTA Officers |           | Non-teaching |           | School Heads |           | Overall     |           | R |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|---------------|-----------|--------------|-----------|--------------|-----------|-------------|-----------|---|
|   |                                                                                                                                                                                                                       | WM          | VI       | WM            | VI        | WM           | VI        | WM           | VI        | CWM         | VI        |   |
| 1 | The School Head provides specific templates and rigid guidelines for the submission and formatting of Daily Lesson Logs (DLL) or Detailed Lesson Plans (DLP) to ensure uniformity across grade levels.                | 4.07        | E        | 4.80          | HE        | 4.18         | E         | 4.60         | HE        | 4.41        | HE        | 3 |
| 2 | During pre-observation conferences, the School Head prescribes the specific teaching strategies and instructional materials (IMs) required to use for a particular lesson.                                            | 3.70        | E        | 5.00          | HE        | 4.00         | E         | 4.20         | E         | 4.23        | HE        | 4 |
| 3 | The School Head provides a list of specific "must-do" actions or "corrective measures" that the teachers are expected to implement immediately.                                                                       | 4.06        | E        | 4.60          | HE        | 4.73         | HE        | 4.40         | HE        | 4.45        | HE        | 1 |
| 4 | The School Head conducts regular, unannounced "walk-throughs" to ensure that classroom management policies (e.g., "Clean as you go," bulletin board updates, and student seating arrangements) are strictly followed. | 4.37        | HE       | 4.60          | HE        | 4.36         | HE        | 4.40         | HE        | 4.43        | HE        | 2 |
| 5 | The School Head provides explicit directives on the implementation of DepEd Orders or SDO Quezon City memoranda without prior consultation with the teachers.                                                         | 3.67        | E        | 4.40          | HE        | 4.00         | E         | 4.40         | HE        | 4.12        | E         | 5 |
|   | <b>Overall</b>                                                                                                                                                                                                        | <b>3.97</b> | <b>E</b> | <b>4.68</b>   | <b>HE</b> | <b>4.25</b>  | <b>HE</b> | <b>4.40</b>  | <b>HE</b> | <b>4.33</b> | <b>HE</b> |   |

**Legend**

| Option | Range       | Verbal Interpretation | Symbol |
|--------|-------------|-----------------------|--------|
| 5      | 4.20 – 5.00 | Highly Evident        | HE     |
| 4      | 3.40 – 4.19 | Evident               | E      |
| 3      | 2.60 – 3.39 | Moderately Evident    | ME     |
| 2      | 1.80 – 2.59 | Least Evident         | LE     |
| 1      | 1.00 - 1.79 | Not Evident           | NE     |

Table 8 presents the respondents' assessment of the school heads' leadership style as to Directive. As reflected in the overall result, the directive leadership style obtained a composite weighted mean of 4.33, verbally interpreted as Highly Evident. Among the respondent groups, SPTA officers gave the highest assessment with a weighted mean of 4.68 or Highly Evident, followed by school heads with 4.40 or Highly Evident, non-teaching personnel with 4.25 or Highly Evident, and teachers with 3.97 or Evident. This indicates that directive practices among school heads are generally strongly observed across the participating elementary schools.

It can be observed that the indicator "The School Head provides a list of specific 'must-do' actions or 'corrective measures' that the teachers are expected to implement immediately" received the highest composite weighted mean of 4.45, verbally interpreted as Highly Evident. This is followed by "The School Head conducts regular, unannounced 'walk-throughs' to ensure that classroom management policies are strictly followed" with a composite weighted mean of 4.43 or Highly Evident; "The School Head provides specific templates and rigid guidelines for the submission and formatting of Daily Lesson Logs (DLL) or Detailed Lesson Plans (DLP) to ensure uniformity across grade levels" with 4.41 or Highly Evident; and "During pre-observation conferences, the School Head prescribes the specific teaching strategies and instructional materials (IMs) required to use for a particular lesson" with 4.23 or Highly Evident. The lowest-rated indicator was "The School Head provides explicit directives on the implementation of DepEd Orders or SDO Quezon City memoranda without prior consultation with the teachers", which obtained a composite weighted mean of 4.12, verbally interpreted as Evident.

The findings indicate that school heads are perceived to exercise a clear and structured form of leadership characterized by specific instructions, immediate corrective measures, standardized requirements, and close monitoring of classroom and school practices. The highly evident rating reflects a leadership approach that emphasizes compliance, consistency, and adherence to institutional expectations. The relatively lower rating on the issuance of explicit directives without prior consultation shows that while directive leadership is present, there remains some variation in how unilateral decision-making is experienced by the respondents. Overall, the pattern reveals that school heads maintain strong administrative control and provide concrete guidance in instructional and operational matters.

This result is aligned with the study of Mallillin et al. (2023), which discussed leadership management practices in educational transformation and noted that authoritative leadership focuses on keeping systems in order and maintaining control within the organization. Their study further emphasized that instructional leadership involves planning, coordination, evaluation, and teaching improvement, which corresponds with the present finding that directive practices are highly evident in areas such as lesson planning, corrective actions, classroom monitoring, and policy implementation. This connection affirms that directive leadership, when practiced within instructional and administrative contexts, becomes visible through structured expectations, systematic monitoring, and clear task guidance that help define the responsibilities of teachers and other school stakeholders.

### *Collaborative*

Table 9. *Assessment as to Collaborative*

|   | Indicators                                                                                                                                                                                                                                  | Teachers    |           | SPTA<br>Officers |           | Non- teaching |           | School Heads |           | Overall     |           | R |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|------------------|-----------|---------------|-----------|--------------|-----------|-------------|-----------|---|
|   |                                                                                                                                                                                                                                             | WM          | VI        | WM               | VI        | WM            | VI        | WM           | VI        | CWM         | VI        |   |
| 1 | The School Head invites the teachers to a brainstorming session to develop a solution together rather than simply telling them what to do when a classroom or instructional issue arises (such as low numeracy scores in a specific grade). | 4.30        | HE        | 4.60             | HE        | 4.55          | HE        | 4.60         | HE        | 4.51        | HE        | 4 |
| 2 | The School Head and the teachers engages in a two-way dialogue to set professional goals that align both with school objectives and their personal career growth.                                                                           | 4.49        | HE        | 4.40             | HE        | 4.45          | HE        | 4.80         | HE        | 4.54        | HE        | 2 |
| 3 | As part of the post-observation conference, an open discussion is conducted in which the School Head listens to the teacher's self-reflection and perspectives before both parties mutually agree on the next steps for improvement.        | 4.37        | HE        | 4.40             | HE        | 4.55          | HE        | 4.80         | HE        | 4.53        | HE        | 3 |
| 4 | The School Head encourages and provides the necessary time for "Peer Coaching" or "Inter-visitation," allowing teachers to observe and learn from one another rather than being the sole source of evaluation.                              | 4.26        | HE        | 4.20             | E         | 4.18          | E         | 4.40         | HE        | 4.26        | HE        | 5 |
| 5 | The School Head actively participates in or supports Learning Action Cell (LAC) groups where teachers and leadership work side-by-side to develop contextualized learning modules or assessment tools.                                      | 4.71        | HE        | 4.60             | HE        | 4.91          | HE        | 4.80         | HE        | 4.76        | HE        | 1 |
|   | <b>Overall</b>                                                                                                                                                                                                                              | <b>4.43</b> | <b>HE</b> | <b>4.44</b>      | <b>HE</b> | <b>4.53</b>   | <b>HE</b> | <b>4.68</b>  | <b>HE</b> | <b>4.52</b> | <b>HE</b> |   |

Table 9 illustrates the respondents' assessment of the school heads' leadership style as to Collaborative. As reflected in the overall result, the collaborative leadership style obtained a composite weighted mean of 4.52, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest assessment with a weighted mean of 4.68 or Highly Evident, followed by non-teaching personnel with 4.53 or Highly Evident, SPTA officers with 4.44 or Highly Evident, and teachers with 4.43 or Highly Evident. This indicates that collaborative leadership practices are strongly manifested among school heads in the participating elementary schools.

It can be observed that the indicator "The School Head actively participates in or supports Learning Action Cell (LAC) groups where teachers and leadership work side-by-side to develop contextualized learning modules or assessment tools" received the highest composite weighted mean of 4.76, verbally interpreted as Highly Evident. This is followed by "The School Head and the teachers engages in a two-way dialogue to set professional goals that align both with school objectives and their personal career growth" with a composite weighted mean of 4.54 or Highly Evident; "As part of the post-observation conference, an open discussion is conducted in which the School Head listens to the teacher's self-reflection and perspectives before both parties mutually agree on the next steps for improvement" with 4.53 or Highly Evident; "The School Head invites the teachers to a brainstorming session to develop a solution together rather than simply telling them what to do when a classroom or instructional issue arises" with 4.51 or Highly Evident; and "The School Head encourages and provides the necessary time for 'Peer Coaching' or 'Inter-visitation,' allowing teachers to observe and learn from one another rather than being the sole source of evaluation" with 4.26 or Highly Evident.

The findings indicate that school heads are perceived to practice collaboration through shared planning, professional dialogue, reflective conferences, and participation in school-based learning communities. The highest rating on Learning Action Cell involvement reflects the central role of collective instructional work in strengthening teacher practice and aligning classroom activities with school goals. The consistently high ratings across all indicators reveal that collaboration is not limited to consultation but extends to active participation, mutual goal-setting, and shared responsibility for improvement. The pattern also reflects a leadership environment where teachers are given opportunities to contribute their perspectives, engage in professional exchange, and participate in decisions related to instruction and professional growth.

This result is supported by the study of Deniz and Erdener (2020), which emphasized that distributed leadership promotes a positive teaching climate by sharing leadership responsibilities among staff. Their findings highlighted that shared leadership enhances a sense of ownership, collaboration, job satisfaction, and professional growth. This closely parallels the present finding that collaborative leadership is highly evident, particularly in school heads' participation in LAC groups, two-way professional goal-setting, open post-observation discussions, brainstorming sessions, and peer coaching. The alignment indicates that when school heads create structures for shared instructional work, teachers experience leadership as a collective process rather than a purely top-down function. Moreover, the strong presence of collaborative practices reflects the importance of involving teachers in instructional decision-making, professional reflection, and school improvement initiatives. Such participation strengthens trust, encourages shared accountability, and reinforces the view that effective supervision becomes more meaningful when school heads and teachers work together toward common educational goals.

### *Facilitative*

Table 10. *Assessment as to Facilitative*

|                | Indicators                                                                                                                                                                                                         | Teachers    |           | SPTA Officers |           | Non-teaching |           | School Heads |           | Overall     |           | R |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|---------------|-----------|--------------|-----------|--------------|-----------|-------------|-----------|---|
|                |                                                                                                                                                                                                                    | WM          | VI        | WM            | VI        | WM           | VI        | WM           | VI        | CWM         | VI        |   |
| 1              | The School Head encourages teachers to formulate their own instructional action plans and to explore innovative teaching methodologies, providing guidance and support rather than prescriptive instructions.      | 4.51        | HE        | 4.20          | E         | 4.55         | HE        | 4.80         | HE        | 4.52        | HE        | 2 |
| 2              | The School Head prioritizes securing specific instructional materials, technology or external training needs to help the teachers succeed.                                                                         | 4.46        | HE        | 4.60          | HE        | 4.36         | HE        | 4.60         | HE        | 4.51        | HE        | 3 |
| 3              | During professional conversations, the School Head uses open-ended questions (e.g., "What do you think is the best way to approach this?") to help the teachers arrive at their solutions to classroom challenges. | 4.44        | HE        | 4.20          | E         | 4.55         | HE        | 4.80         | HE        | 4.50        | HE        | 4 |
| 4              | The School Head proactively works to reduce the teacher's administrative "clutter" (unnecessary paperwork or non-teaching tasks) so they can focus more effectively on student learning and classroom innovation.  | 4.21        | HE        | 4.60          | HE        | 4.36         | HE        | 4.80         | HE        | 4.49        | HE        | 5 |
| 5              | The School Head demonstrates trust in the teacher's professional judgment by allowing him/her to lead their own Learning Action Cell (LAC) sessions or spearhead school-wide projects based on their expertise.    | 4.51        | HE        | 4.40          | HE        | 4.55         | HE        | 4.80         | HE        | 4.57        | HE        | 1 |
| <b>Overall</b> |                                                                                                                                                                                                                    | <b>4.43</b> | <b>HE</b> | <b>4.40</b>   | <b>HE</b> | <b>4.47</b>  | <b>HE</b> | <b>4.76</b>  | <b>HE</b> | <b>4.52</b> | <b>HE</b> |   |

Table 10 demonstrates the respondents' assessment of the school heads' leadership style as to Facilitative. As reflected in the overall result, the facilitative leadership style obtained a composite weighted mean of 4.52, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest assessment with a weighted mean of 4.76 or Highly Evident, followed by non-teaching personnel with 4.47 or Highly Evident, teachers with 4.43 or Highly Evident, and SPTA officers with 4.40 or Highly Evident. This indicates that facilitative leadership practices are strongly observed among school heads in the participating elementary schools.

It can be observed that the indicator "The School Head demonstrates trust in the teacher's professional

judgment by allowing him/her to lead their own Learning Action Cell (LAC) sessions or spearhead school-wide projects based on their expertise” received the highest composite weighted mean of 4.57, verbally interpreted as Highly Evident. This is followed by “The School Head encourages teachers to formulate their own instructional action plans and to explore innovative teaching methodologies, providing guidance and support rather than prescriptive instructions” with a composite weighted mean of 4.52 or Highly Evident; “The School Head prioritizes securing specific instructional materials, technology or external training needs to help the teachers succeed” with 4.51 or Highly Evident; “During professional conversations, the School Head uses open-ended questions to help the teachers arrive at their solutions to classroom challenges” with 4.50 or Highly Evident; and “The School Head proactively works to reduce the teacher’s administrative ‘clutter’ so they can focus more effectively on student learning and classroom innovation” with 4.49 or Highly Evident.

The findings indicate that school heads are perceived to exercise facilitative leadership by empowering teachers, providing resources, encouraging instructional initiative, and creating conditions for professional judgment. The highest rating on allowing teachers to lead LAC sessions or school-wide projects reflects recognition of teacher expertise. The consistently high ratings reveal that facilitative leadership is manifested through support, trust, autonomy, professional dialogue, and the removal of barriers that may limit instructional focus.

This result is supported by Orongan (2025), who emphasized the importance of instructional support and school culture in improving teachers’ productivity. The study highlighted that supportive environments are characterized by resource availability, effective communication, visible leadership, collaboration, and strong instructional support. This corresponds with the present finding that facilitative leadership is highly evident, particularly in securing materials, supporting teacher-led initiatives, encouraging innovative plans, and reducing administrative burdens.

### ***Developmental***

Table 11. *Assessment as to Developmental*

|   | <b>Indicators</b>                                                                                                                                                                              | <b>Teachers</b> |           | <b>SPTA<br/>Officers</b> |           | <b>Non-<br/>teaching</b> |           | <b>School<br/>Heads</b> |           | <b>Overall</b> |           | <b>R</b> |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|--------------------------|-----------|--------------------------|-----------|-------------------------|-----------|----------------|-----------|----------|
|   |                                                                                                                                                                                                | <b>WM</b>       | <b>VI</b> | <b>WM</b>                | <b>VI</b> | <b>WM</b>                | <b>VI</b> | <b>WM</b>               | <b>VI</b> | <b>CWM</b>     | <b>VI</b> |          |
| 1 | The School Head adjusts his level of oversight based on the teachers’ years of experience and level of expertise.                                                                              | 4.27            | HE        | 4.40                     | HE        | 4.36                     | HE        | 4.80                    | HE        | 4.46           | HE        | 4        |
| 2 | The School Head uses the teachers’ Individual Development Plan (IDP) as a genuine roadmap for the teacher’s specific professional needs rather than treating it as a mere compliance document. | 4.30            | HE        | 4.40                     | HE        | 4.27                     | HE        | 4.80                    | HE        | 4.44           | HE        | 5        |
| 3 | The School Head provides feedback after a classroom observation tailored to the teacher’s specific skill level—focusing on basic classroom management.                                         | 4.53            | HE        | 4.20                     | E         | 4.55                     | HE        | 4.80                    | HE        | 4.52           | HE        | 2        |
| 4 | The School Head gradually increases the teacher’s                                                                                                                                              | 4.40            | HE        | 4.40                     | HE        | 4.64                     | HE        | 4.80                    | HE        | 4.56           | HE        | 1        |

|   |                                                                                                                                                                                         |             |           |             |           |             |           |             |           |             |           |   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|---|
|   | leadership responsibilities as they demonstrate increased professional competence.                                                                                                      |             |           |             |           |             |           |             |           |             |           |   |
| 5 | The School Head encourages the teachers to engage in self-assessment and "action research" to identify their own areas for improvement, rather than solely relying on their evaluation. | 4.33        | HE        | 4.20        | E         | 4.55        | HE        | 4.80        | HE        | 4.47        | HE        | 3 |
|   | <b>Overall</b>                                                                                                                                                                          | <b>4.37</b> | <b>HE</b> | <b>4.32</b> | <b>HE</b> | <b>4.47</b> | <b>HE</b> | <b>4.80</b> | <b>HE</b> | <b>4.49</b> | <b>HE</b> |   |

Table 11 highlights the respondents' assessment of the school heads' leadership style as to Developmental. As reflected in the overall result, the developmental leadership style obtained a composite weighted mean of 4.49, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest assessment with a weighted mean of 4.80 or Highly Evident, followed by non-teaching personnel with 4.47 or Highly Evident, teachers with 4.37 or Highly Evident, and SPTA officers with 4.32 or Highly Evident. This indicates that developmental leadership practices are strongly manifested among school heads in the participating elementary schools.

It can be observed that the indicator "The School Head gradually increases the teacher's leadership responsibilities as they demonstrate increased professional competence" received the highest composite weighted mean of 4.56, verbally interpreted as Highly Evident. This is followed by "The School Head provides feedback after a classroom observation tailored to the teacher's specific skill level—focusing on basic classroom management" with a composite weighted mean of 4.52 or Highly Evident; "The School Head encourages the teachers to engage in self-assessment and 'action research' to identify their own areas for improvement, rather than solely relying on their evaluation" with 4.47 or Highly Evident; "The School Head adjusts his level of oversight based on the teachers' years of experience and level of expertise" with 4.46 or Highly Evident; and "The School Head uses the teachers' Individual Development Plan (IDP) as a genuine roadmap for the teacher's specific professional needs rather than treating it as a mere compliance document" with 4.44 or Highly Evident.

The findings indicate that school heads are perceived to practice developmental leadership through differentiated oversight, tailored feedback, professional growth planning, and the gradual assignment of leadership responsibilities. The highest rating on increasing teachers' leadership roles reflects recognition of professional competence as a basis for expanded participation in school functions. The uniformly high ratings reveal that developmental leadership is evident in both formal mechanisms, such as IDPs and classroom observations, and reflective practices, such as self-assessment and action research. This pattern reflects a leadership approach centered on teacher growth, capacity-building, and progressive professional responsibility.

This result is supported by Sacote-Labadan (2025), who found that participation in trainings, seminars, coaching, and mentoring positively influenced teaching strategies and classroom management. The study concluded that continuous professional development is essential for improving teaching effectiveness and emphasized the value of structured professional learning opportunities. This corresponds with the present finding that developmental leadership is highly evident, particularly in tailored classroom feedback, teacher self-assessment, action research, differentiated supervision, and the gradual expansion of leadership responsibilities based on professional competence.

### ***Instructional***

Table 12 displays the respondents' assessment of the school heads' leadership style as to Instructional. As reflected in the overall result, the instructional leadership style obtained a composite weighted mean of 4.39, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest assessment with a weighted mean of 4.52 or Highly Evident, followed by SPTA officers with 4.40 or Highly Evident, non-teaching personnel with 4.38 or Highly Evident, and teachers with 4.25 or Highly Evident. This indicates that instructional leadership practices are strongly observed among school heads in the participating elementary schools.

Table 12 . *Assessment as to Instructional*

| Indicators                                                                                                                                                                                                     | Teachers    |           | SPTA Officers |           | Non-teaching |           | School Heads |           | Overall     |           | R |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|---------------|-----------|--------------|-----------|--------------|-----------|-------------|-----------|---|
|                                                                                                                                                                                                                | WM          | VI        | WM            | VI        | WM           | VI        | WM           | VI        | CWM         | VI        |   |
| 1 The School Head reviews the teacher's lesson plans and instructional materials to ensure they are strictly aligned with the current DepEd standards.                                                         | 4.36        | HE        | 4.60          | HE        | 4.45         | HE        | 4.60         | HE        | 4.50        | HE        | 2 |
| 2 During classroom observations, the School Head focuses on specific instructional behaviors—such as the way the teacher's questioning techniques, student engagement, or use of localized learning resources. | 4.46        | HE        | 4.42          | HE        | 4.55         | HE        | 4.60         | HE        | 4.51        | HE        | 1 |
| 3 The School Head leads regular meetings to analyze student assessment results (like periodic tests or reading profiles) to help the teachers adjust their teaching strategies for struggling learners.        | 4.33        | HE        | 4.40          | HE        | 4.36         | HE        | 4.60         | HE        | 4.42        | HE        | 3 |
| 4 The School Head provides "demonstration drawings" or model lessons to show to the teachers how to effectively integrate ICT or new pedagogical approaches in the classroom.                                  | 3.97        | E         | 4.20          | E         | 4.18         | E         | 4.20         | E         | 4.14        | E         | 5 |
| 5 The School Head actively monitors the quality and sufficiency of textbooks, modules, and laboratory tools to ensure that every student has the necessary materials for the lesson.                           | 4.14        | E         | 4.40          | HE        | 4.36         | HE        | 4.60         | HE        | 4.38        | HE        | 4 |
| <b>Overall</b>                                                                                                                                                                                                 | <b>4.25</b> | <b>HE</b> | <b>4.40</b>   | <b>HE</b> | <b>4.38</b>  | <b>HE</b> | <b>4.52</b>  | <b>HE</b> | <b>4.39</b> | <b>HE</b> |   |

It can be observed that the indicator “During classroom observations, the School Head focuses on specific instructional behaviors—such as the way the teacher's questioning techniques, student engagement,

or use of localized learning resources” received the highest composite weighted mean of 4.51, verbally interpreted as Highly Evident. This is followed by “The School Head reviews the teacher’s lesson plans and instructional materials to ensure they are strictly aligned with the current DepEd standards” with a composite weighted mean of 4.50 or Highly Evident; “The School Head leads regular meetings to analyze student assessment results to help the teachers adjust their teaching strategies for struggling learners” with 4.42 or Highly Evident; and “The School Head actively monitors the quality and sufficiency of textbooks, modules, and laboratory tools to ensure that every student has the necessary materials for the lesson” with 4.38 or Highly Evident. The lowest-rated indicator was “The School Head provides ‘demonstration drawings’ or model lessons to show to the teachers how to effectively integrate ICT or new pedagogical approaches in the classroom”, which obtained a composite weighted mean of 4.14, verbally interpreted as Evident.

The findings indicate that school heads are perceived to exercise instructional leadership through classroom observation, lesson plan review, assessment analysis, and monitoring of instructional resources. The highest rating on observing specific instructional behaviors reflects close attention to actual teaching practices, particularly questioning techniques, student engagement, and localized learning resources. The highly evident ratings further reveal that school heads are actively involved in aligning instruction with standards and using learner assessment data to guide classroom improvement. The lower rating on model lessons reflects that direct demonstration of ICT integration and new pedagogical approaches is present but comparatively less practiced.

This result is supported by Mestry (2017), who emphasized that instructional leadership involves developing and implementing school improvement plans, monitoring learner progress and staff performance, providing feedback for continuous improvement, and selecting instructional programs that meet specific school needs. This corresponds with the present finding that instructional leadership is highly evident, particularly in classroom observation, lesson plan review, assessment-result analysis, and monitoring of instructional materials. The connection affirms that school heads’ instructional role is reflected in their direct engagement with teaching quality, learner progress, and classroom-based improvement processes. It also highlights that instructional leadership becomes visible when school heads focus on evidence-based teaching practices, curriculum alignment, and continuous feedback mechanisms that strengthen teachers’ classroom performance.

### ***Administrational***

Table 13 . *Assessment as to Administrational*

| Indicators                                                                                                                                                                                             | Teachers |    | SPTA Officers |        | Non-teaching |    | School Heads |    | Overall |    | R |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|---------------|--------|--------------|----|--------------|----|---------|----|---|
|                                                                                                                                                                                                        | WM       | VI | WM            | VI     | WM           | VI | WM           | VI | CWM     | VI |   |
| 1 The School Head implements a systematic process for the checking and validation of school forms (e.g., SF1, SF2, and SF9) to ensure they are accurate, updated, and submitted to the SDO-QC on time. | 4.67     | HE | 4.60          | H<br>E | 4.64         | HE | 4.80         | HE | 4.68    | HE | 3 |
| 2 The School Head conducts regular inspections of the school grounds, classrooms, and facilities to ensure a safe, clean, and "Brigada Eskwela"-ready environment for both                             | 4.63     | HE | 4.80          | H<br>E | 4.73         | HE | 5.00         | HE | 4.79    | HE | 1 |

|   |                                                                                                                                                                                                           |      |    |      |        |      |    |      |    |      |    |   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|------|--------|------|----|------|----|------|----|---|
|   | students and staff.                                                                                                                                                                                       |      |    |      |        |      |    |      |    |      |    |   |
| 3 | The School Head transparently manages and supervises the allocation of the school's Maintenance and Other Operating Expenses (MOOE), ensuring that essential supplies and utilities are always available. | 4.46 | HE | 4.80 | H<br>E | 4.64 | HE | 5.00 | HE | 4.73 | HE | 2 |
| 4 | The School Head effectively manages teacher attendance, leave applications, and the distribution of teaching loads to ensure that all classes are covered and that labor standards are met.               | 4.49 | HE | 4.40 | H<br>E | 4.36 | HE | 5.00 | HE | 4.56 | HE | 5 |
| 5 | The School Head strictly monitors the implementation of national and local policies, such as the No-Collection Policy, Feeding Program guidelines, and Disaster Risk Reduction (DRRM) protocols.          | 4.66 | HE | 4.40 | H<br>E | 4.55 | HE | 5.00 | HE | 4.65 | HE | 4 |
|   | <b>Overall</b>                                                                                                                                                                                            | 4.58 | HE | 4.60 | H<br>E | 4.58 | HE | 4.96 | HE | 4.68 | HE |   |

Table 13 enumerates the respondents' assessment of the school heads' leadership style as to Administrational. As reflected in the overall result, the administrational leadership style obtained a composite weighted mean of 4.68, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest assessment with a weighted mean of 4.96 or Highly Evident, followed by SPTA officers with 4.60 or Highly Evident, while teachers and non-teaching personnel both obtained 4.58 or Highly Evident. This indicates that administrational leadership practices are very strongly observed among school heads in the participating elementary schools.

It can be observed that the indicator "The School Head conducts regular inspections of the school grounds, classrooms, and facilities to ensure a safe, clean, and 'Brigada Eskwela'-ready environment for both students and staff" received the highest composite weighted mean of 4.79, verbally interpreted as Highly Evident. This is followed by "The School Head transparently manages and supervises the allocation of the school's Maintenance and Other Operating Expenses (MOOE), ensuring that essential supplies and utilities are always available" with a composite weighted mean of 4.73 or Highly Evident; "The School Head implements a systematic process for the checking and validation of school forms to ensure they are accurate, updated, and submitted to the SDO-QC on time" with 4.68 or Highly Evident; "The School Head strictly monitors the implementation of national and local policies, such as the No-Collection Policy, Feeding Program guidelines, and Disaster Risk Reduction (DRRM) protocols" with 4.65 or Highly Evident; and "The School Head effectively manages teacher attendance, leave applications, and the distribution of teaching loads to ensure that all classes are covered and that labor standards are met" with 4.56 or Highly Evident.

The findings indicate that school heads are perceived to demonstrate strong administrative leadership through systematic records management, facility supervision, transparent resource allocation, personnel monitoring, and strict policy implementation. The highest rating on regular inspection of school grounds,

classrooms, and facilities reflects the importance given to maintaining a safe, clean, and prepared school environment. The consistently high ratings across all indicators reveal that administrative leadership is strongly embedded in daily school operations. This pattern reflects a leadership approach that values order, compliance, accountability, and operational readiness in sustaining school functionality.

This result is supported by Villar (2020), who recommended leadership training programs for public school heads centered on school-based management skills, including stakeholder engagement, financial management, project management, and monitoring and evaluation. This corresponds with the present finding that administrative leadership is highly evident, particularly in MOOE supervision, school form validation, facility inspection, teacher attendance management, and policy monitoring.

### ***Transformational Style***

Table 14 reveals the respondents' assessment of the school heads' leadership style as to Transformational Style. As reflected in the overall result, the transformational leadership style obtained a composite weighted mean of 4.53, verbally interpreted as Highly Evident. Among the respondent

Table 14 . *Assessment as to Transformational Style*

| Indicators                                                                                                                                                                                                                           | Teachers |    | SPTA Officers |    | Non-teaching |    | School Heads |    | Overall |    | R |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|---------------|----|--------------|----|--------------|----|---------|----|---|
|                                                                                                                                                                                                                                      | WM       | VI | WM            | VI | WM           | VI | WM           | VI | CWM     | VI |   |
| 1 The School Head articulates a compelling and clear vision for the school's future (e.g., aiming for "Excellence in QC Education") that motivates the teachers to perform beyond their basic requirements of their job description. | 4.50     | HE | 4.40          | HE | 4.64         | HE | 4.80         | HE | 4.59    | HE | 1 |
| 2 The School Head challenges the teachers to re-examine their old way of doing things and encourages creative "out-of-the-box" solutions to persistent classroom or school-wide problems.                                            | 4.41     | HE | 4.40          | HE | 4.45         | HE | 4.80         | HE | 4.52    | HE | 4 |
| 3 The School Head leads by example, demonstrating high standards of professional ethics and personal integrity that earn the trust and respect of the entire teaching force.                                                         | 4.41     | HE | 4.40          | HE | 4.45         | HE | 4.80         | HE | 4.52    | HE | 4 |
| 4 The School Head acts as a mentor or coach who pays attention to the teacher's specific career aspirations and provides personalized support to help them reach their full potential.                                               | 4.27     | HE | 4.40          | HE | 4.45         | HE | 4.80         | HE | 4.48    | HE | 5 |
| 5 The School Head delegates meaningful authority to teachers, trusting them to lead school programs or initiatives                                                                                                                   | 4.31     | HE | 4.60          | HE | 4.55         | HE | 4.80         | HE | 4.57    | HE | 2 |

without constant  
 micromanagement, thereby  
 fostering a sense of  
 ownership.

|                |             |           |             |          |             |           |             |           |             |           |
|----------------|-------------|-----------|-------------|----------|-------------|-----------|-------------|-----------|-------------|-----------|
| <b>Overall</b> | <b>4.38</b> | <b>HE</b> | <b>4.44</b> | <b>H</b> | <b>4.51</b> | <b>HE</b> | <b>4.80</b> | <b>HE</b> | <b>4.53</b> | <b>HE</b> |
|                |             |           |             | <b>E</b> |             |           |             |           |             |           |

groups, school heads gave the highest assessment with a weighted mean of 4.80 or Highly Evident, followed by non-teaching personnel with 4.51 or Highly Evident, SPTA officers with 4.44 or Highly Evident, and teachers with 4.38 or Highly Evident. This indicates that transformational leadership practices are strongly manifested among school heads in the participating elementary schools.

It can be observed that the indicator “The School Head articulates a compelling and clear vision for the school's future that motivates the teachers to perform beyond their basic requirements of their job description” received the highest composite weighted mean of 4.59, verbally interpreted as Highly Evident. This is followed by “The School Head delegates meaningful authority to teachers, trusting them to lead school programs or initiatives without constant micromanagement, thereby fostering a sense of ownership” with a composite weighted mean of 4.57 or Highly Evident. Meanwhile, “The School Head challenges the teachers to re-examine their old way of doing things and encourages creative ‘out-of-the-box’ solutions to persistent classroom or school-wide problems” and “The School Head leads by example, demonstrating high standards of professional ethics and personal integrity that earn the trust and respect of the entire teaching force” both obtained a composite weighted mean of 4.52, verbally interpreted as Highly Evident. The lowest-rated indicator was “The School Head acts as a mentor or coach who pays attention to the teacher’s specific career aspirations and provides personalized support to help them reach their full potential”, with a composite weighted mean of 4.48 or Highly Evident.

The findings indicate that school heads are perceived to demonstrate transformational leadership through vision-setting, empowerment, innovation, ethical leadership, and mentoring. The highest rating on articulating a clear and compelling school vision reflects the role of school heads in inspiring teachers toward shared institutional goals. The strong rating on delegation of meaningful authority also reflects a leadership pattern that values teacher participation and ownership in school programs. Although mentoring and personalized career support received the lowest rating, it remained highly evident, showing that individualized professional support is still practiced within the schools. Overall, the pattern reflects a leadership style that motivates, empowers, and encourages teachers to move beyond routine compliance toward professional growth and school improvement.

This result is supported by Mallillin et al. (2023), who emphasized that transformational leadership is essential for organizational improvement and contributes significantly to educational transformation. Their study described transformational leadership as a practice that promotes collaboration, innovation, continuous improvement, and high morale within educational institutions. This corresponds with the present finding that transformational leadership is highly evident, particularly in school heads’ articulation of vision, delegation of meaningful authority, encouragement of creative solutions, ethical role modeling, and mentoring of teachers. The connection affirms that transformational leadership becomes visible when school heads inspire teachers, strengthen professional ownership, and cultivate a school culture directed toward improvement and shared educational goals.

### ***Transactional Style***

Table 15 indicates the respondents’ assessment of the school heads’ leadership style as to Transactional Style. As reflected in the overall result, the transactional leadership style obtained a composite weighted mean of 4.37, verbally interpreted as Highly Evident. Among the respondent groups, SPTA officers gave the highest assessment with a weighted mean of 4.60 or Highly Evident, followed by school heads with 4.40 or Highly Evident, non-teaching personnel with 4.31 or Highly Evident, and teachers with

4.19 or Evident. This indicates that transactional leadership practices are generally strongly observed among school heads in the participating elementary schools.

It can be observed that the indicator “The School Head closely monitors the teachers’ teaching performance and school records primarily to identify and correct errors or deviations from standard operating procedures” received the highest composite weighted mean of 4.50, verbally interpreted as Highly Evident. This is followed by “The School Head provides clear incentives or formal recognition specifically when the teachers meet or exceed school targets and deadlines” with a composite weighted mean of 4.44 or Highly Evident; “The School Head generally leaves the teachers alone to do their work, only intervening or taking action when a serious problem occurs or when a complaint is filed” with 4.33 or Highly Evident; “The School Head provides a detailed list of duties and specific ‘key result areas’ so that the teachers know exactly what is required to receive a satisfactory performance rating” with 4.32 or Highly Evident; and “During meetings, the School Head focuses primarily on the completion of tasks, compliance with DepEd memos, and the fulfillment of administrative requirements rather than discussing long-term vision or personal growth” with 4.28 or Highly Evident.

Table 15 . *Assessment as to Transactional Style*

|   | <b>Indicators</b>                                                                                                                                                                                                 | <b>Teachers</b> |           | <b>SPTA<br/>Officers</b> |           | <b>Non-<br/>teaching</b> |           | <b>School<br/>Heads</b> |           | <b>Overall</b> |           | <b>R</b> |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|--------------------------|-----------|--------------------------|-----------|-------------------------|-----------|----------------|-----------|----------|
|   |                                                                                                                                                                                                                   | <b>WM</b>       | <b>VI</b> | <b>WM</b>                | <b>VI</b> | <b>WM</b>                | <b>VI</b> | <b>WM</b>               | <b>VI</b> | <b>CWM</b>     | <b>VI</b> |          |
| 1 | The School Head provides clear incentives or formal recognition (e.g., "Teacher of the Month" awards or positive performance ratings) specifically when the teachers meet or exceed school targets and deadlines. | 4.19            | E         | 4.80                     | HE        | 4.36                     | HE        | 4.40                    | HE        | 4.44           | HE        | 2        |
| 2 | The School Head provides a detailed list of duties and specific "key result areas" (KRAs) so that the teachers know exactly what is required to receive a satisfactory performance rating.                        | 4.13            | E         | 4.40                     | HE        | 4.36                     | HE        | 4.40                    | HE        | 4.32           | HE        | 4        |
| 3 | The School Head closely monitors the teachers’ teaching performance and school records primarily to identify and correct errors or deviations from standard operating procedures.                                 | 4.34            | HE        | 4.60                     | HE        | 4.27                     | HE        | 4.80                    | HE        | 4.50           | HE        | 1        |
| 4 | The School Head generally leaves the teachers alone to do their work, only intervening or taking action when a serious problem occurs or when a complaint is                                                      | 4.16            | E         | 4.40                     | HE        | 4.36                     | HE        | 4.40                    | HE        | 4.33           | HE        | 3        |

|                |                                                                                                                                                                                                                                      |             |          |             |           |             |           |             |           |             |           |   |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|---|
| 5              | filed.<br>During meetings, the School Head focuses primarily on the completion of tasks, compliance with DepEd memos, and the fulfillment of administrative requirements rather than discussing long-term vision or personal growth. | 4.13        | E        | 4.80        | HE        | 4.18        | E         | 4.00        | E         | 4.28        | HE        | 5 |
| <b>Overall</b> |                                                                                                                                                                                                                                      | <b>4.19</b> | <b>E</b> | <b>4.60</b> | <b>HE</b> | <b>4.31</b> | <b>HE</b> | <b>4.40</b> | <b>HE</b> | <b>4.37</b> | <b>HE</b> |   |

The findings indicate that school heads are perceived to practice transactional leadership through performance monitoring, recognition systems, clearly defined duties, corrective intervention, and task-oriented meetings. The highest rating on monitoring teaching performance and school records reflects the importance given to compliance with standards and correction of deviations from expected procedures. The highly evident rating on incentives and formal recognition also reflects the presence of reward-based practices connected to school targets and deadlines. The pattern reveals that transactional leadership is manifested through structure, accountability, compliance, and performance-based exchanges between school heads and teachers.

This result is supported by Mastul et al. (2024), who identified transactional leadership and participatory management styles among school heads in Tawi-Tawi, Philippines. Their study found that transactional leadership involved themes such as leadership efficiency, responses to teachers' mistakes, rewards for good performance, and teachers' involvement in school processes. This corresponds with the present finding that transactional leadership is highly evident, particularly in monitoring performance, identifying errors, providing recognition, clarifying duties, and emphasizing task completion and compliance. The connection affirms that transactional leadership becomes visible when school heads establish clear expectations, monitor outputs, and link performance with corrective or recognition-based responses. It also reflects how transactional practices help define accountability within the school setting, as teachers become more aware of expected outputs, performance standards, and consequences tied to task completion, compliance, and recognized achievement.

### ***Distributed Style***

Table 16 . *Assessment as to Distributed Style*

|   | <b>Indicators</b>                                                                                                                                                        | <b>Teachers</b> |           | <b>SPTA Officers</b> |           | <b>Non-teaching</b> |           | <b>School Heads</b> |           | <b>Overall</b> |           | <b>R</b> |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|----------------------|-----------|---------------------|-----------|---------------------|-----------|----------------|-----------|----------|
|   |                                                                                                                                                                          | <b>WM</b>       | <b>VI</b> | <b>WM</b>            | <b>VI</b> | <b>WM</b>           | <b>VI</b> | <b>WM</b>           | <b>VI</b> | <b>CWM</b>     | <b>VI</b> |          |
| 1 | The School Head actively involves Grade Level Coordinators and Subject Area Leads in making significant decisions regarding school-wide policies and budget allocations. | 4.53            | HE        | 4.60                 | H<br>E    | 4.36                | HE        | 5.00                | HE        | 4.62           | HE        | 2        |
| 2 | The School Head provides teacher's specific expertise                                                                                                                    | 4.24            | HE        | 4.60                 | H<br>E    | 4.27                | HE        | 5.00                | HE        | 4.53           | HE        | 4        |

|   |                                                                                                                                                                                                                                |             |           |             |                |             |           |             |           |             |           |   |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|----------------|-------------|-----------|-------------|-----------|-------------|-----------|---|
|   | rather than just performing his/her official job title.                                                                                                                                                                        |             |           |             |                |             |           |             |           |             |           |   |
| 3 | The School Head and teachers work as a collective unit to take responsibility for student performance data (such as NAT results or reading levels) rather than the School Head being the sole person accountable.              | 4.44        | HE        | 4.80        | H<br>E         | 4.73        | HE        | 5.00        | HE        | 4.74        | HE        | 1 |
| 4 | When the School Head assigns the teachers to lead a committee (e.g., Brigada Eskwela, DRRM, or GAD), they are given the genuine power to make decisions and implement changes without needing approval for every small detail. | 4.00        | E         | 4.60        | H<br>E         | 4.36        | HE        | 4.20        | E         | 4.29        | HE        | 5 |
| 5 | The School Head provides opportunities for all staff members, including non-master teachers, to initiate and lead "bottom-up" projects or Learning Action Cell (LAC) sessions based on their unique skills.                    | 4.49        | HE        | 4.20        | E              | 4.64        | HE        | 5.00        | HE        | 4.58        | HE        | 3 |
|   | <b>Overall</b>                                                                                                                                                                                                                 | <b>4.34</b> | <b>HE</b> | <b>4.56</b> | <b>H<br/>E</b> | <b>4.47</b> | <b>HE</b> | <b>4.84</b> | <b>HE</b> | <b>4.55</b> | <b>HE</b> |   |

Table 16 summarizes the respondents' assessment of the school heads' leadership style as to Distributed Style. As reflected in the overall result, the distributed leadership style obtained a composite weighted mean of 4.55, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest assessment with a weighted mean of 4.84 or Highly Evident, followed by SPTA officers with 4.56 or Highly Evident, non-teaching personnel with 4.47 or Highly Evident, and teachers with 4.34 or Highly Evident. This indicates that distributed leadership practices are strongly manifested among school heads in the participating elementary schools.

It can be observed that the indicator "The School Head and teachers work as a collective unit to take responsibility for student performance data rather than the School Head being the sole person accountable" received the highest composite weighted mean of 4.74, verbally interpreted as Highly Evident. This is followed by "The School Head actively involves Grade Level Coordinators and Subject Area Leads in making significant decisions regarding school-wide policies and budget allocations" with a composite weighted mean of 4.62 or Highly Evident; "The School Head provides opportunities for all staff members, including non-master teachers, to initiate and lead 'bottom-up' projects or Learning Action Cell (LAC) sessions based on their unique skills" with 4.58 or Highly Evident; "The School Head provides teacher's specific expertise rather than just performing his/her official job title" with 4.53 or Highly Evident; and "When the School Head assigns the teachers to lead a committee, they are given the genuine power to make decisions and implement changes without needing approval for every small detail" with 4.29 or Highly Evident.

The findings indicate that school heads are perceived to practice distributed leadership through shared accountability, participatory decision-making, recognition of teacher expertise, and opportunities for staff-

led initiatives. The highest rating for collective responsibility for student performance data reflects a leadership pattern in which accountability for learning outcomes is shared across the school community. The highly evident ratings further reveal that leadership functions are not concentrated solely in the school head but are extended to coordinators, subject area leads, committee heads, and other staff members. This pattern reflects a school culture where leadership is exercised through collective participation, shared responsibility, and broader involvement in instructional and organizational improvement.

This result is supported by Kilag et al. (2023), who emphasized the importance of distributed leadership, in which leadership responsibilities are shared among stakeholders. Their review highlighted that integrating multiple leadership approaches can enhance school effectiveness and address dynamic challenges in education. This corresponds with the present finding that distributed leadership is highly evident, particularly in shared responsibility for student performance data, involvement of coordinators and subject leads in decision-making, staff-led projects, and LAC initiatives.

### ***Servant Style***

Table 17 presents the respondents' assessment of the school heads' Servant Style leadership. As reflected in the overall result, the servant leadership style obtained a composite weighted mean of 4.53, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest assessment, with a weighted mean of 4.80 (Highly Evident), followed by SPTA officers with 4.56 (Highly Evident), non-teaching personnel with 4.40 (Highly Evident), and teachers with 4.37 (Highly Evident). This indicates that servant leadership practices are strongly manifested among school heads in the participating elementary schools.

Table 17 . *Assessment as to Servant Style*

|   | <b>Indicators</b>                                                                                                                                                                                | <b>Teachers</b> |           | <b>SPTA Officers</b> |           | <b>Non-teaching</b> |           | <b>School Heads</b> |           | <b>Overall</b> |           | <b>R</b> |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|----------------------|-----------|---------------------|-----------|---------------------|-----------|----------------|-----------|----------|
|   |                                                                                                                                                                                                  | <b>WM</b>       | <b>VI</b> | <b>WM</b>            | <b>VI</b> | <b>WM</b>           | <b>VI</b> | <b>WM</b>           | <b>VI</b> | <b>CWM</b>     | <b>VI</b> |          |
| 1 | The School Head makes an effort to truly understand the teacher's personal and professional challenges, listening to their concerns with an open mind before offering any judgment or direction. | 4.41            | HE        | 4.40                 | HE        | 4.45                | HE        | 5.00                | HE        | 4.57           | HE        | 2        |
| 2 | The School Head views his position primarily as a responsibility to protect and support the teacher's interests, ensuring that they have everything they need to succeed in the classroom.       | 4.47            | HE        | 4.40                 | HE        | 4.36                | HE        | 4.80                | HE        | 4.51           | HE        | 4        |
| 3 | The School Head takes active steps to promote a healthy work-life balance and provide emotional support during times of high stress or personal difficulty.                                      | 4.31            | HE        | 4.80                 | HE        | 4.27                | HE        | 4.40                | HE        | 4.45           | HE        | 5        |
| 4 | The School Head invests time in assisting teachers in identifying their unique                                                                                                                   | 4.29            | HE        | 4.80                 | HE        | 4.55                | HE        | 4.80                | HE        | 4.61           | HE        | 1        |

|                |                                                                                                                                                                                         |             |           |             |           |             |           |             |           |             |           |   |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|---|
|                | strengths and provides opportunities for professional growth, even when such development may eventually lead them to leadership roles beyond the school.                                |             |           |             |           |             |           |             |           |             |           |   |
| 5              | The School Head works to create a sense of "family" or belonging within the school, where every teacher, staff member, and student feels valued and respected regardless of their rank. | 4.39        | HE        | 4.40        | HE        | 4.36        | HE        | 5.00        | HE        | 4.54        | HE        | 3 |
| <b>Overall</b> |                                                                                                                                                                                         | <b>4.37</b> | <b>HE</b> | <b>4.56</b> | <b>HE</b> | <b>4.40</b> | <b>HE</b> | <b>4.80</b> | <b>HE</b> | <b>4.53</b> | <b>HE</b> |   |

It can be observed that the indicator “The School Head invests time in assisting teachers in identifying their unique strengths and provides opportunities for professional growth, even when such development may eventually lead them to leadership roles beyond the school” received the highest composite weighted mean of 4.61, verbally interpreted as Highly Evident. This is followed by “The School Head makes an effort to truly understand the teacher’s personal and professional challenges, listening to their concerns with an open mind before offering any judgment or direction” with a composite weighted mean of 4.57 or Highly Evident; “The School Head works to create a sense of ‘family’ or belonging within the school, where every teacher, staff member, and student feels valued and respected regardless of their rank” with 4.54 or Highly Evident; “The School Head views his position primarily as a responsibility to protect and support the teacher’s interests, ensuring that they have everything they need to succeed in the classroom” with 4.51 or Highly Evident; and “The School Head takes active steps to promote a healthy work-life balance and provide emotional support during times of high stress or personal difficulty” with 4.45 or Highly Evident.

The findings indicate that school heads are perceived to practice servant leadership through teacher support, attentive listening, professional growth assistance, emotional concern, and the creation of a caring school community. The highest rating on helping teachers identify their strengths and providing growth opportunities reflects a leadership orientation centered on developing others. The highly evident ratings across all indicators reveal that servant leadership is manifested not only through professional assistance but also through empathy, belongingness, work-life concern, and respect for the dignity of all members of the school community.

This result is supported by Bernardo (2021), who emphasized that a positive work environment is cultivated through open communication, mutual respect, shared vision, adaptability, continuous learning, and emotional intelligence. The discussion further highlighted that organizations fostering such conditions experience higher employee satisfaction and productivity. This corresponds with the present finding that servant leadership is highly evident, particularly in school heads’ efforts to understand teachers’ concerns, support their professional growth, protect their interests, promote work-life balance, and create a sense of belonging within the school. The connection affirms that servant leadership becomes visible when school heads place people’s needs, well-being, and professional development at the center of school leadership practice.

### *Situational Style*

Table 18 . *Assessment as to Situational Style*

|   | Indicators                                                                                                                                                                                                                    | Teachers |    | SPTA<br>Officers |    | Non-<br>teaching |    | School<br>Heads |    | Overall |    | R |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|------------------|----|------------------|----|-----------------|----|---------|----|---|
|   |                                                                                                                                                                                                                               | WM       | VI | WM               | VI | WM               | VI | WM              | VI | CWM     | VI |   |
| 1 | The School Head varies his level of supervision depending on the specific task (e.g., providing close guidance on new MATATAG curriculum requirements while allowing more freedom in classroom decoration).                   | 4.34     | HE | 4.80             | HE | 4.45             | HE | 5.00            | HE | 4.65    | HE | 1 |
| 2 | The School Head takes the time to evaluate teacher's specific skill level and confidence before assigning a new responsibility, such as leading a school committee or a research project.                                     | 4.36     | HE | 4.40             | HE | 4.45             | HE | 4.80            | HE | 4.50    | HE | 3 |
| 3 | When teachers are willing to implement a new teaching strategy but lack sufficient experience, the School Head provides a high level of guidance alongside strong emotional support to build teachers' competence.            | 4.23     | HE | 4.40             | HE | 4.45             | HE | 4.60            | HE | 4.42    | HE | 4 |
| 4 | For tasks where the teachers have demonstrated high expertise and commitment, the School Head "steps back" and allows the teachers to make independent decisions without unnecessary interference.                            | 4.07     | E  | 4.60             | HE | 4.36             | HE | 4.60            | HE | 4.41    | HE | 5 |
| 5 | When a sudden crisis or change in DepEd policy occurs (e.g., a shift in health protocols or enrollment procedures), the School Head temporarily increases their directiveness to provide clarity and stability for the staff. | 4.37     | HE | 4.80             | HE | 4.45             | HE | 4.80            | HE | 4.61    | HE | 2 |

|                |             |           |             |           |             |           |             |           |             |           |
|----------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| <b>Overall</b> | <b>4.27</b> | <b>HE</b> | <b>4.60</b> | <b>HE</b> | <b>4.43</b> | <b>HE</b> | <b>4.76</b> | <b>HE</b> | <b>4.52</b> | <b>HE</b> |
|----------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|

Table 18 provides the respondents' assessment of the school heads' leadership style as to Situational Style. As reflected in the overall result, the situational leadership style obtained a composite weighted mean of 4.52, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest assessment with a weighted mean of 4.76 or Highly Evident, followed by SPTA officers with 4.60 or Highly Evident, non-teaching personnel with 4.43 or Highly Evident, and teachers with 4.27 or Highly Evident. This indicates that situational leadership practices are strongly observed among school heads in the participating elementary schools.

It can be observed that the indicator "The School Head varies his level of supervision depending on the specific task" received the highest composite weighted mean of 4.65, verbally interpreted as Highly Evident. This is followed by "When a sudden crisis or change in DepEd policy occurs, the School Head temporarily increases their directiveness to provide clarity and stability for the staff" with a composite weighted mean of 4.61 or Highly Evident; "The School Head takes the time to evaluate teacher's specific skill level and confidence before assigning a new responsibility" with 4.50 or Highly Evident; "When teachers are willing to implement a new teaching strategy but lack sufficient experience, the School Head provides a high level of guidance alongside strong emotional support to build teachers' competence" with 4.42 or Highly Evident; and "For tasks where the teachers have demonstrated high expertise and commitment, the School Head 'steps back' and allows the teachers to make independent decisions without unnecessary interference" with 4.41 or Highly Evident.

The findings indicate that school heads are perceived to practice situational leadership by adjusting their level of supervision, guidance, and directiveness according to the task, teacher competence, confidence, and urgency of circumstances. The highest rating on varying supervision depending on the specific task reflects flexibility in leadership practice. The highly evident rating on increasing directiveness during sudden policy changes or crises also reflects responsiveness to situations requiring clarity and stability. Overall, the pattern reveals a leadership approach that adapts to the readiness of teachers and the demands of specific school conditions.

This result is supported by Manaois (2023), who emphasized the evolving role of educational leaders as visionaries, change agents, and community builders in the current Philippine educational context. The study highlighted that leaders must create inclusive, innovative, and responsive learning environments to meet the demands of a rapidly changing world. This corresponds with the present finding that situational leadership is highly evident, particularly in school heads' adjustment of supervision based on task demands, teacher readiness, crisis situations, and levels of professional expertise. The connection affirms that situational leadership becomes visible when school heads respond flexibly to changing instructional, organizational, and policy-related conditions within the school environment.

### ***Laissez-Faire Style***

Table 19 . Assessment as to *Laissez-Faire Style*

|   | <b>Indicators</b>                                                                                                                                        | <b>Teachers</b> |           | <b>SPTA Officers</b> |           | <b>Non-teaching</b> |           | <b>School Heads</b> |           | <b>Overall</b> |           | <b>R</b> |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|----------------------|-----------|---------------------|-----------|---------------------|-----------|----------------|-----------|----------|
|   |                                                                                                                                                          | <b>WM</b>       | <b>VI</b> | <b>WM</b>            | <b>VI</b> | <b>WM</b>           | <b>VI</b> | <b>WM</b>           | <b>VI</b> | <b>CWM</b>     | <b>VI</b> |          |
| 1 | The School Head delays or avoid making critical decisions regarding school issues, often leaving it to the teachers or staff to decide among themselves. | 2.99            | ME        | 3.80                 | E         | 4.00                | E         | 3.00                | ME        | 3.45           | E         | 4        |
| 2 | The School Head rarely                                                                                                                                   | 3.37            | ME        | 3.60                 | E         | 4.09                | E         | 4.20                | E         | 3.82           | E         | 2        |

|                |                                                                                                                                                                                   |             |                |             |          |             |          |             |          |             |          |   |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|---|
|                | provides feedback—either positive or negative—on the teacher’s teaching performance or administrative submissions.                                                                |             |                |             |          |             |          |             |          |             |          |   |
| 3              | The School Head provides the teachers with complete autonomy to manage their classroom and curriculum without offering any specific goals, standards, or instructional support.   | 3.59        | E              | 3.60        | E        | 4.36        | HE       | 4.20        | E        | 3.94        | E        | 1 |
| 4              | The School Head remains "hands-off" even when conflicts arise between staff members or when there are clear deviations from DepEd policies.                                       | 2.96        | ME             | 3.60        | E        | 4.09        | E        | 3.40        | ME       | 3.51        | E        | 3 |
| 5              | It feels as though the "official" leadership is missing, with the School Head essentially allowing the school to run itself without any active monitoring or strategic direction. | 2.89        | ME             | 3.60        | E        | 3.64        | E        | 3.00        | ME       | 3.28        | ME       | 5 |
| <b>Overall</b> |                                                                                                                                                                                   | <b>3.16</b> | <b>M<br/>E</b> | <b>3.64</b> | <b>E</b> | <b>4.04</b> | <b>E</b> | <b>3.56</b> | <b>E</b> | <b>3.60</b> | <b>E</b> |   |

Table 19 exhibits the respondents’ assessment of the school heads’ leadership style as to Laissez-Faire Style. As reflected in the overall result, the laissez-faire leadership style had a composite weighted mean of 3.60, which is interpreted as Evident. Among the respondent groups, non-teaching personnel had the highest assessment, with a weighted mean of 4.04 (Evident), followed by SPTA officers with 3.64 (Evident), school heads with 3.56 (Evident), and teachers with 3.16 (Moderately Evident). This indicates that laissez-faire leadership practices are present among school heads, although they are less strongly manifested than the other leadership styles previously assessed.

It can be observed that the indicator “The School Head provides the teachers with complete autonomy to manage their classroom and curriculum without offering any specific goals, standards, or instructional support” received the highest composite weighted mean of 3.94, verbally interpreted as Evident. This is followed by “The School Head rarely provides feedback—either positive or negative—on the teacher’s teaching performance or administrative submissions” with a composite weighted mean of 3.82 or Evident; “The School Head remains ‘hands-off’ even when conflicts arise between staff members or when there are clear deviations from DepEd policies” with 3.51 or Evident; and “The School Head delays or avoid making critical decisions regarding school issues, often leaving it to the teachers or staff to decide among themselves” with 3.45 or Evident. The lowest-rated indicator was “It feels as though the ‘official’ leadership is missing, with the School Head essentially allowing the school to run itself without any active monitoring or strategic direction”, which obtained a composite weighted mean of 3.28, verbally interpreted as Moderately Evident.

The findings indicate that laissez-faire leadership is perceived to exist in certain school situations, particularly in allowing teachers autonomy in classroom and curriculum management. The results reveal that some hands-off practices may occur in relation to feedback, conflict management, decision-making, or instructional support. This pattern reflects a leadership style that allows independence but may also create gaps in guidance, monitoring, and timely intervention when practiced excessively.

This result aligns with the study by Lin et al. (2021), which found that laissez-faire leadership can intensify workplace pressures and reduce employee morale when leaders are insufficiently engaged. This partially aligns with the present finding that laissez-faire leadership is evident, particularly in areas characterized by limited feedback, delayed decision-making, and hands-off responses to conflicts or policy deviations. However, the present result does not indicate a complete absence of leadership, since the lowest indicator was only moderately evident. The connection shows that while teacher autonomy may be present, insufficient guidance and limited intervention can affect how leadership support is experienced within the school environment.

Table 20 summarizes respondents' assessments of the 12 leadership variables. As reflected in the overall result, the leadership variables obtained a general composite weighted mean of 4.42, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest overall assessment, with a weighted mean of 4.61 (Highly Evident), followed by SPTA officers with 4.44 (Highly Evident), non-teaching personnel with 4.40 (Highly Evident), and teachers with 4.23 (Highly Evident). This indicates that school heads' leadership styles are generally perceived as strongly manifested across the different leadership dimensions.

Table 20 . *Summary Assessment as to School Head's Supervision*

| Indicators             | Teachers |        | SPTA Officers |    | Non-teaching |    | School Heads |    | Overall |    | R |
|------------------------|----------|--------|---------------|----|--------------|----|--------------|----|---------|----|---|
|                        | WM       | VI     | WM            | VI | WM           | VI | WM           | VI | CWM     | VI |   |
| Administrational       | 4.58     | H<br>E | 4.60          | HE | 4.58         | HE | 4.96         | HE | 4.68    | HE | 1 |
| Distributed Style      | 4.34     | H<br>E | 4.56          | HE | 4.47         | HE | 4.84         | HE | 4.55    | HE | 2 |
| Transformational Style | 4.38     | H<br>E | 4.44          | HE | 4.51         | HE | 4.80         | HE | 4.53    | HE | 3 |
| Servant Style          | 4.37     | H<br>E | 4.56          | HE | 4.40         | HE | 4.80         | HE | 4.53    | HE | 3 |
| Collaborative          | 4.43     | H<br>E | 4.44          | HE | 4.53         | HE | 4.68         | HE | 4.52    | HE | 6 |
| Facilitative           | 4.43     | H<br>E | 4.40          | HE | 4.47         | HE | 4.76         | HE | 4.52    | HE | 6 |
| Situational Style      | 4.27     | H<br>E | 4.60          | HE | 4.43         | HE | 4.76         | HE | 4.52    | HE | 6 |
| Developmental          | 4.37     | H<br>E | 4.32          | HE | 4.47         | HE | 4.80         | HE | 4.49    | HE | 8 |
| Instructional          | 4.25     | H<br>E | 4.40          | HE | 4.38         | HE | 4.52         | HE | 4.39    | HE | 9 |
| Transactional Style    | 4.19     | E      | 4.60          | HE | 4.31         | HE | 4.40         | HE | 4.37    | HE | 1 |
| Directive              | 3.97     | E      | 4.68          | HE | 4.25         | HE | 4.40         | HE | 4.33    | HE | 1 |
| Laissez-Faire Style    | 3.16     | M<br>E | 3.64          | E  | 4.04         | E  | 3.56         | E  | 3.60    | E  | 1 |
|                        |          |        |               |    |              |    |              |    |         |    | 2 |

|         |      |        |      |    |      |    |      |    |      |    |
|---------|------|--------|------|----|------|----|------|----|------|----|
| Overall | 4.23 | H<br>E | 4.44 | HE | 4.40 | HE | 4.61 | HE | 4.42 | HE |
|---------|------|--------|------|----|------|----|------|----|------|----|

It can be observed that Administrative received the highest composite weighted mean of 4.68, verbally interpreted as Highly Evident. This is followed by Distributed Style with 4.55 or Highly Evident; Transformational Style and Servant Style, both with 4.53 or Highly Evident; Collaborative, Facilitative, and Situational Style, each with 4.52 or Highly Evident; Developmental with 4.49 or Highly Evident; Instructional with 4.39 or Highly Evident; Transactional Style with 4.37 or Highly Evident; and Directive with 4.33 or Highly Evident. The lowest-rated variable was Laissez-Faire Style, which obtained a composite weighted mean of 3.60, verbally interpreted as Evident.

The findings indicate that school heads are perceived as demonstrating multiple leadership styles, with administrative leadership emerging as the most dominant. The high ratings for most leadership styles indicate that school heads combine managerial, relational, instructional, adaptive, and participatory practices in leading schools. The lower rating for laissez-faire leadership indicates less dominant than active, engaged, and structured leadership.

This result is supported by Kilag et al. (2023), who emphasized that educational leadership is strengthened when multiple leadership approaches are integrated to address the dynamic challenges of school management. They highlighted transformational and distributed leadership as important dimensions of school effectiveness, while also recognizing the value of varied leadership practices among stakeholders. This corresponds with the present findings, in which most leadership variables were rated as highly evident, indicating that school heads are not confined to a single leadership style but apply diverse approaches to meet administrative, instructional, professional, and organizational needs.

**Sub-problem No.2. Is there a significant difference among the assessments of the four groups of respondents on the schools' heads supervision and leadership style and teachers' effectiveness in Quezon City Congressional District 1, Elementary schools using the above-mentioned variables?**

Table 21 presents the test of significance for the assessment of the four groups of respondents regarding the school heads' supervisory and leadership styles. The table includes 12 criteria: directive, collaborative, facilitative, developmental, instructional, administrative, transformational, transactional, distributed, servant, situational, and laissez-faire styles. Using the 0.05 level of significance, the results show which leadership criteria were assessed differently or similarly by the four respondent groups.

*Table 21. Test of Significant Difference on the Assessment of Four Groups in Terms of School Head's Supervisory and Leadership Style.*

| Criteria               | F-value | p-value | Decision       | Interpretation  |
|------------------------|---------|---------|----------------|-----------------|
| Directive              | 7.781   | 0.002   | Reject         | Significant     |
| Collaborative          | 0.559   | 0.651   | Fail to Reject | Not Significant |
| Facilitative           | 0.828   | 0.5     | Fail to Reject | Not Significant |
| Developmental          | 1.402   | 0.284   | Fail to Reject | Not Significant |
| Instructional          | 0.622   | 0.612   | Fail to Reject | Not Significant |
| Administrational       | 9.578   | < .001  | Reject         | Significant     |
| Transformational Style | 3.821   | 0.028   | Reject         | Significant     |
| Transactional Style    | 1.278   | 0.32    | Fail to Reject | Not Significant |
| Distributed Style      | 4.088   | 0.026   | Reject         | Significant     |
| Servant Style          | 2.419   | 0.103   | Fail to Reject | Not Significant |
| Situational Style      | 2.889   | 0.07    | Fail to Reject | Not Significant |
| Laissez-Faire Style    | 1.789   | 0.2     | Fail to Reject | Not Significant |

For the directive style, the F-value was 7.781, and the p-value was 0.002. Since the p-value is below the 0.05 level of significance, the null hypothesis is rejected, and the result is considered significant. This means that the four groups of respondents differed in their assessment of the school heads' directive leadership. The finding indicates that teachers, SPTA officers, non-teaching personnel, and school heads did not share the same level of perception regarding the extent to which school heads provide specific instructions, enforce compliance, prescribe procedures, and direct school-related tasks.

Moreover, Collaborative obtained an F-value of 0.559 and a p-value of 0.651. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant. This means that the assessments of the four groups of respondents were generally similar regarding collaborative leadership. The finding indicates that the respondents had a common perception of the school heads' practice of engaging teachers and stakeholders in discussions, shared planning, problem-solving, post-observation conferences, and Learning Action Cell activities.

In addition, Facilitative registered an F-value of 0.828 and a p-value of 0.500. Since the p-value exceeded the 0.05 level of significance, the null hypothesis was not rejected, and the result is interpreted as not significant. This indicates that there was no meaningful difference among the four respondent groups in the assessment. The finding reflects a shared view that school heads provide support, resources, guidance, professional trust, and opportunities for teachers to exercise judgment in instructional and school-based responsibilities.

Furthermore, Developmental obtained an F-value of 1.402 and a p-value of 0.284. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant. This means that the four groups of respondents had comparable assessments of the school heads' developmental leadership. The finding indicates consistency in how the groups perceived the school heads' efforts to adjust supervision according to teacher expertise, use Individual Development Plans, provide tailored feedback, encourage self-assessment, and assign leadership responsibilities based on professional competence.

Likewise, Instructional obtained an F-value of 0.622 and a p-value of 0.612. Since the p-value is greater than 0.05, the null hypothesis is not rejected, and the result is interpreted as not significant. This means that the respondent groups did not differ significantly in their assessment of the school heads' instructional leadership. The finding indicates a common perception of the school heads' involvement in lesson plan review, classroom observation, assessment result analysis, instructional resource monitoring, and support for improving teaching strategies.

On the other hand, Administrational obtained an F-value of 9.578 and a p-value of  $< .001$ . Since the p-value is less than 0.05, the null hypothesis is rejected, and the result is considered significant. This means that the four respondent groups differed significantly in their assessment of the school heads' administrative leadership. The finding indicates that the groups may have had varying levels of exposure to, or appreciation of, administrative practices such as school form validation, facility inspection, MOOE management, teacher attendance monitoring, teaching-load distribution, and policy implementation.

Correspondingly, Transformational Style obtained an F-value of 3.821 and a p-value of 0.028. Since the p-value is less than 0.05, the null hypothesis is rejected, and the result is considered significant. This means that there was a significant difference among the four respondent groups in their assessment of transformational leadership. The finding indicates that respondents varied in their perceptions of the school heads' ability to communicate a clear vision, inspire teachers, encourage innovation, lead by example, mentor teachers, and delegate meaningful authority.

In addition, Transactional Style recorded an F-value of 1.278 and a p-value of 0.320. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant. This means that the assessments of the respondent groups were generally similar. The finding indicates that the groups had comparable views regarding the school heads' use of performance monitoring, incentives, recognition, clearly defined duties, compliance measures, and task-oriented expectations.

Additionally, Distributed Style obtained an F-value of 4.088 and a p-value of 0.026. Since the p-

value is below the 0.05 significance level, the null hypothesis is rejected, and the result is considered significant. This means that the four groups of respondents differed significantly in their assessment of distributed leadership. The finding indicates that the groups did not have identical perceptions of how school heads share leadership responsibilities, involve coordinators and subject leaders in decision-making, assign committee leadership, and allow teachers and staff to initiate school-based projects or LAC sessions.

Similarly, Servant Style obtained an F-value of 2.419 and a p-value of 0.103. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant. This means the four groups of respondents generally had similar assessments of servant leadership. The finding reflects consistency in how the respondents perceived school heads' concern for teachers' personal and professional needs, emotional support, work-life balance, sense of belonging, and professional growth.

Thereafter, Situational Style obtained an F-value of 2.889 and a p-value of 0.070. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant. This means that no significant difference existed among the respondent groups in their assessment of situational leadership. The finding indicates that the groups had similar perceptions of school heads' ability to adjust supervision, guidance, and directiveness in response to task demands, teacher readiness, professional competence, and sudden changes in school or DepEd policies.

Lastly, the Laissez-Faire Style obtained an F-value of 1.789 and a p-value of 0.200. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected, and the result is interpreted as not significant. This means the four groups of respondents did not differ significantly in their assessments of laissez-faire leadership. The finding indicates that the groups had a generally comparable perception of the extent to which school heads allow autonomy, provide limited intervention, delay decisions, or maintain a hands-off approach in certain school situations.

The results reveal that significant differences were found only in Directive, Administrative, Transformational Style, and Distributed Style, while the remaining eight criteria were not significantly different across the four respondent groups. This pattern indicates that differences in assessment were more evident in leadership areas involving authority, administrative control, vision-setting, empowerment, and shared responsibility. In contrast, the respondent groups had more consistent assessments of collaborative, facilitative, developmental, instructional, transactional, servant, situational, and laissez-faire practices. This result is related to Mallillin et al. (2023), who found that effective leadership styles significantly contribute to educational transformation, noting that democratic leadership supports morale, instructional leadership focuses on planning and teaching improvement, authoritative leadership maintains organizational control, coaching leadership supports performance, and transformational leadership advances organizational improvement.

Table 22 presents the Tukey post hoc test for the school heads' supervisory and leadership style between the groups of respondents. This analysis was conducted for the criteria that showed significant differences in the ANOVA results, namely Directive, Administrative, Transformational Style, and Distributed Style. The table identifies the specific pairs of respondent groups whose assessments significantly differed from one another based on the 0.05 level of significance.

Table 22. *Tukey Post Hoc Test for School Heads' Supervisory and Leadership Style between the Groups of Respondents*

| <b>Safety Compliance Criteria</b> | <b>Comparison</b>              | <b>p-value</b> | <b>Decision</b>   | <b>Interpretation</b> |
|-----------------------------------|--------------------------------|----------------|-------------------|-----------------------|
| Directive                         | Teachers and SPTA Officers     | 0.001          | Reject Ho         | Significant           |
|                                   | Teachers and Non-Teaching      | 0.218          | Fail to Reject Ho | Not Significant       |
|                                   | Teachers and School Heads      | 0.032          | Reject Ho         | Significant           |
|                                   | SPTA Officers and Non-Teaching | 0.018          | Reject Ho         | Significant           |
|                                   | SPTA Officers and School Heads | 0.154          | Fail to Reject Ho | Not Significant       |

|                        |                                |       |                   |                 |
|------------------------|--------------------------------|-------|-------------------|-----------------|
| Administrational       | Non-Teaching and School Heads  | 0.486 | Fail to Reject Ho | Not Significant |
|                        | Teachers and SPTA Officers     | 0.997 | Fail to Reject Ho | Not Significant |
|                        | Teachers and Non-Teaching      | 0.867 | Fail to Reject Ho | Not Significant |
|                        | Teachers and School Heads      | 0.006 | Reject Ho         | Significant     |
|                        | SPTA Officers and Non-Teaching | 0.994 | Fail to Reject Ho | Not Significant |
| Transformational Style | SPTA Officers and School Heads | 0.011 | Reject Ho         | Significant     |
|                        | Non-Teaching and School Heads  | 0.006 | Reject Ho         | Significant     |
|                        | Teachers and SPTA Officers     | 0.912 | Fail to Reject Ho | Not Significant |
|                        | Teachers and Non-Teaching      | 0.241 | Fail to Reject Ho | Not Significant |
|                        | Teachers and School Heads      | 0.004 | Reject Ho         | Significant     |
| Distributed Style      | SPTA Officers and Non-Teaching | 0.387 | Fail to Reject Ho | Not Significant |
|                        | SPTA Officers and School Heads | 0.009 | Reject Ho         | Significant     |
|                        | Non-Teaching and School Heads  | 0.038 | Reject Ho         | Significant     |
|                        | Teachers and SPTA Officers     | 0.081 | Fail to Reject Ho | Not Significant |
|                        | Teachers and Non-Teaching      | 0.354 | Fail to Reject Ho | Not Significant |
|                        | Teachers and School Heads      | 0.002 | Reject Ho         | Significant     |
|                        | SPTA Officers and Non-Teaching | 0.672 | Fail to Reject Ho | Not Significant |
|                        | SPTA Officers and School Heads | 0.021 | Reject Ho         | Significant     |
|                        | Non-Teaching and School Heads  | 0.007 | Reject Ho         | Significant     |

*Level of Significance: 0.05*

Directive leadership showed significant differences in three pairwise comparisons. The comparison between Teachers and SPTA Officers obtained a p-value of 0.001, which led to the rejection of the null hypothesis and was interpreted as significant. The comparison between Teachers and School Heads also showed a significant difference, with a p-value of 0.032. Likewise, the comparison between SPTA Officers and Non-Teaching personnel obtained a p-value of 0.018, indicating a significant difference. Meanwhile, the comparisons between Teachers and Non-Teaching personnel with a p-value of 0.218, SPTA Officers and School Heads with 0.154, and Non-Teaching personnel and School Heads with 0.486 were not significant. These results indicate that differences in the perception of directive leadership were most evident between teachers and SPTA officers, teachers and school heads, and SPTA officers and non-teaching personnel. This implies that the respondents did not uniformly perceive the degree to which school heads provide direct instructions, enforce compliance, and implement specific corrective measures.

Moreover, Administrational leadership revealed significant differences in three comparisons. The comparison between Teachers and School Heads obtained a p-value of 0.006, resulting in the rejection of the null hypothesis and an interpretation of significant. Similarly, SPTA Officers and School Heads had a p-value of 0.011, while Non-Teaching personnel and School Heads obtained a p-value of 0.006, both indicating significant differences. On the other hand, the comparisons between Teachers and SPTA Officers with a p-value of 0.997, Teachers and Non-Teaching personnel with 0.867, and SPTA Officers and Non-Teaching personnel with 0.994 were not significant. These findings indicate that the significant differences in administrational leadership were mainly between school heads and the other respondent groups. This reflects that school heads rated administrational practices differently from teachers, SPTA officers, and non-teaching personnel, particularly in areas such as school records, facilities, resource allocation, attendance monitoring, and policy implementation.

Furthermore, Transformational Style showed significant differences in the comparisons involving school heads. The comparison between Teachers and School Heads obtained a p-value of 0.004, which was significant. The comparison between SPTA Officers and School Heads also yielded a significant result, with a p-value of 0.009. In the same manner, Non-Teaching personnel and School Heads obtained a p-value of 0.038, indicating a significant difference. Conversely, the comparisons between Teachers and SPTA Officers with a p-value of 0.912, Teachers and Non-Teaching personnel with 0.241, and SPTA Officers and Non-Teaching personnel with 0.387 were not significant. These results indicate that school heads' self-

assessment of transformational leadership differed significantly from the assessment of the other respondent groups. This implies variation in how school heads and other stakeholders viewed the extent of vision-setting, mentoring, ethical role modeling, innovation, and delegation of authority.

Additionally, Distributed Style also showed significant differences in three comparisons. The comparison between Teachers and School Heads obtained a p-value of 0.002, which was significant. The comparison between SPTA Officers and School Heads had a p-value of 0.021, while Non-Teaching personnel and School Heads obtained a p-value of 0.007, both of which were interpreted as significant. However, the comparisons between Teachers and SPTA Officers with a p-value of 0.081, Teachers and Non-Teaching personnel with 0.354, and SPTA Officers and Non-Teaching personnel with 0.672 were not significant. These findings indicate that significant differences were again concentrated in comparisons involving school heads. This means that school heads assessed distributed leadership differently from the other respondent groups, particularly in relation to shared accountability, teacher-led initiatives, involvement of coordinators, and the delegation of leadership responsibilities.

The Tukey post hoc results show that significant differences were concentrated in selected comparisons, mostly involving school heads. In Administrative, Transformational, and Distributed styles, school heads differed from the other groups, while Directive leadership showed more varied differences. This relates to De Castro and Jimenez (2022), who emphasized that principals drive school reforms through 21st-century leadership competencies, innovation, organization, dependability, and perseverance.

### **Sub-problem No. 3. What is the level of teachers' effectiveness as to?**

#### ***Instructional Competence***

Table 23. *Assessment as to Instructional Competence*

| Indicators                                                                                                                                                                                                                | Teachers |    | SPTA Officers |    | Non- teaching |    | School Heads |    | Overall |    | R |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|---------------|----|---------------|----|--------------|----|---------|----|---|
|                                                                                                                                                                                                                           | WM       | VI | WM            | VI | WM            | VI | WM           | VI | CWM     | VI |   |
| 1 The teacher localizes lessons (using QC-specific examples or community context) to make the content more relatable to students                                                                                          | 4.60     | HO | 4.40          | HO | 4.55          | HO | 4.60         | HO | 4.54    | HO | 3 |
| 2 The teacher utilizes a variety of teaching strategies—such as differentiated instruction, collaborative learning, and ICT integration—to cater to the diverse learning styles and needs within a large urban classroom. | 4.67     | HO | 4.40          | HO | 4.55          | HO | 4.00         | O  | 4.41    | HO | 4 |
| 3 3. The teacher regularly uses                                                                                                                                                                                           | 4.66     | HO | 4.80          | HO | 4.73          | HO | 4.60         | HO | 4.70    | HO | 1 |

|   |                                                                                                                                                                                                |             |           |             |           |             |           |             |           |             |           |   |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|---|
|   | formative and summative assessments to identify learning gaps and immediately implement remedial activities for students who are performing below the expected level in literacy and numeracy. |             |           |             |           |             |           |             |           |             |           |   |
| 4 | The Teacher maintains a structured yet nurturing classroom environment that maximizes "Time-on-Task" by minimizing disruptions and ensuring students are actively engaged in the lesson.       | 4.61        | HO        | 4.60        | HO        | 4.55        | HO        | 4.60        | HO        | 4.59        | HO        | 2 |
| 5 | 5. The teacher employs higher-order thinking skills (HOTS) questioning techniques that encourage students to analyze, evaluate, and create, rather than just memorizing facts.                 | 4.61        | HO        | 4.40        | HO        | 4.64        | HO        | 3.80        | O         | 4.36        | HO        | 5 |
|   | <b>Overall</b>                                                                                                                                                                                 | <b>4.63</b> | <b>HO</b> | <b>4.52</b> | <b>HO</b> | <b>4.60</b> | <b>HO</b> | <b>4.32</b> | <b>HO</b> | <b>4.52</b> | <b>HO</b> |   |

**Legend**

| Option | Range       | Verbal Interpretation | Symbol |
|--------|-------------|-----------------------|--------|
| 5      | 4.20 – 5.00 | Highly Observed       | HO     |
| 4      | 3.40 – 4.19 | Observed              | O      |
| 3      | 2.60 – 3.39 | Moderately Observed   | MO     |
| 2      | 1.80 – 2.59 | Least Observed        | LO     |
| 1      | 1.00 - 1.79 | Not Observed          | NO     |

Table 23 presents the respondents' assessment of teachers' effectiveness as to Instructional Competence. As reflected in the overall result, instructional competence obtained a composite weighted mean of 4.52, verbally interpreted as Highly Observed. Among the respondent groups, teachers gave the highest assessment with a weighted mean of 4.63 or Highly Observed, followed by non-teaching personnel with 4.60 or Highly Observed, SPTA officers with 4.52 or Highly Observed, and school heads with 4.32 or

Highly Observed. This indicates that teachers' instructional competence is strongly observed across the participating elementary schools.

It can be observed that the indicator "The teacher regularly uses formative and summative assessments to identify learning gaps and immediately implement remedial activities for students who are performing below the expected level in literacy and numeracy" received the highest composite weighted mean of 4.70, verbally interpreted as Highly Observed. This is followed by "The Teacher maintains a structured yet nurturing classroom environment that maximizes 'Time-on-Task' by minimizing disruptions and ensuring students are actively engaged in the lesson" with a composite weighted mean of 4.59 or Highly Observed; "The teacher localizes lessons using QC-specific examples or community context to make the content more relatable to students" with 4.54 or Highly Observed; "The teacher utilizes a variety of teaching strategies—such as differentiated instruction, collaborative learning, and ICT integration—to cater to the diverse learning styles and needs within a large urban classroom" with 4.41 or Highly Observed; and "The teacher employs higher-order thinking skills questioning techniques that encourage students to analyze, evaluate, and create, rather than just memorizing facts" with 4.36 or Highly Observed.

The findings indicate that teachers demonstrate strong instructional competence through assessment use, structured classroom management, lesson localization, varied strategies, and higher-order questioning. The highest rating for formative and summative assessments reflects their role in identifying learning gaps and addressing literacy and numeracy needs. Overall, the high ratings show that teachers adapt instruction, sustain engagement, and respond to diverse learners in Quezon City Congressional District I.

This result is supported by Ortiz Jr. (2023), who found that public secondary school teachers demonstrated high levels of competence in instructional delivery, assessment, classroom management, and personal competencies. The study concluded that although teachers were generally competent, continuous professional development remained important in sustaining effective teaching practices. This corresponds with the present finding that instructional competence is highly observed, particularly in teachers' use of assessment, lesson localization, differentiated strategies, structured classroom routines, and higher-order thinking questions to support student learning.

### ***Classroom Management***

Table 24 presents the respondents' assessment of teachers' effectiveness in classroom management. As reflected in the overall result, classroom management received a composite weighted mean of 4.58, which is interpreted as Highly Observed. Among the respondent groups, school heads received the highest assessment, with a weighted mean of 4.64 (Highly Observed), followed by non-teaching personnel (4.62), teachers (4.61), and SPTA officers (4.44). This indicates that teachers' classroom management practices are strongly observed in the participating elementary schools.

Table 24. *Assessment as to Classroom Management*

| Indicators                                                                                                                                                                                          | Teachers |    | SPTA<br>Officers |    | Non-<br>teaching |    | School Heads |    | Overall |    | R |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|------------------|----|------------------|----|--------------|----|---------|----|---|
|                                                                                                                                                                                                     | WM       | VI | WM               | VI | WM               | VI | WM           | VI | CWM     | VI |   |
| 1 The teacher implements clear, consistent classroom routines (e.g., for entering/exiting, passing papers, and transitioning between subjects) that students follow with minimal teacher direction. | 4.54     | HO | 4.20             | O  | 4.45             | HO | 4.80         | HO | 4.50    | HO | 5 |
| 2 The teacher manages                                                                                                                                                                               | 4.59     | HO | 4.60             | HO | 4.55             | HO | 4.80         | HO | 4.64    | HO | 1 |

|                |                                                                                                                                                                                                              |             |           |             |           |             |           |             |           |             |           |   |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|---|
|                | learner behavior using non-violent, constructive, and positive discipline strategies that encourage self-control rather than relying on fear or punishment.                                                  |             |           |             |           |             |           |             |           |             |           |   |
| 3              | The teacher organizes the classroom layout (or digital platforms) to ensure a safe, clean, and conducive learning space that minimizes distractions and allows for easy movement/monitoring of all students. | 4.64        | HO        | 4.40        | HO        | 4.73        | HO        | 4.40        | HO        | 4.54        | HO        | 4 |
| 4              | The teacher manages instructional time to ensure that students remain engaged in meaningful learning activities from the beginning to the end of the period.                                                 | 4.66        | HO        | 4.60        | HO        | 4.73        | HO        | 4.40        | HO        | 4.60        | HO        | 3 |
| 5              | The teacher proactively addresses interpersonal conflicts among students and foster a classroom climate where all learners—regardless of background—feel respected and included.                             | 4.63        | HO        | 4.40        | HO        | 4.64        | HO        | 4.80        | HO        | 4.62        | HO        | 2 |
| <b>Overall</b> |                                                                                                                                                                                                              | <b>4.61</b> | <b>HO</b> | <b>4.44</b> | <b>HO</b> | <b>4.62</b> | <b>HO</b> | <b>4.64</b> | <b>HO</b> | <b>4.58</b> | <b>HO</b> |   |

It can be observed that the indicator “The teacher manages learner behavior using non-violent, constructive, and positive discipline strategies that encourage self-control rather than relying on fear or punishment” received the highest composite weighted mean of 4.64, verbally interpreted as Highly Observed. This is followed by “The teacher proactively addresses interpersonal conflicts among students and foster a classroom climate where all learners—regardless of background—feel respected and included” with 4.62 or Highly Observed; “The teacher manages instructional time to ensure that students remain engaged in meaningful learning activities from the beginning to the end of the period” with 4.60 or Highly Observed; “The teacher organizes the classroom layout or digital platforms to ensure a safe, clean, and conducive learning space” with 4.54 or Highly Observed; and “The teacher implements clear, consistent classroom routines that students follow with minimal teacher direction” with 4.50 or Highly Observed.

The findings indicate that teachers are perceived to demonstrate strong classroom management through positive discipline, inclusive classroom climate, effective time management, organized learning spaces, and consistent routines. The highest rating on non-violent and constructive behavior management reflects the importance of promoting self-control and respectful learner conduct. Overall, the high ratings

show that teachers maintain orderly, safe, and engaging classrooms that support meaningful learning and learner participation.

This result is supported by Oco (2025), who found a significant correlation between teachers' classroom management practices and pupils' self-efficacy. The study emphasized that strategic and tailored classroom management approaches help foster pupils' confidence, engagement, and academic success. This corresponds with the present finding that classroom management is highly observed, particularly in positive discipline, conflict resolution, inclusive classroom climate, instructional time management, and the organization of safe and conducive learning spaces.

### ***Professional Responsibilities***

Table 25 presents the respondents' assessment of teachers' effectiveness as to Professional Responsibilities. As reflected in the overall result, professional responsibilities obtained a composite weighted mean of 4.71, verbally interpreted as Highly Observed. Among the respondent groups, non-teaching personnel gave the highest assessment with a weighted mean of 4.82 or Highly Observed, followed by teachers with 4.74 or Highly Observed, school heads with 4.72 or Highly Observed, and SPTA officers with 4.56 or Highly Observed. This indicates that teachers' professional responsibilities are strongly observed in the participating elementary schools.

Table 25 . *Assessment as to Professional Responsibilities*

|   | <b>Indicators</b>                                                                                                                                                                                                                       | <b>Teachers</b> |           | <b>SPTA Officers</b> |           | <b>Non- teaching</b> |           | <b>School Heads</b> |           | <b>Overall</b> |           | <b>R</b> |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|----------------------|-----------|----------------------|-----------|---------------------|-----------|----------------|-----------|----------|
|   |                                                                                                                                                                                                                                         | <b>WM</b>       | <b>VI</b> | <b>WM</b>            | <b>VI</b> | <b>WM</b>            | <b>VI</b> | <b>WM</b>           | <b>VI</b> | <b>CWM</b>     | <b>VI</b> |          |
| 1 | The teacher maintains accurate and updated learner records (e.g., SF1, SF9/Report Cards, and E-Class Records) and submit them to the School Head or LIS coordinator within the prescribed deadlines.                                    | 4.79            | HO        | 4.60                 | HO        | 4.82                 | HO        | 4.80                | HO        | 4.75           | HO        | 1        |
| 2 | The teacher consistently adheres to the Code of Ethics for Professional Teachers by maintaining a professional image, practicing fair treatment of all learners, and avoiding any conduct that would prejudice the school's reputation. | 4.70            | HO        | 4.40                 | HO        | 4.82                 | HO        | 4.80                | HO        | 4.68           | HO        | 4        |
| 3 | The teacher actively seeks out and participates in professional growth opportunities, such as Learning Action Cell (LAC) sessions, seminars, or graduate studies, to enhance your teaching skills.                                      | 4.77            | HO        | 4.60                 | HO        | 4.82                 | HO        | 4.40                | HO        | 4.65           | HO        | 5        |

|                |                                                                                                                                                                                              |             |           |             |           |             |           |             |           |             |           |   |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|---|
| 4              | The teacher collaborates with parents, local barangay officials, or the General Parent-Teacher Association (GPTA) to support school initiatives like Brigada Eskwela or feeding programs.    | 4.76        | HO        | 4.60        | HO        | 4.82        | HO        | 4.80        | HO        | 4.75        | HO        | 2 |
| 5              | The teacher regularly uses feedback from their Performance Commitment and Review (IPCRF) and classroom observations to reflect on their performance and improve their professional practice. | 4.67        | HO        | 4.60        | HO        | 4.82        | HO        | 4.80        | HO        | 4.72        | HO        | 3 |
| <b>Overall</b> |                                                                                                                                                                                              | <b>4.74</b> | <b>HO</b> | <b>4.56</b> | <b>HO</b> | <b>4.82</b> | <b>HO</b> | <b>4.72</b> | <b>HO</b> | <b>4.71</b> | <b>HO</b> |   |

It can be observed that the indicator “The teacher maintains accurate and updated learner records and submit them to the School Head or LIS coordinator within the prescribed deadlines” received the highest composite weighted mean of 4.75, verbally interpreted as Highly Observed. This is followed by “The teacher collaborates with parents, local barangay officials, or the General Parent-Teacher Association to support school initiatives like Brigada Eskwela or feeding programs” with 4.75 or Highly Observed; “The teacher regularly uses feedback from their Performance Commitment and Review and classroom observations to reflect on their performance and improve their professional practice” with 4.72 or Highly Observed; “The teacher consistently adheres to the Code of Ethics for Professional Teachers by maintaining a professional image, practicing fair treatment of all learners, and avoiding any conduct that would prejudice the school’s reputation” with 4.68 or Highly Observed; and “The teacher actively seeks out and participates in professional growth opportunities, such as Learning Action Cell sessions, seminars, or graduate studies, to enhance teaching skills” with 4.65 or Highly Observed.

The findings indicate that teachers demonstrate strong professional responsibility through record management, ethical conduct, professional growth, stakeholder collaboration, and reflective practice. The highest ratings on learner records and community collaboration reflect their roles in administrative compliance and school-community partnership. Overall, teachers fulfill responsibilities beyond instruction and support school operations, learner welfare, and professional improvement.

This result is supported by Camral (2025), who found that Continuing Professional Development participation is positively related to pedagogical competence among public elementary teachers. This corresponds with the present finding that professional responsibilities are highly observed, particularly in LAC participation, seminars, reflective use of feedback, ethical practice, record management, and collaboration with parents and stakeholders.

Table 26 . *Summary Assessment on Teacher's Effectiveness*

| Indicators                      | Teachers    |    | SPTA Officers |    | Non-teaching |    | School Heads |    | Overall     |    | R |
|---------------------------------|-------------|----|---------------|----|--------------|----|--------------|----|-------------|----|---|
|                                 | WM          | VI | WM            | VI | WM           | VI | WM           | VI | CWM         | VI |   |
| 1 Instructional Competence      | 4.63        | HO | 4.52          | HO | 4.60         | HO | 4.32         | HO | 4.52        | HO | 3 |
| 2 Classroom Management          | 4.61        | HO | 4.44          | HO | 4.62         | HO | 4.64         | HO | 4.58        | HO | 2 |
| 3 Professional Responsibilities | 4.74        | HO | 4.56          | HO | 4.82         | HO | 4.72         | HO | 4.71        | HO | 1 |
| <b>Overall</b>                  | <b>4.66</b> | HO | <b>4.51</b>   | HO | <b>4.68</b>  | HO | <b>4.56</b>  | HO | <b>4.60</b> | HO |   |

Table 26 summarizes the respondents' assessment of teachers' effectiveness in terms of instructional competence, classroom management, and professional responsibilities. As reflected in the overall result, teachers' effectiveness obtained a composite weighted mean of 4.60, verbally interpreted as Highly Observed. Among the respondent groups, non-teaching personnel gave the highest assessment with a weighted mean of 4.68 or Highly Observed, followed by teachers with 4.66 or Highly Observed, school heads with 4.56 or Highly Observed, and SPTA officers with 4.51 or Highly Observed. This indicates that teachers' effectiveness is strongly observed across the participating elementary schools.

It can be observed that Professional Responsibilities received the highest composite weighted mean of 4.71, verbally interpreted as Highly Observed. This is followed by Classroom Management with a composite weighted mean of 4.58 or Highly Observed, and Instructional Competence with a composite weighted mean of 4.52 or Highly Observed. All three indicators were assessed as highly observed, showing that the respondents consistently recognized teachers' effectiveness across professional, classroom, and instructional dimensions.

The findings indicate that teachers are perceived to be highly effective, particularly in fulfilling professional responsibilities such as record management, ethical conduct, collaboration, professional growth, and reflective practice. Classroom management and instructional competence were also highly observed, reflecting teachers' ability to maintain organized learning environments, manage learner behavior, apply teaching strategies, use assessment, and support student engagement. Overall, the pattern shows that teacher effectiveness is evident not only in classroom instruction but also in professional conduct and school-related responsibilities.

This result is supported by Ortiz Jr. (2023), who found that teachers demonstrated high levels of competence in instructional delivery, assessment, classroom management, and personal competencies. The study emphasized the continuing need for professional development to sustain and further improve teaching practices. This corresponds with the present finding that teachers' effectiveness is highly observed in instructional competence, classroom management, and professional responsibilities, indicating that effective teaching involves both classroom performance and professional accountability. The alignment further shows that teacher effectiveness is multidimensional, requiring not only mastery of instruction but also the ability to manage learners, fulfill professional duties, respond to feedback, and participate actively in school improvement efforts.

#### **Sub-problem No. 4. Is there a significant relationship between the school heads' supervisory and leadership style and teachers' effectiveness?**

Table 27. *Test of the Relationship between Supervisory and Leadership Style and Teachers' Effectiveness*

| Variables                                          | r-value | Verbal Description     | p-value | Decision | Interpretation |
|----------------------------------------------------|---------|------------------------|---------|----------|----------------|
| School Head's Supervisory and Leadership Style and | 0.567   | Moderately Correlation | <0.001  | Reject   | Significant    |

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Teachers' Effectiveness

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Level of Significance = 0.05; Statistic = Pearson Product Moment Correlation

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Table 27 presents the test of the relationship between school heads' supervisory and leadership style and teachers' effectiveness using the Pearson Product-Moment Correlation. The result shows an r-value of 0.567, which is a moderate correlation, and a p-value of  $<0.001$ . Since the p-value is below the 0.05 level of significance, the null hypothesis is rejected, and the result is considered significant.

The finding indicates that there is a significant moderate positive relationship between school heads' supervisory and leadership style and teachers' effectiveness. This means that stronger supervisory and leadership practices are associated with higher levels of teachers' effectiveness. The moderate correlation further indicates that school heads' leadership and supervision are meaningfully related to teachers' performance, particularly in instructional competence, classroom management, and professional responsibilities. This also reflects that effective leadership may contribute to clearer instructional guidance, stronger monitoring, better professional support, and improved teacher engagement in school-related responsibilities.

This result is supported by Mary (2024), who found a significant relationship between school heads' competence and teachers' performance in the Division of Cadiz City. The study concluded that effective leadership positively affects teacher effectiveness and emphasized the importance of strengthening school leadership competencies. This aligns with the present finding that school heads' supervisory and leadership style has a significant relationship with teachers' effectiveness in the school setting. The connection further reinforces the view that competent school leadership can influence teacher performance by shaping instructional direction, professional accountability, and support systems that help teachers perform their roles more effectively.

**Sub-problem No. 5. What are the problems encountered by the respondents relative to the school heads' supervisory and leadership style?**

***Problems Encountered by School Heads' Supervisory and Leadership Style***

Table 28 presents the respondents' assessment of the problems encountered relative to the school heads' supervisory and leadership style. As reflected in the overall result, the identified concerns obtained a composite weighted mean of 4.56, verbally interpreted as Highly Encountered. Among the respondent groups, non-teaching personnel gave the highest assessment with a weighted mean of 4.64 or Highly Encountered, followed by school heads with 4.60 or Highly Encountered, SPTA officers with 4.52 or Highly Encountered, and teachers with 4.49 or Highly Encountered. This indicates that concerns related to school heads' supervisory and leadership style are strongly encountered across the participating elementary schools.

Table 28. *Assessment of Problems Encountered as to School Heads' Supervisory and Leadership Style*

| Table 1: Assessment of Systems Encountered in the School Heads' Supervisory and Leadership Style                            |          |    |               |    |               |    |              |    |         |    |   |
|-----------------------------------------------------------------------------------------------------------------------------|----------|----|---------------|----|---------------|----|--------------|----|---------|----|---|
| Indicators                                                                                                                  | Teachers |    | SPTA Officers |    | Non- teaching |    | School Heads |    | Overall |    | R |
|                                                                                                                             | WM       | VI | WM            | VI | WM            | VI | WM           | VI | CWM     | VI |   |
| 1 The School Head effectively communicates a clear vision for the school's academic success and ensure that all supervisory | 4.60     | HE | 4.60          | HE | 4.73          | HE | 4.80         | HE | 4.68    | HE | 1 |

|   |                                                                                                                                                                                                             |      |    |      |    |      |    |      |    |      |    |   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|------|----|------|----|------|----|------|----|---|
|   | activities (like classroom observations) are directly aligned with achieving that vision                                                                                                                    |      |    |      |    |      |    |      |    |      |    |   |
| 2 | The School Head adjusts his/her supervisory style—moving from providing direct instructions to offering collaborative support—based on the specific professional needs and experience level of the teacher. | 4.47 | HE | 4.40 | HE | 4.64 | HE | 4.60 | HE | 4.53 | HE | 4 |
| 3 | The School Head actively encourages teachers to take on leadership roles in school programs (e.g., Grade Level Leads or LAC Coordinators) rather than centralizing all decision-making authority.           | 4.59 | HE | 4.40 | HE | 4.73 | HE | 4.40 | HE | 4.53 | HE | 3 |
| 4 | The School Head prioritizes the provision of instructional resources and professional coaching over purely administrative or "paperwork-heavy" monitoring.                                                  | 4.33 | HE | 4.60 | HE | 4.55 | HE | 4.80 | HE | 4.57 | HE | 2 |
| 5 | The School Head leads by example, maintaining high ethical standards and a supportive environment that values the well-being of the staff as                                                                | 4.46 | HE | 4.60 | HE | 4.55 | HE | 4.40 | HE | 4.50 | HE | 5 |

|                                           |             |           |             |           |             |           |             |           |             |           |  |
|-------------------------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|--|
| much as the achievement of DepEd targets. |             |           |             |           |             |           |             |           |             |           |  |
| <b>Overall</b>                            | <b>4.49</b> | <b>HE</b> | <b>4.52</b> | <b>HE</b> | <b>4.64</b> | <b>HE</b> | <b>4.60</b> | <b>HE</b> | <b>4.56</b> | <b>HE</b> |  |

| <i>Legend</i> |             |                        |        |
|---------------|-------------|------------------------|--------|
| Option        | Range       | Verbal Interpretation  | Symbol |
| 5             | 4.20 – 5.00 | Highly Encountered     | HE     |
| 4             | 3.40 – 4.19 | Encountered            | E      |
| 3             | 2.60 – 3.39 | Moderately Encountered | ME     |
| 2             | 1.80 – 2.59 | Least Encountered      | LE     |
| 1             | 1.00 - 1.79 | Not Encountered        | NE     |

It can be observed that the indicator “The School Head effectively communicates a clear vision for the school’s academic success and ensure that all supervisory activities are directly aligned with achieving that vision” received the highest composite weighted mean of 4.68, verbally interpreted as Highly Encountered. This is followed by “The School Head prioritizes the provision of instructional resources and professional coaching over purely administrative or ‘paperwork-heavy’ monitoring” with 4.57 or Highly Encountered; “The School Head actively encourages teachers to take on leadership roles in school programs rather than centralizing all decision-making authority” and “The School Head adjusts his/her supervisory style based on the specific professional needs and experience level of the teacher”, both with 4.53 or Highly Encountered; and “The School Head leads by example, maintaining high ethical standards and a supportive environment that values the well-being of the staff as much as the achievement of DepEd targets” with 4.50 or Highly Encountered.

The findings indicate that respondents highly encountered concerns related to vision communication, instructional support, leadership sharing, adaptive supervision, and ethical role modeling. The highest rating on communicating a clear academic vision reflects the importance of alignment between supervisory activities and school goals. The consistently high ratings across all indicators show that the problems encountered are not isolated but are connected to major aspects of school leadership, including how school heads guide instruction, support teachers, distribute leadership roles, and maintain a supportive professional environment.

This result is supported by Villar (2020), who emphasized the need for leadership training programs for public school heads focusing on school-based management, stakeholder engagement, financial management, project management, and monitoring and evaluation. This relates to the present finding that concerns about supervisory and leadership style are highly encountered, particularly in communicating vision, providing instructional resources, reducing paperwork-heavy monitoring, encouraging teacher leadership, and adapting supervision to teachers’ professional needs. The connection highlights that school leadership challenges often involve both administrative competence and the capacity to support instructional improvement and staff development.

### ***Problems Encountered in terms of Teachers’ Effectiveness***

Table 29. *Assessment of Problems Encountered as to Teachers’ Effectiveness*

| Indicators                                                                                          | Teachers |    | SPTA Officers |    | Non-teaching |    | School Heads |    | Overall |    | R |
|-----------------------------------------------------------------------------------------------------|----------|----|---------------|----|--------------|----|--------------|----|---------|----|---|
|                                                                                                     | WM       | VI | WM            | VI | WM           | VI | WM           | VI | CWM     | VI |   |
| 1 The teacher consistently uses student performance data (e.g., periodic tests, reading levels, and | 4.43     | HE | 4.40          | HE | 4.64         | HE | 4.80         | HE | 4.57    | HE | 3 |

|                |                                                                                                                                                                                                                            |             |           |             |           |             |           |             |           |             |                |   |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|----------------|---|
|                | numeracy tasks) to adjust his teaching and ensure that all learners reach the required proficiency levels for their grades.                                                                                                |             |           |             |           |             |           |             |           |             |                |   |
| 2              | The teacher integrates modern pedagogical approaches—such as Inquiry-Based Learning or the use of localized digital tools—to increase student engagement and conceptual understanding.                                     | 4.29        | HE        | 4.20        | E         | 4.45        | HE        | 4.20        | E         | 4.29        | HE             | 5 |
| 3              | The teacher maintains a classroom atmosphere that not only promotes academic discipline but also supports the socio-emotional well-being and safety of every student in accordance with Child Protection Policies.         | 4.30        | HE        | 4.60        | HE        | 4.64        | HE        | 4.80        | HE        | 4.59        | HE             | 1 |
| 4              | The teacher actively engages parents and the community in the learning process, providing regular and constructive feedback on student progress while involving them in school improvement initiatives.                    | 4.37        | HE        | 4.40        | HE        | 4.64        | HE        | 4.40        | HE        | 4.45        | HE             | 4 |
| 5              | The teacher demonstrates a commitment to continuous improvement by applying new learnings from Learning Action Cell (LAC) sessions into the classroom and maintaining high ethical standards in all professional dealings. | 4.40        | HE        | 4.20        | E         | 4.73        | HE        | 5.00        | HE        | 4.58        | HE             | 2 |
| <b>Overall</b> |                                                                                                                                                                                                                            | <b>4.36</b> | <b>HE</b> | <b>4.36</b> | <b>HE</b> | <b>4.62</b> | <b>HE</b> | <b>4.64</b> | <b>HE</b> | <b>4.49</b> | <b>H<br/>E</b> |   |

Table 29 presents the respondents' assessment of the problems encountered relative to teachers' effectiveness. As reflected in the overall result, the identified concerns obtained a composite weighted mean of 4.49, verbally interpreted as Highly Encountered. Among the respondent groups, school heads gave the highest assessment, with a weighted mean of 4.64 (Highly Encountered), followed by non-teaching personnel with 4.62 (Highly Encountered), while teachers and SPTA officers both obtained 4.36 (Highly Encountered). This indicates that concerns about teachers' effectiveness are widespread across the participating elementary

schools.

It can be observed that the indicator “The teacher maintains a classroom atmosphere that not only promotes academic discipline but also supports the socio-emotional well-being and safety of every student in accordance with Child Protection Policies” received the highest composite weighted mean of 4.59, verbally interpreted as Highly Encountered. This is followed by “The teacher demonstrates a commitment to continuous improvement by applying new learnings from Learning Action Cell (LAC) sessions into the classroom and maintaining high ethical standards in all professional dealings” with 4.58 or Highly Encountered; “The teacher consistently uses student performance data to adjust his teaching and ensure that all learners reach the required proficiency levels for their grades” with 4.57 or Highly Encountered; “The teacher actively engages parents and the community in the learning process, providing regular and constructive feedback on student progress while involving them in school improvement initiatives” with 4.45 or Highly Encountered; and “The teacher integrates modern pedagogical approaches—such as Inquiry-Based Learning or the use of localized digital tools—to increase student engagement and conceptual understanding” with 4.29 or Highly Encountered.

The findings indicate that the problems encountered in teachers’ effectiveness are strongly related to maintaining safe and supportive classrooms, applying professional learning, using student data, engaging parents and the community, and integrating modern teaching approaches. The highest ratings in socio-emotional well-being and student safety reflect the growing demand for teachers to balance academic discipline with learner protection and inclusive classroom care. Overall, the high ratings reveal that the concerns are connected not only to instructional delivery but also to ethical practice, learner support, community involvement, and continuous improvement.

This result is supported by Mauhay (2024), who highlighted challenges in classroom management, teaching strategies, and teacher effectiveness, particularly in managing student behavior, improving instructional communication, adapting instruction to student abilities, and strengthening teacher-student relationships. This corresponds with the present finding that problems in teachers’ effectiveness are highly encountered, especially in maintaining a safe classroom climate, using student performance data, applying new pedagogical approaches, engaging parents, and sustaining professional growth. The connection affirms that teacher effectiveness involves both instructional competence and the ability to respond to students’ academic, behavioral, and socio-emotional needs.

#### **Sub-problem No. 6. Based on the findings, what intervention program may be proposed?**

Based on the findings, the proposed intervention program is the LEAD-TEACH Program: Leadership Enhancement and Development for Teacher Effectiveness and Achievement. This is a three-year intervention program designed to sustain, strengthen, and institutionalize effective supervisory and leadership practices among school heads while enhancing teachers’ effectiveness in Quezon City Congressional District I Elementary Schools.

The program is anchored in results showing that most supervisory and leadership variables were rated Highly Evident, while teachers’ effectiveness in instructional competence, classroom management, and professional responsibilities was rated Highly Observed. The significant relationship between school heads’ supervisory and leadership style and teachers’ effectiveness further supports the need for a structured program that links leadership improvement with teacher performance.

The LEAD-TEACH Program focuses on key areas, including directive, collaborative, facilitative, developmental, instructional, administrative, transformational, transactional, distributed, servant, situational, and balanced leadership practices. It also addresses teachers’ instructional competence, classroom management, professional responsibilities, data-driven instruction, modern pedagogy, learner well-being, parent engagement, and application of Learning Action Cell learnings.

The program includes capacity-building activities, instructional coaching, mentoring, Learning Action Cell sessions, shared leadership mechanisms, monitoring tools, stakeholder participation, and

sustainability planning. Since the findings generally reflect strong existing practices, the program does not primarily aim to correct major deficiencies. Instead, it seeks to preserve effective practices, strengthen areas that need further support, and establish a systematic framework for continuous school improvement, teacher development, and improved learner achievement.

**Sub-problem No. 7. How acceptable is the proposed intervention program?**

Table 30 presents the assessment of the acceptability of the proposed intervention program. As reflected in the overall result, the program obtained a composite weighted mean of 4.62, verbally interpreted as Highly Acceptable. Among the respondent groups, non-teaching personnel had the highest assessment, with a weighted mean of 4.75 (Highly Acceptable), followed by teachers (4.63), SPTA officers (4.56), and school heads (4.52).

Table 30. *Assessment as to Acceptability*

| Indicators                                                                                 | Teachers    |           | SPTA Officers |           | Non-teaching |           | School Heads |           | Overall     |           | R |
|--------------------------------------------------------------------------------------------|-------------|-----------|---------------|-----------|--------------|-----------|--------------|-----------|-------------|-----------|---|
|                                                                                            | WM          | VI        | WM            | VI        | WM           | VI        | WM           | VI        | CWM         | VI        |   |
| 1 The proposed intervention measures provide comprehensive facts about the subject matter. | 4.67        | HA        | 4.60          | HA        | 4.82         | HA        | 5.00         | HA        | 4.77        | HA        | 1 |
| 2 It is practical to implement the Proposed intervention program.                          | 4.59        | HA        | 4.40          | HA        | 4.73         | HA        | 4.60         | HA        | 4.58        | HA        | 3 |
| 3 It is financially reasonable to conduct the proposed intervention program.               | 4.66        | HA        | 4.60          | HA        | 4.64         | HA        | 4.20         | A         | 4.53        | HA        | 4 |
| 4 There are qualified personnel who will conduct the proposed intervention program.        | 4.61        | HA        | 4.60          | HA        | 4.73         | HA        | 4.00         | A         | 4.49        | HA        | 5 |
| 5 The key results areas are identified for the subject matter.                             | 4.64        | HA        | 4.60          | HA        | 4.82         | HA        | 4.80         | HA        | 4.72        | HA        | 2 |
| <b>Overall</b>                                                                             | <b>4.63</b> | <b>HA</b> | <b>4.56</b>   | <b>HA</b> | <b>4.75</b>  | <b>HA</b> | <b>4.52</b>  | <b>HA</b> | <b>4.62</b> | <b>HA</b> |   |

**Legend**

| Option | Range       | Verbal Interpretation | Symbol |
|--------|-------------|-----------------------|--------|
| 5      | 4.20 – 5.00 | Highly Acceptable     | HA     |
| 4      | 3.40 – 4.19 | Acceptable            | A      |
| 3      | 2.60 – 3.39 | Moderately Acceptable | MA     |
| 2      | 1.80 – 2.59 | Least Acceptable      | LA     |
| 1      | 1.00 - 1.79 | Not Acceptable        | NA     |

It can be observed that the indicator “The proposed intervention measures provide comprehensive facts about the subject matter” received the highest composite weighted mean of 4.77, verbally interpreted as Highly Acceptable. This is followed by “The key results areas are identified for the subject matter” with 4.72 or Highly Acceptable; “It is practical to implement the proposed intervention program” with 4.58 or

Highly Acceptable; “It is financially reasonable to conduct the proposed intervention program” with 4.53 or Highly Acceptable; and “There are qualified personnel who will conduct the proposed intervention program” with 4.49 or Highly Acceptable.

The findings indicate that the proposed intervention program is viewed as clear, relevant, practical, financially reasonable, and implementable. The highest rating for the comprehensiveness of the intervention measures reflects respondents’ recognition that the program adequately addresses the study’s major concerns. The highly acceptable rating for the identified key result areas further demonstrates that the program aligns with the findings on school heads’ supervisory and leadership styles, teachers’ effectiveness, and the problems encountered. Overall, the results indicate strong support from respondents for the program’s content, feasibility, and implementation requirements.

This result is supported by Villar (2020), who recommended designing leadership training programs for public school heads that focus on critical skills in school-based management, including stakeholder engagement, project management, financial management, and monitoring and evaluation. This corresponds with the present finding that the proposed LEAD-TEACH Program is highly acceptable, particularly in terms of its comprehensive content, identified key result areas, practicality, financial reasonableness, and availability of qualified implementers.

## **Summary of Findings**

### **1. On the assessment on School Head’s Supervision and Leadership Styles**

The general composite weighted mean of 4.42, verbally interpreted as Highly Evident. Among the respondent groups, school heads gave the highest overall assessment, with a weighted mean of 4.61 (Highly Evident), followed by SPTA officers with 4.44 (Highly Evident), non-teaching personnel with 4.40 (Highly Evident), and teachers with 4.23 (Highly Evident).

### **2. On the significant difference on the assessment among the assessments of the four groups of respondents on the schools’ heads supervision and leadership style**

For the directive style, the F-value was 7.781, and the p-value was 0.002. Since the p-value is below the 0.05 level of significance, the null hypothesis is rejected, and the result is considered significant.

Collaborative obtained an F-value of 0.559 and a p-value of 0.651. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant.

Facilitative registered an F-value of 0.828 and a p-value of 0.500. Since the p-value exceeded the 0.05 level of significance, the null hypothesis was not rejected, and the result is interpreted as not significant.

Developmental obtained an F-value of 1.402 and a p-value of 0.284. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant.

Instructional obtained an F-value of 0.622 and a p-value of 0.612. Since the p-value is greater than 0.05, the null hypothesis is not rejected, and the result is interpreted as not significant.

Administrational obtained an F-value of 9.578 and a p-value of  $< .001$ . Since the p-value is less than 0.05, the null hypothesis is rejected, and the result is considered significant.

Transformational Style obtained an F-value of 3.821 and a p-value of 0.028. Since the p-value is less than 0.05, the null hypothesis is rejected, and the result is considered significant.

Transactional Style recorded an F-value of 1.278 and a p-value of 0.320. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant.

Distributed Style obtained an F-value of 4.088 and a p-value of 0.026. Since the p-value is below the 0.05 significance level, the null hypothesis is rejected, and the result is considered significant.

Servant Style obtained an F-value of 2.419 and a p-value of 0.103. Since the p-value is greater than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant.

Situational Style obtained an F-value of 2.889 and a p-value of 0.070. Since the p-value is greater

than 0.05, the null hypothesis was not rejected, and the result is interpreted as not significant.

The Laissez-Faire Style obtained an F-value of 1.789 and a p-value of 0.200. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected, and the result is interpreted as not significant.

The significant differences were found only in Directive, Administrative, Transformational Style, and Distributed Style, while the remaining eight criteria were not significantly different across the four respondent groups.

### **3. On the level of teacher's effectiveness**

The teachers' effectiveness obtained a composite weighted mean of 4.60, verbally interpreted as Highly Observed. Among the respondent groups, non-teaching personnel gave the highest assessment with a weighted mean of 4.68 or Highly Observed, followed by teachers with 4.66 or Highly Observed, school heads with 4.56 or Highly Observed, and SPTA officers with 4.51 or Highly Observed.

### **4. On the significant relationship between the school heads' supervisory and leadership style and teachers' effectiveness**

The result shows an r-value of 0.567, which is a moderate correlation, and a p-value of  $<0.001$ . Since the p-value is below the 0.05 level of significance, the null hypothesis is rejected, and the result is considered significant.

### **5. On the problems encountered by the respondents relative School heads' supervisory and leadership style**

The overall result, the identified concerns obtained a composite weighted mean of 4.56, verbally interpreted as Highly Encountered. Among the respondent groups, non-teaching personnel gave the highest assessment with a weighted mean of 4.64 or Highly Encountered, followed by school heads with 4.60 or Highly Encountered, SPTA officers with 4.52 or Highly Encountered, and teachers with 4.49 or Highly Encountered.

#### ***Teachers' Effectiveness***

The identified concerns obtained a composite weighted mean of 4.49, verbally interpreted as Highly Encountered. Among the respondent groups, school heads gave the highest assessment, with a weighted mean of 4.64 (Highly Encountered), followed by non-teaching personnel with 4.62 (Highly Encountered), while teachers and SPTA officers both obtained 4.36 (Highly Encountered). This indicates that concerns about teachers' effectiveness are widespread across the participating elementary schools.

### **6. On the proposed intervention program**

Based on the findings, the proposed intervention program is the LEAD-TEACH Program: Leadership Enhancement and Development for Teacher Effectiveness and Achievement. This is a three-year intervention program designed to sustain, strengthen, and institutionalize effective supervisory and leadership practices among school heads while enhancing teachers' effectiveness in Quezon City Congressional District I Elementary Schools.

The program is anchored in results showing that most supervisory and leadership variables were rated Highly Evident, while teachers' effectiveness in instructional competence, classroom management, and professional responsibilities was rated Highly Observed. The significant relationship between school heads' supervisory and leadership style and teachers' effectiveness further supports the need for a structured program that links leadership improvement with teacher performance.

### **7. On the Acceptability of the proposed intervention program**

As reflected in the overall result, the program obtained a composite weighted mean of 4.62, verbally interpreted as Highly Acceptable. Among the respondent groups, non-teaching personnel had the highest assessment, with a weighted mean of 4.75 (Highly Acceptable), followed by teachers (4.63), SPTA officers

(4.56), and school heads (4.52).

## CONCLUSIONS

In light of the findings, the following conclusions are hereby formulated:

1. All respondents agree that they see and feel the same issues as they relate to the educational processes and/or inclusiveness of either practice or leadership at their individual schools. The fact that all groups have the same perceptions reflects that the groups have been able to align to create an environment where all these essential functions are fulfilled, and the execution of these core functions is seen by all groups of respondents.
2. The respondents have different feelings about the Leadership and its functions. They, however, have a common understanding of the institution's key operational aspects regardless of respondent group (position).
3. There is a consistent positive evaluation of the quality of education provided by teachers, by all groups of stakeholders. The educational delivery exceeds or meets the requirements of the institution. The high level of agreement across exists a highly developed culture of academic proficiency and professional commitment, evident to both staff and administration, as well as to the entire school community and support staff.
4. There is a general consensus among the respondents that school heads' supervisory and leadership styles are generally perceived as demonstrable. The respondents, too, have different perception as to the leadership styles of the school heads.
5. The primary challenges lie in the consistency of leadership application and communication across different levels of the school hierarchy. Specifically, while the core functional roles are well-established, the effectiveness of teachers is slightly tempered by the more conservative ratings from SPTA officers, pointing toward a potential gap in how leadership and instructional success are communicated to or experienced by external stakeholders.
6. The proposed intervention program, the LEAD-TEACH Program: Leadership Enhancement and Development for Teacher Effectiveness and Achievement. The program would be an intervention program over a three-year period providing a means for establishing, developing and institutionalizing effective supervisory and leadership practices among school heads while at the same time improving teachers in the Quezon City Congressional District I Elementary Schools.
7. The proposed intervention program is found to be representative of the assessment of the respondents. They found it timely, relevant and significant to all concerned groups of people.

## Recommendations

The following recommendations are hereby forwarded:

1. It is recommended that the LEAD-TEACH program be adopted and implemented as a unified initiative, as both groups found it useful to the schools.
2. Since, there is a divergent perceptions of leadership while maintaining a unified understanding of operational aspects, attention may be directed to standardize leadership competencies, targeted leadership development, foster cross-functional collaboration and cultural alignment initiatives.
3. A highly developed culture of academic proficiency across all stakeholder group be made available for everyone's guidance in the school with its professional learning communities, community engagement, external validation and continuous improvement through innovation.
4. It is recommended to harmonize leadership communication and transparency, strengthen external stakeholders' engagement, enhance leadership consistency application and align instructional success with community expectations.
5. A Leadership calibration workshop may be conducted to ensure internal sustainability among the

various stakeholders of the schools.

6. A unified implementation of the LEAD-TEACH Intervention Program may be given preference in the implementation as in its budget allocation, personnel complement, support system and global educational standards.
7. For future researchers, to endeavor to other variables to be part of the sub variables of the Supervisory Functions and Leadership styles.

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