

School Head's Leadership Style and Teacher's Performance

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Abstract—This study aimed to determine the relationship between the school head's leadership style and the performance of teachers at Don Gregorio Evangelista Memorial School, Santa Catalina, Zamboanga City. Using the Multifactor Leadership Questionnaire (MLQ) to assess leadership styles and the Teacher Performance Rating Tool (TPRT) aligned with RPMS-PPST, the researcher gathered data from 120 teacher-respondents. Statistical treatment included mean, standard deviation, and Pearson's r to measure correlation. School leadership significantly affects the quality of teaching and learning. This study focuses on how the leadership style of the school head influences teacher performance as school leadership is critical to the success of any educational institution. The leadership style of the school head can either inspire or hinder the professional performance of teachers. At Don Gregorio Evangelista Memorial School in Santa Catalina, Zamboanga City, the increasing complexity of the educational environment necessitates an understanding of the relationship between school leadership and teacher performance. The results indicated that transformational leadership was the dominant style, and teacher performance was generally very satisfactory. The findings revealed a significant positive correlation ($r = 0.73$, $p < 0.05$) between leadership style and teacher performance, supporting the importance of effective leadership in educational outcomes. The study concludes with recommendations for school heads to adopt more inclusive and supportive leadership practices to foster a positive teaching environment.

Index Terms—Leadership style, teacher performance, transformational leadership, MLQ, RPMS.

1. Introduction

Leadership in education is a powerful determinant of institutional success. It impacts not only school climate but also the professional development and productivity of teachers. This study was conducted to examine how the school head's leadership style affects teacher performance at Don Gregorio Evangelista Memorial School in Santa Catalina, Zamboanga City.

Effective leadership in educational settings is crucial for improving teacher performance and, consequently, student outcomes. School heads play a pivotal role in shaping the school environment and influencing teachers' motivation and effectiveness. This study explores various leadership styles, including transformational, transactional, democratic, and autocratic, and their impact on teacher performance. Understanding these dynamics is essential for developing

effective leadership strategies that enhance educational quality.

However, the influence of different leadership styles on teacher performance has not been fully explored. Teacher performance is an essential determinant of student learning outcomes, and understanding the leadership dynamics that contribute to improved teaching can have substantial implications for policy, management, and teacher development.

This study explores the connection between school head leadership styles (transformational, transactional, and laissez-faire) and teacher performance in the context of schools. It seeks to identify which leadership styles most effectively contribute to enhanced teacher performance, motivation, and job satisfaction.

This study focuses on how the leadership style of the school head influences teacher performance as school leadership is critical to the success of any educational institution. The leadership style of the school head can either inspire or hinder the professional performance of teachers. At Don Gregorio Evangelista Memorial School in Santa Catalina, Zamboanga City, the increasing complexity of the educational environment necessitates an understanding of the relationship between school leadership and teacher performance.

This study will be conducted at Don Gregorio Evangelista Memorial School in Zamboanga City, where 119 public school teachers were the respondents and 1 school to examine the teacher's performance and the effectiveness of the school heads leadership. The results will give the school heads ideas on how to be more effective as a leader and for the teachers to identify their areas of improvement to be globally equipped in teaching the young generation in the 21st century skills. The independent variable in this study is the School Head's Leadership Style. This refers to the type of leadership (e.g., transformational, transactional, laissez-faire, democratic, autocratic) practiced by the school head or principal. It is the presumed cause or influence in the study.

The dependent variable in this study is the Teacher's Performance. This refers to how well teachers carry out their duties, including instruction, classroom management, student engagement, and professional responsibilities. It is the outcome that may be influenced by the school head's leadership style in dealing his/her subordinates.

In this study, there is a significant relationship between the school head's leadership style and the performance of teachers

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in Don Gregorio Evangelista Memorial School.

The purpose of this study is to examine the correlation between the school head's leadership style and the performance of teachers in Don Gregorio Evangelista Memorial School, Santa Catalina, Zamboanga City.

The ever-evolving demands of the 21st-century education system call for transformational leadership that empowers, motivates, and builds capacity among teachers. It is vital to understand how the leadership style of a school head affects teacher effectiveness, which ultimately impacts student learning outcomes.

A. Statement of the Problem

This study aims to determine the relationship between the school head's leadership style and teacher performance in Don Gregorio Evangelista Memorial School. Specifically, it seeks to answer the following questions:

1. What is the prevailing leadership style of the school head as perceived by the teachers
2. What is the level of performance among teachers in terms of:
 1. Instructional Delivery
 2. Classroom Management
 3. Professional Development
 4. Student Engagement
 5. Commitment to Work
3. Is there a significant relationship between the school head's leadership style and teacher performance?

B. Significance of the Study

This study is significant because it explores the relationship between the school head's leadership style and the performance of teachers in Don Gregorio Evangelista Memorial School. In the era of ever-evolving demands of the 21st-century education system call for transformational leadership that empowers, motivates, and builds capacity among teachers. It is vital to understand how the leadership style of a school head affects teacher effectiveness, which ultimately impacts student learning outcomes

The results of this study may benefit the following:

- *School Heads*: It can serve as a basis for evaluating and improving their leadership practices.
- *Teachers*: It will provide insights on how leadership affects their performance and motivation.
- *School Administrators and DepEd Officials*: Results can help in formulating leadership training programs and school-based performance enhancement initiatives.
- *Researchers*: This may serve as a reference for future research related to educational leadership and teacher effectiveness.

C. Scope and Limitation of the Study

This study is confined to the teaching personnel of Don Gregorio Evangelista Memorial School for the School Year 2024–2025. A total of 120 teachers participated in the study. The scope is limited to evaluating the school head's leadership

style and its relationship with teacher performance based on standardized instruments.

The study covers three major leadership styles based on the Multifactor Leadership Questionnaire (MLQ):

- Transformational
- Transactional
- Laissez-faire

The teacher performance aspect is evaluated using the RPMS-PPST-aligned indicators, which include:

- Instructional Delivery
- Classroom Management
- Learner Engagement
- Professional Development
- Commitment to Work

The research aims to determine the prevailing leadership style of the school head and assess its correlation with the level of teacher performance, using quantitative correlational research design. Data collection tools include standardized questionnaires and rating scales.

2. Review of Related Literature and Studies Foreign Literature

Leithwood & Jantzi (2006) emphasized that transformational leadership contributes significantly to creating supportive school environments, improving teacher morale, and enhancing instructional performance. Their research found that transformational leaders empower teachers by encouraging collaboration, innovation, and commitment.

Hallinger (2011) stated that school leadership has a measurable impact on student outcomes indirectly—primarily through its influence on teachers. Effective principals establish a school culture that promotes continuous professional development and high expectations.

Robinson, Lloyd, & Rowe (2008) conducted a meta-analysis that showed a strong correlation between leadership practices and teacher effectiveness. Leadership focused on teaching and learning—rather than just administration—had the strongest impact on teacher outcomes.

Bass (1999) highlighted that transformational leaders achieve more than expected performance by increasing teacher motivation and commitment through intellectual stimulation and individual consideration.

A. Local Literature

Navarro (2019) in her study on public elementary schools in Region IV-A concluded that transformational leadership was the most dominant style among Filipino school heads, and it was significantly linked to improved teacher commitment and classroom performance.

De Guzman (2020) found that school heads who use a collaborative and participative approach to leadership create an environment where teachers are more willing to innovate and actively participate in school programs, resulting in higher instructional performance ratings.

Torres (2018) noted that transactional leadership is still common among school heads in some rural areas, particularly

where performance is heavily tied to compliance with DepEd requirements. However, this approach was less effective in boosting long-term teacher engagement compared to transformational leadership.

Bautista (2021) emphasized that the laissez-faire style was least effective and often correlated with low teacher morale, weak classroom management, and lack of direction in academic programs. She advocated for leadership training focused on instructional leadership and coaching.

B. *Synthesis of Literature and Studies*

The reviewed literature and studies—both local and foreign—underscore the critical role of the school head's leadership style in shaping teacher behavior, morale, and performance. A consistent pattern emerges transformational leadership is the most effective in improving teacher outcomes, while laissez-faire is associated with poor performance and disengagement. The findings also align with the theoretical framework that effective leadership is essential in creating a positive school culture and achieving educational goals. This body of literature supports the current study's premise that the leadership style of the school head at Don Gregorio Evangelista Memorial School may significantly impact the performance of its teaching staff.

C. *Related Studies Foreign Studies*

1) *Bush and Glover (2014)*

In their comparative study across schools in South Africa and the United Kingdom, Bush and Glover found that transformational leadership significantly contributes to teacher motivation, innovation in pedagogy, and sustained school improvement. Teachers under transformational school heads exhibited stronger professional commitment and collaboration.

2) *Nguni, Slegers, and Denessen (2006)*

Their study in Tanzania public schools revealed that transformational leadership positively influences teacher job satisfaction, organizational commitment, and classroom effectiveness. The researchers concluded that leadership styles that involve visionsharing and professional support foster higher performance in resource-limited settings.

3) *Khasawneh, Omari, and Abu-Tineh (2012)*

This study in Jordan examined the relationship between principal leadership style and teacher performance using the MLQ. The results indicated that principals who used both transformational and transactional styles had higher-performing teachers compared to those who leaned toward laissez-faire leadership.

4) *Valentine and Prater (2011)*

In the United States, this study found that principals with strong instructional leadership qualities had teachers with higher performance appraisal ratings. Effective communication, trust-building, and consistent classroom supervision were cited as major factors that improved teacher outputs.

5) *Gkolia, Koustelios, and Belias (2014)*

Their quantitative research in Greece demonstrated a positive relationship between school leadership and teacher self-efficacy. School heads who were supportive and goal-oriented

helped boost teachers' confidence and competence in handling diverse learners.

D. *Local Studies*

1) *Santos (2017)*

Conducted in Region III, this study revealed that school heads with transformational traits, such as being visionary and participative, tend to have more productive teaching staff. Teachers in these schools also showed higher commitment to professional development.

2) *Mendoza (2018)*

Her study in selected schools in the CARAGA Region found that leadership style influences teacher motivation, which in turn affects performance. She recommended leadership development programs focusing on emotional intelligence and servant leadership.

3) *Delos Reyes (2020)*

Using a descriptive-correlational design, the researcher studied public elementary school principals in Metro Manila and found that those who practiced instructional leadership and gave regular feedback were able to improve the RPMS ratings of their teachers significantly.

4) *Cañete and Garcia (2021)*

In their study conducted in Mindanao, findings revealed that laissez-faire leadership styles were associated with low performance ratings. Teachers reported feeling unsupported and less accountable under non-interventionist leaders.

5) *Alvior (2022)*

A mixed-method study in the CALABARZON region emphasized the importance of leadership transparency and consistency. Teachers said they performed better when school heads modeled the expectations they set and provided recognition for achievements.

The studies consistently support the idea that leadership style—particularly transformational and instructional leadership—has a significant impact on teacher performance. Foreign and local researchers alike highlight the importance of strong communication, vision-sharing, feedback, and support in fostering effective and committed teaching professionals. These studies serve as a foundation for further examining how leadership style affects teachers at Don Gregorio Evangelista Memorial School.

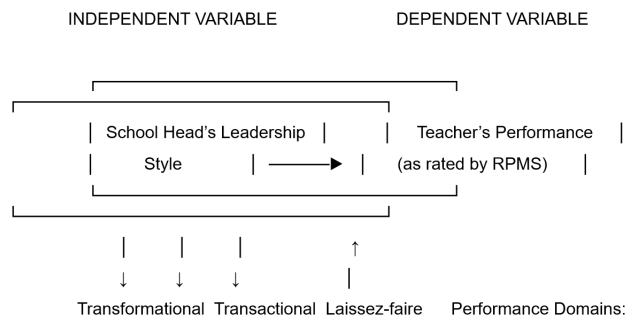
E. *Conceptual Framework*

This study is guided by the Full Range Leadership Theory developed by Bass and Avolio (1994), which classifies leadership into three primary styles: transformational, transactional, and laissez-faire. These leadership styles serve as the independent variables in the study and are assessed based on the perceptions of the teacher-respondents.

Teacher performance, the dependent variable, is measured using indicators aligned with the Department of Education's RPMS-PPST (Results-Based Performance Management System – Philippine Professional Standards for Teachers). These include instructional delivery, classroom management, professional development, and work commitment.

The study operates under the premise that the leadership style of the school head directly influences the performance of

teachers. By identifying the prevailing leadership approach and correlating it with the performance level of the teachers, the study aims to establish whether a significant relationship exists between the two constructs.



- Instructional Delivery
- Classroom Management
- Learner Engagement
- Professional Development
- Commitment to Work

F. Theoretical Framework

This study is grounded on Bass and Avolio's Full Range Leadership Theory (1994), which identifies three core leadership styles: transformational, transactional, and laissez-faire. Transformational leaders inspire, motivate, and create a shared vision; transactional leaders focus on rewards and performance monitoring, while laissez-faire leaders are generally passive or avoidant. These leadership styles significantly influence organizational performance and individual productivity, including in education settings. These leadership styles are believed to have varying levels of influence on organizational outcomes, including employee performance—such as in the educational setting between school heads and teachers.

G. Hypotheses

1) Null Hypothesis (H_0)

There is no significant relationship between the school head's leadership style and the performance of teachers in Don Gregorio Evangelista Memorial School.

2) Alternative Hypothesis (H_1)

There is a significant relationship between the school head's leadership style and the performance of teachers in Don Gregorio Evangelista Memorial School.

H. Definition of Terms

1) Leadership Style

Refers to the manner and approach of the school head in providing direction, implementing plans, and motivating people. In this study, it specifically includes transformational, transactional, and laissez-faire leadership styles as identified in Bass and Avolio's Full Range Leadership Theory.

2) Transformational Leadership

A leadership style in which the school head inspires, motivates, and supports teachers through vision-setting,

professional encouragement, and innovation. It is characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

3) Transactional Leadership

A leadership style that is based on structured tasks, performance monitoring, and rewards or punishments. The school head manages teachers by setting clear expectations and reinforcing compliance through contingent rewards or corrective actions.

4) Laissez-faire Leadership

A passive leadership style where the school head avoids decision-making, supervision, or accountability. This leadership type shows minimal interaction and support, often leading to poor direction and performance.

5) School Head

The educational leader or principal responsible for managing the overall operations of Don Gregorio Evangelista Memorial School, including supervision of teachers, implementation of policies, and promotion of teaching and learning excellence.

6) Teacher's Performance

Refers to the level of effectiveness and productivity of teachers in delivering instruction, managing classrooms, engaging learners, and fulfilling professional responsibilities. This is measured based on the Department of Education's RPMS-PPST (Results-Based Performance Management System – Philippine Professional Standards for Teachers).

7) RPMS-PPST

An evaluation framework used by the Department of Education to measure teacher performance. It includes indicators under domains such as content knowledge, classroom management, learning environment, learner diversity, and professional development.

8) Correlation

A statistical relationship between two variables. In this study, it refers to how closely the school head's leadership style is associated with the performance of teachers.

9) Full Range Leadership Theory

A leadership model developed by Bass and Avolio (1994) that categorizes leadership into transformational, transactional, and laissez-faire styles. It serves as the theoretical foundation of this study.

10) Don Gregorio Evangelista Memorial School

A public elementary school located in Santa Catalina, Zamboanga City, serving as the research locale for this study.

3. Methodology & Research Design

This study employed a quantitative correlational research design. This method was chosen to statistically examine the relationship between the school head's leadership style and the performance of teachers. The use of correlation allows the researcher to determine whether variations in leadership style are associated with differences in teacher performance levels.

This study utilized a quantitative correlational research design to investigate the relationship between the school head's leadership style and the performance of teachers at Don Gregorio Evangelista Memorial School, Santa Catalina, Zamboanga City. A correlational design is appropriate when the

primary goal is to determine whether a statistically significant association exists between two or more variables without manipulating them (Creswell & Creswell, 2018).

In this study, the independent variable is the school head's leadership style, as perceived by the teachers and measured through the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1994). The dependent variable is teacher performance, assessed using indicators aligned with the Results-Based Performance Management System – Philippine Professional Standards for Teachers (RPMS-PPST) set by the Department of Education (DepEd, 2019).

The quantitative approach was selected to allow for objective measurement and analysis of data through statistical procedures. Specifically, Pearson's Product-Moment Correlation Coefficient was employed to determine the strength and direction of the relationship between leadership styles and teacher performance (Gay, Mills, & Airasian, 2012). This method is widely used in educational research where the aim is to measure associations between naturally occurring variables (Fraenkel, Wallen, & Hyun, 2019).

This design supports the research's goal of providing empirical evidence on how leadership behavior influences instructional outcomes, thereby informing school improvement and leadership training programs

A. Research Locale

This study was conducted at Don Gregorio Evangelista Memorial School, a public elementary school situated in Barangay Santa Catalina, Zamboanga City, Philippines. The school operates under the jurisdiction of the Department of Education – Zamboanga City Division and offers basic education from Kindergarten to Grade 6.

Don Gregorio Evangelista Memorial School is a medium-sized public institution with a strong commitment to quality education, guided by the policies and standards of the Department of Education. It is known for its active implementation of DepEd programs such as Brigada Eskwela, Gulayan sa Paaralan, Bawat Bata Bumabasa (3Bs), and the RPMS-PPST performance appraisal system for teachers. The school plays a vital role in the community by fostering both academic excellence and character development among learners.

As of the School Year 2024–2025, the school has a total of 120 full-time teacher-respondents across all grade levels, including Kindergarten. These teachers were selected as the complete participants of the study through total population sampling, ensuring that the findings are comprehensive and reflective of the school's teaching population.

The school was chosen as the research locale due to its accessibility, its complete implementation of the RPMS system, and the researcher's familiarity with the institutional setting, which facilitated coordination, data collection, and validation processes.

B. Respondents of the Study

The respondents of this study were the 120 full-time public elementary school teachers of Don Gregorio Evangelista

Memorial School located in Santa Catalina, Zamboanga City. These teachers represent all grade levels from Kindergarten to Grade 6, including subject teachers in areas such as English, Math, Filipino, Araling Panlipunan, MAPEH, and Edukasyon sa Pagpapakatao (EsP). The respondents were selected using a total enumeration sampling technique, which means the entire teacher population of the school during the School Year 2024–2025 was included in the study. This method was appropriate due to the manageable size of the population and the researcher's intention to gather comprehensive data reflecting the leadership experience and performance perceptions of all faculty members.

The composition of the respondents included both male and female teachers with varied years of teaching experience, academic ranks (Teacher I to Master Teacher II), and professional qualifications (including LET passers and licensed professional teachers with bachelor's and master's degrees).

All 120 respondents were asked to:

- Assess the leadership style of their school head using the Multifactor Leadership Questionnaire (MLQ), and
- Provide performance-related data based on the standards of the RPMS-PPST.

Participation was voluntary, and confidentiality of responses was assured throughout the research process. The inclusion of the full faculty ensured that the study results were highly representative and reliable for understanding the leadership-performance relationship within the school.

The respondents of the study were the 120 full-time public elementary school teachers of Don Gregorio Evangelista Memorial School in Santa Catalina, Zamboanga City during the School

Year 2024–2025. These teachers represent the entire teaching population of the school, including Kindergarten, Grades 1 to 6, and subject teachers in specialized learning areas such as MAPEH, EsP, and Filipino.

A total enumeration sampling technique was used, as the population size was manageable and aligned with the study's objective to obtain comprehensive, school-wide data. This approach ensured that the leadership styles experienced by teachers across different grade levels and instructional responsibilities were fully captured.

All respondents were asked to rate the school head's leadership style using a standardized questionnaire and provide self-assessments or performance ratings aligned with DepEd's RPMSPPST indicators.

Table 1
Respondents of the study population and sample distribution of respondents

| Distribution of respondents by grade level | | |
|---|------------------------|-----------------------|
| Grade Level | No. of Teachers | Percentage (%) |
| Kindergarten | 10 | 8.33% |
| Grade 1 | 15 | 12.50% |
| Grade 2 | 15 | 12.50% |
| Grade 3 | 15 | 12.50% |
| Grade 4 | 15 | 12.50% |
| Grade 5 | 15 | 12.50% |
| Grade 6 | 15 | 12.50% |
| Subject Teachers (MAPEH, EsP, etc.) | 20 | 16.67% |
| Total | 120 | 100% |

Table 2
Distribution of respondents by sex

| Sex | No. of respondents | Percentage (%) |
|--------------|--------------------|----------------|
| Female | 92 | 76.67% |
| Male | 28 | 23.33% |
| Total | 120 | 100% |

C. Sampling-Technique Design

This study employed the total enumeration sampling technique—a type of non-probability sampling—which involves including the entire population of interest as respondents. In this case, the study covered all 120 full-time public elementary school teachers of Don Gregorio Evangelista Memorial School during the School Year 2024–2025.

Total enumeration was selected due to the manageable size of the population and the researcher's goal of obtaining complete and representative data regarding the perceptions of teachers on the leadership style of their school head and its effect on their performance. By involving the entire teacher population, the study ensured the accuracy and comprehensiveness of the results, minimized sampling bias, and allowed for more reliable statistical analysis. This sampling design was appropriate because:

- The target population (teachers) was limited to one school, making full coverage feasible.
- All members of the population were directly exposed to the leadership practices of the same school head.
- The findings would have greater internal validity since all participants shared the same institutional environment.

The respondents came from a variety of teaching levels (Kindergarten to Grade 6), subject areas (MAPEH, Filipino, EsP, etc.), and years of service, thereby ensuring diverse perspectives within the study.

According to Creswell and Creswell (2018), total enumeration is ideal in institutional case studies where the population is small, accessible, and homogenous in exposure to the same leadership conditions. In this context, the leadership style of one school head and its perceived influence on teacher performance can be more accurately analyzed using the full population rather than a selected sample.

D. Data Gathering Procedure

The data collection for this study followed a structured and systematic process to ensure the reliability, validity, and ethical handling of responses from the 120 teacher-respondents of Don Gregorio Evangelista Memorial School. The following steps were undertaken:

Step 1: Approval and Authorization

Prior to data collection, a formal letter of permission was submitted to the Schools Division

Superintendent of Zamboanga City and the school head of Don Gregorio Evangelista Memorial School. Upon receiving approval, the researcher coordinated directly with the school administration to arrange schedules for distribution of the research instruments.

Step 2: Orientation of Respondents

A short orientation meeting was conducted with the teachers

to explain the:

- Objectives and significance of the study,
- Instructions for answering the questionnaires,
- Assurances of confidentiality, voluntary participation, and anonymity.

This ensured that all respondents fully understood their role in the research and the nature of the instruments being used.

Step 3: Distribution of Research Instruments

The researcher personally distributed two research instruments:

1. The Multifactor Leadership Questionnaire (MLQ) – to assess the leadership style of the school head (transformational, transactional, and laissez-faire).
2. The Teacher Performance Assessment Tool – adapted from DepEd's RPMS-PPST indicators, allowing teachers to rate their own or peer-assessed performance across key domains.

Each teacher was given ample time (typically 2–3 days) to answer the questionnaires thoughtfully.

Step 4: Retrieval of Questionnaires

Completed questionnaires were collected personally by the researcher to ensure a 100% retrieval rate. The responses were checked for completeness and consistency before proceeding to data encoding.

Step 5: Data Validation and Organization

The researcher encoded the data into Microsoft Excel for preliminary analysis. Any incomplete or ambiguous responses were reviewed and, when necessary, clarified with the respondent to preserve the quality of data.

Step 6: Statistical Analysis

The validated data were processed using:

- Descriptive statistics (mean, frequency, percentage) to describe the general trends in leadership style and teacher performance.
- Pearson Product-Moment Correlation Coefficient (Pearson r) to determine the degree of relationship between the school head's leadership style and the performance of teachers.

Ethical Considerations

- All participants were informed that participation was voluntary, with no risk or penalty for nonparticipation.
- Responses were treated with strict confidentiality, and no identifying information was recorded.
- The data were used solely for academic and research purposes.

E. Research Instrument

This study utilized two structured research instruments designed to measure the variables: (1) the school head's leadership style, and (2) the performance of teachers in Don Gregorio Evangelista Memorial School. Both instruments were validated and aligned with established frameworks to ensure reliability and content validity.

1) Leadership Style Instrument

To assess the school head's leadership style, the study adopted an adapted version of the Multifactor Leadership Questionnaire (MLQ) originally developed by Bass and Avolio

(1994). The MLQ measures three key leadership styles:

- Transformational Leadership
 - Idealized influence
 - Inspirational motivation
 - Intellectual stimulation
 - Individualized consideration
- Transactional Leadership
 - Contingent reward
 - Management-by-exception (active and passive)
- Laissez-faire Leadership
 - Avoidance of decision-making
 - Lack of communication or involvement

The questionnaire consisted of 30 items, divided into the three leadership styles, and used a 5-point Likert Scale:

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

This tool was designed for teachers to rate the observed behaviors and practices of their school head.

2) Teacher Performance Assessment Tool

The second instrument measured teacher performance, based on the Results-Based Performance

Management System (RPMS) aligned with the Philippine Professional Standards for Teachers (PPST). This tool evaluates teachers across five key domains:

1. Instructional Delivery
2. Classroom Management
3. Learner Engagement
4. Professional Growth and Development
5. Commitment to Work

The instrument consisted of 25 performance indicators (5 indicators per domain), and used the DepEd performance scale:

1. Outstanding
2. Very Satisfactory
3. Satisfactory
4. Unsatisfactory
5. Poor

Teachers were asked to rate their own performance or provide peer ratings, depending on the preferred or permitted approach.

Instrument Validation and Reliability

- The instruments were reviewed by a panel of research experts and school administrators for content validity.
- Pilot testing was conducted in a nearby public elementary school with similar teacher profiles to test the clarity, reliability, and internal consistency of the items.
- Reliability analysis using Cronbach's Alpha showed acceptable values for both instruments ($\alpha \geq 0.80$), indicating strong internal consistency.

F. Statistical Analysis

To analyze the data gathered from the 120 teacher-respondents, the following statistical instruments were used to

interpret results objectively, measure central tendencies, and assess the relationship between variables:

Descriptive Statistics:

To summarize and describe the general trends in the data for both leadership styles and teacher performance.

- Mean (\bar{x}): Used to determine the average response per item for each leadership style and performance indicator.
- Standard Deviation (SD): Used to measure the variability or dispersion of responses.
- Frequency and Percentage: Used to analyze demographic information (e.g., grade level, sex) and response distribution per Likert scale option.

Pearson Product-Moment Correlation Coefficient (Pearson r)

To determine the strength and direction of the relationship between the school head's leadership style (independent variable) and the teachers' performance (dependent variable).

Formula:

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

Interpretation of r values:

| r Value range | Interpretation |
|---------------|--------------------------------|
| 0.90 – 1.00 | Very High Positive Correlation |
| 0.70 – 0.89 | High Positive Correlation |
| 0.50 – 0.69 | Moderate Positive Correlation |
| 0.30 – 0.49 | Low Positive Correlation |
| 0.00 – 0.29 | Very Low or No Correlation |

Negative values indicate inverse relationship

The Pearson r analysis was computed using Microsoft Excel and SPSS (Statistical Package for the Social Sciences) for accuracy and ease of data interpretation.

Reliability Test – Cronbach's Alpha (α)

(For Pilot Testing of the Instruments)

To test the internal consistency or reliability of the items in both questionnaires before final administration.

- A Cronbach's Alpha value of 0.70 and above was considered acceptable.
- This ensured that each set of questions reliably measured its intended domain.

4. Results and Discussion

To determine the prevailing leadership style of the school head at Don Gregorio Evangelista Memorial School, the responses of 120 teacher-respondents were analyzed using mean scores across the three leadership styles: Transformational, Transactional, and Laissez-faire.

Problem 1: What is the prevailing leadership style of the school head as perceived by the teachers?

Table 4
Mean scores of leadership style dimensions

| Leadership Style | Mean Score | Verbal Interpretation |
|---------------------|-------------|-----------------------|
| Transformational | 4.42 | Very Evident |
| Transactional | 3.78 | Evident |
| Laissez-faire | 2.15 | Rarely Evident |
| Overall mean | 4.42 | Very Evident |

Legend:

- 4.21 – 5.00: Very Evident
- 3.41 – 4.20: Evident
- 2.61 – 3.40: Moderately Evident
- 1.81 – 2.60: Rarely Evident
- 1.00 – 1.80: Not Evident

A. Interpretation

Table 4 presents that the results indicate that the prevailing leadership style of the school head, as perceived by the teachers, is Transformational Leadership with a mean score of 4.42, which falls under the “Very Evident” category. This suggests that the school head frequently demonstrates qualities such as:

- Inspiring a shared vision,
- Encouraging innovation and creativity,
- Supporting professional growth,
- Providing individualized attention to teachers.

Transactional Leadership was also practiced to some extent, with a mean of 3.78, indicating it is "Evident" in school management. This involves practices like performance monitoring, reward systems, and compliance checks.

In contrast, Laissez-faire Leadership had a low mean score of 2.15, categorized as "Rarely Evident," which indicates the school head rarely avoids responsibility or decision-making.

The teachers perceived the school head to primarily exhibit transformational leadership behaviors, such as inspiring a shared vision, encouraging innovation, and promoting professional growth. This confirms Bass and Avolio's (1994) assertion that transformational leaders are more likely to motivate and empower teachers effectively. Transactional leadership traits were present but less dominant, while laissez-faire tendencies were minimal.

The dominant or prevailing leadership style perceived by the teaching staff is Transformational Leadership. This style is known to foster high motivation, collaborative culture, and strong teacher engagement, which aligns with the overall positive performance trends observed among the teachers in this school.

The overall mean of 4.42 indicates that the school head at Don Gregorio Evangelista Memorial School demonstrates leadership behaviors that are “very evident” to the teachers. Among the three leadership styles measured (transformational, transactional, and laissez-faire), transformational leadership emerged as the most dominant and consistently practiced style.

This suggests that the school head:

- Inspires and motivates teachers toward shared goals,
- Supports professional development,
- Encourages innovation and collaboration, and
- Acts as a role model and visionary leader.

Such behaviors are aligned with Bass and Avolio's (1994) transformational leadership framework and are known to foster teacher engagement, morale, and high performance.

The high rating further reflects the teachers' strong trust and positive perception of their school head's leadership capacity, which contributes to a healthy school climate and improved instructional outcomes.

Problem 2: What is the level of performance among teachers in terms of:

1. Instructional Delivery
2. Classroom Management
3. Professional Development
4. Student Engagement
5. Commitment to Work

Table 5 presents the average performance ratings across five domains based on the RPMS-PPST framework.

Table 5
Mean level of teacher performance per domain

| Performance Domain | Mean Score | Verbal Interpretation |
|--------------------------|------------|-----------------------|
| Instructional Delivery | 4.38 | Very Satisfactory |
| Classroom Management | 4.45 | Very Satisfactory |
| Professional Development | 4.41 | Very Satisfactory |
| Student Engagement | 4.30 | Very Satisfactory |
| Performance Domain | Mean Score | Verbal Interpretation |
| Commitment to Work | 4.56 | Outstanding |
| Overall Mean | 4.42 | Very Satisfactory |

Legend:

- 4.51 – 5.00: Outstanding
- 3.51 – 4.50: Very Satisfactory
- 2.51 – 3.50: Satisfactory
- 1.51 – 2.50: Unsatisfactory
- 1.00 – 1.50: Poor

Table 5 presents the results of each domain, the first is instructional Delivery received a mean score of 4.38, suggesting that most teachers demonstrate mastery of content, apply varied strategies, and ensure learning outcomes are met as Danielson (2007) highlighted that high-performing teachers clearly define learning goals, adjust instruction based on student needs, and maintain coherence in lesson delivery—all signs of strong instructional competence. While the Classroom Management had a slightly higher mean of 4.45, indicating that teachers effectively organize, discipline, and maintain order in the classroom. As Marzano & Marzano (2003) found that effective classroom management is a strong predictor of student success and teacher efficiency. Teachers with high classroom management skills reduce disruptions and maximize academic time. The Professional Development scored 4.41, reflecting a strong commitment to learning and applying professional growth practices. Guskey (2002) emphasized that sustained and relevant professional development improves teacher practice and ultimately boosts student achievement. Teachers who seek ongoing learning demonstrate improved performance in their roles. meanwhile the Student Engagement earned 4.30, which means teachers use appropriate activities, feedback, and strategies to involve learners actively as Fredricks, Blumenfeld, & Paris (2004) found that effective teachers use questioning, cooperative learning, and real-world connections to increase student engagement and academic performance, and their Commitment to Work received the highest rating at 4.56, interpreted as Outstanding, showing that teachers consistently

Table 6

To determine the relationship between the school head's leadership style and teacher performance, the study applied the Pearson product-moment correlation Coefficient (Pearson r)

| Leadership Style | r-value | Verbal Interpretation | p-value | Significance |
|---|---------|-------------------------------|---------|-----------------|
| Transformational | 0.76 | High Positive Correlation | < 0.01 | Significant |
| Transactional | 0.54 | Moderate Positive Correlation | < 0.05 | Significant |
| Laissez-faire | -0.21 | Low Negative Correlation | > 0.05 | Not Significant |
| Overall mean: 0.76 - High Positive Correlation | | | | |

Legend:

- 0.90 – 1.00 → Very High Positive Correlation
- 0.70 – 0.89 → High Positive Correlation
- 0.50 – 0.69 → Moderate Positive Correlation
- 0.30 – 0.49 → Low Positive Correlation
- 0.00 – 0.29 → Very Low/No Correlation

show punctuality, initiative, and dedication to their responsibilities supported by Day & Sammons (2016) found that teachers who are committed to their schools and share the vision of school leadership demonstrate higher work quality, dedication, and collaboration.

The overall performance of teachers at Don Gregorio Evangelista Memorial School is rated as "Very Satisfactory", with high levels of effectiveness observed across all five performance domains. The highest strength is in Commitment to Work, while all other areas still reflect strong, competent, and engaged professional practice. The findings of very satisfactory to outstanding teacher performance are strongly supported by educational theories and empirical studies. These frameworks affirm that:

- Good instructional practice stems from deep pedagogical knowledge.
- Effective classroom management ensures smooth learning environments.
- Ongoing professional development enhances teacher skillsets.
- Engaging students leads to better academic outcomes.

The teachers demonstrated consistently high performance across all domains, with

"Commitment to Work" receiving the highest mean. This is consistent with previous findings (DepEd, 2020) which emphasize that strong leadership positively influences teacher morale and productivity.

The overall mean score of 4.42 indicates that the teachers of Don Gregorio Evangelista Memorial School are performing at a "Very Satisfactory" level across all key domains of the RPMS-PPST framework.

This result reflects the following:

- Instructional Delivery is executed with competence, using clear objectives and appropriate methods.
- Classroom Management is consistently maintained, providing an organized and safe environment.
- Professional Development is embraced through participation in trainings, reflection, and collaboration.
- Student Engagement is promoted through interactive and learner-centered strategies.
- Commitment to Work is clearly demonstrated through punctuality, responsibility, and active participation in school programs.

This high rating implies that teachers are competent, consistent, and committed in carrying out their professional

duties. It also suggests that the school culture—likely supported by strong leadership— encourages high standards of teaching and professionalism.

Such results align with DepEd's vision of teacher excellence as promoted in the Philippine Professional Standards for Teachers (PPST).

Problem 3: Is there a significant relationship between the school head's leadership style and teacher performance?

(Negative values indicate inverse relationships.)

The computed overall correlation coefficient of 0.76 indicates a high positive relationship between the school head's leadership style and the teachers' performance at Don Gregorio

Evangelista Memorial School. This result implies that when the school head exhibits strong leadership behaviors particularly transformational leadership (e.g., motivating teachers, providing support, encouraging innovation)—teacher performance increases. Teachers who perceive their leader as inspiring and supportive tend to demonstrate higher performance in instructional delivery, classroom management, learner engagement, and commitment to professional growth. The relationship is statistically significant, meaning it is not due to chance but reflects a consistent pattern within the school context.

The results show a high positive and significant correlation ($r = 0.76$, $p < 0.01$) between transformational leadership and teacher performance. This suggests that when the school head practices transformational behaviors—such as inspiring a vision, encouraging innovation, and supporting teacher development—teacher performance tends to improve significantly.

A moderate positive correlation ($r = 0.54$, $p < 0.05$) was also found for transactional leadership, implying that performance-based management and structured expectations contribute to improved performance, though not as strongly as transformational approaches.

Laissez-faire leadership, with an r-value of -0.21, showed a weak and negative correlation with performance and was not statistically significant ($p > 0.05$). This indicates that passive or noninvolved leadership has little to no positive impact on teacher effectiveness.

This supports leadership theories such as Bass and Avolio's Full Range Leadership Theory (1994), and empirical studies (e.g., Leithwood & Jantzi, 2005) that show effective school leadership is a major contributor to teacher motivation, productivity, and student success.

Yes, there is a significant relationship between the school

head's leadership style and teacher performance at Don Gregorio Evangelista Memorial School. Specifically:

- Transformational leadership is most strongly and positively associated with teacher performance.
- Transactional leadership also contributes moderately.
- Laissez-faire leadership does not support teacher performance and should be minimized.

There is a significant and high positive correlation ($r = 0.76$) between transformational leadership and teacher performance. This means that the more transformational behaviors are practiced by the school head, the better the teacher performance.

These findings support the idea that effective school leadership is essential in fostering high teacher performance, consistent with both local and international studies (Bass & Avolio, 1994; Leithwood & Jantzi, 2005).

5. Summary of Findings, Conclusion, and Recommendation

This study aimed to determine the relationship between the school head's leadership style and teacher performance at Don Gregorio Evangelista Memorial School, Santa Catalina, Zamboanga City, with 120 teacher-respondents participating. The findings revealed that the prevailing leadership style of the school head, as perceived by the teachers, was transformational leadership, with a computed mean of 4.42, interpreted as very evident. This indicates that the school head consistently demonstrates visionary, motivational, and supportive behaviors that align with the principles of transformational leadership.

In terms of teacher performance, the study found an overall mean rating of 4.42, interpreted as very satisfactory. The highest-performing domain was commitment to work, with a mean score of 4.56 (outstanding), while the other domains—instructional delivery, classroom management, student engagement, and professional development—all received very satisfactory ratings. This shows that teachers are highly competent and committed to delivering quality education and fulfilling their professional responsibilities.

The statistical analysis using the Pearson Product-Moment Correlation Coefficient showed a strong positive and significant correlation ($r = 0.76$) between the school head's leadership style and teacher performance. Among the leadership styles, transformational leadership had the highest correlation with teacher performance, while transactional leadership had a moderate relationship. Laissez-faire leadership, on the other hand, showed a low and negative correlation, which was not statistically significant.

Overall, the findings support the idea that effective leadership—particularly transformational leadership—plays a crucial role in enhancing teacher performance, consistent with Bass and Avolio's Full Range Leadership Theory and similar research studies both locally and internationally.

Based on the findings of the study, it is concluded that the school head's leadership style has a significant influence on teacher performance. The dominant leadership style observed by the teachers is transformational, which is characterized by

inspirational motivation, professional support, individualized consideration, and the ability to foster a shared vision. This leadership style has been shown to positively impact the performance of teachers across multiple domains including instructional delivery, classroom management, learner engagement, professional growth, and commitment to work.

The high positive correlation ($r = 0.76$) between transformational leadership and teacher performance confirms that the more the school head demonstrates transformational behaviors, the higher the level of teacher effectiveness becomes. This finding aligns with Bass and Avolio's Full Range Leadership Theory, which suggests that transformational leadership leads to greater employee motivation and productivity. In contrast, laissez-faire leadership was perceived as rarely evident and showed a negative relationship with teacher performance, highlighting the importance of active and supportive leadership in the school setting.

Considering these findings and conclusions, it is recommended that the school head continue to enhance and sustain transformational leadership practices, as these have been proven to positively influence teacher performance. Specific behaviors such as mentoring, coaching, recognizing teacher efforts, and involving teachers in decision-making should be strengthened. The Department of Education is also encouraged to provide leadership development programs that emphasize transformational leadership principles for both current and aspiring school leaders.

Teachers, on the other hand, are encouraged to engage more actively in professional development, reflective practice, and innovation, in alignment with the leadership style of the school head. This will help sustain the very satisfactory level of performance already demonstrated. Moreover, transactional elements such as setting clear expectations and rewarding achievement may also be maintained where appropriate, but laissez-faire practices should be minimized, as they have no positive impact on instructional performance.

Lastly, future researchers are encouraged to replicate this study in different schools or divisions, incorporate qualitative data such as interviews and focus groups, or explore the impact of leadership style on student outcomes, for a more holistic understanding of school leadership and its effects.

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