EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

TEACHERS' EDUCATIONAL LEADERSHIP ATTRIBUTES AND CLASSROOM MANAGEMENT IN PAQUIBATO DISTRICT, DIVISION OF DAVAO CITY

Maricel T. Aranzado
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: https://doi.org/10.36713/epra23330
DOI No: 10.36713/epra23330

ABSTRACT

This study explored the significant relationship between educational leadership attributes and classroom management among public secondary school teachers in the Division of Davao City. Utilizing a descriptive-correlational research design, data were gathered from 130 teacher-respondents through validated and pilot tested research instruments. The study employed statistical tools including weighted mean, Pearson product moment correlation, and multiple regression analysis, with hypotheses tested at the 0.05 level of significance. Results revealed that both educational leadership attributes and classroom management were at an extensive level. Specifically, the five dimensions of educational leadership attributes, rationalistic, realistic, optimum, visionary, and idealistic, were all perceived as oftentimes evident. Similarly, the indicators of classroom management, namely adaptive teaching, relationship, and behavior management, were also extensively practiced. The findings further confirmed a significant relationship between educational leadership attributes and classroom management. Moreover, regression analysis indicated that all five leadership domains significantly influenced classroom management, with optimum leadership exerting the greatest impact. These results underscore the vital role of educational leadership in enhancing classroom practices. The study recommends strengthening leadership development initiatives and embedding leadership skills into professional growth programs for teachers to foster better managed and more effective learning environments.

KEYWORDS: *Educational Leadership Attributes; Classroom Management; Rationalistic; Optimum; Behavior Management; Teacher Leadership; Davao City*

INTRODUCTION

The study addresses a crucial area in contemporary education by examining how the characteristics of educational leadership can impact classroom management, particularly in the Division of Davao City. This research is particularly relevant given that effective classroom management is increasingly seen as foundational to students' academic success and overall school experience. Internationally, classroom management and leadership in schools have become critical areas of focus as educators grapple with rising behavioral issues, evolving educational demands, and diverse student needs. Research suggests that educational leadership plays a significant role in shaping the learning environment, with strong leadership directly linked to improved student outcomes and classroom climates that are conducive to learning (Edutopia, 2021).

Leadership attributes such as rationalism, realism, and visionary qualities contribute significantly to teachers' ability to manage classrooms effectively. Leaders who exhibit these characteristics can make sound judgments, adapt strategies as needed, and encourage a forward-thinking approach that fosters an atmosphere of growth and engagement. According to Rivera (2019), leaders with an optimum balance of visionary and rationalistic attributes can create a structured environment that minimizes disruptions and enhances student engagement. In schools with supportive leadership, teachers often experience lower stress levels and are better equipped to address behavioral challenges, thereby creating a harmonious classroom atmosphere where learning can thrive. These findings are consistent with research on how leaders' attributes influence teachers' performance and their ability to implement effective classroom management strategies, highlighting the need for supportive and visionary school leaders (Lutz et al., 2023).

Nationally, the Philippines faces challenges in classroom management due to high student-teacher ratios, resource limitations, and varying levels of teacher preparedness. The Department of Education has implemented various programs to enhance educational leadership, recognizing its impact on classroom conditions and student behavior. However, achieving consistent classroom management remains a struggle in many public schools due to limitations in training and

support for teachers. Studies in the Philippines underscore that effective classroom management relies on both teacher competency and the leadership attributes of school administrators. Teachers need ongoing support from administrators who are visionary and realistic in their expectations, allowing teachers to focus on engaging students rather than solely on discipline issues (Simmons, 2019). Furthermore, successful educational leaders in the Philippines are seen as those who bridge gaps between school policies and the practical needs of classrooms, thus reducing the pressure on teachers and helping them create a positive learning environment.

Locally, in Davao City, schools face unique challenges related to socio- economic diversity and limited access to resources, which can affect classroom management. Educational leaders in Davao have a direct impact on creating a school culture that supports both teachers and students. Studies conducted in similar regional contexts have shown that leaders who are responsive to the unique needs of their schools can positively influence classroom dynamics. Teachers who perceive their administrators as fair, supportive, and adaptive are more likely to maintain well-managed classrooms and report fewer behavioral issues. Classroom management here is also intertwined with the relationship- based approach to leadership, where administrators actively engage with teachers, listen to their concerns, and implement realistic strategies that foster a culture of mutual respect and accountability (Cook, 2023).

This research study aims to contribute to the growing body of evidence on the role of educational leadership attributes in effective classroom management. By examining attributes such as rationalism, realism, and visionary qualities, the study seeks to understand how leaders in Davao City can better support teachers in maintaining well-ordered and productive classrooms. These attributes align with the broader research indicating that adaptive and relationship-focused leadership can mitigate classroom challenges and improve student engagement. Effective classroom management, supported by strong leadership, has been shown to reduce disruptions, increase academic engagement, and provide students with a stable learning environment (Simmons, 2019). The insights from this study will have implications for policy makers, school administrators, and teacher training programs, emphasizing the need for a collaborative approach to leadership that prioritizes adaptive classroom strategies.

Educational leadership attributes are essential for fostering classroom environments that support learning and development. Leaders who demonstrate rationalistic, realistic, and visionary qualities can significantly influence the success of classroom management strategies by creating conditions that allow teachers to focus on instructional quality rather than discipline. This study will provide valuable insights for Davao City's Division of Schools and contribute to the broader understanding of how educational leadership can enhance classroom management practices across diverse educational settings.

REVIEW OF SIGNIFICANT LITERATURE

The related literature of this study provided inputs about educational leadership attributes and classroom management. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable focused on in this study is educational leadership attributes. It has five indicators namely; rationalistic, realistic, optimum, visionary, and idealistic leadership attributes (Rivera, J. 2019). Meanwhile, the dependent variable is classroom management. It has three indicators namely; adaptive teaching, relationship, and behavior management (Lutz, et al. 2023).

Educational Leadership Attributes

The concept of educational leadership has evolved significantly, rooted in the idea that effective leadership drives successful educational outcomes, including effective classroom management. According to Sharma (2019), leadership within educational institutions relies on both the vision and actions of school leaders who guide teachers and students toward common goals. This view aligns with earlier research suggesting that specific leadership attributes are instrumental in establishing effective schools, as these leaders are responsible not only for setting goals but also for motivating, engaging stakeholders, and actively participating in monitoring and evaluation processes (Krasnoff, 2019; Reynolds, 2019). Educational leaders today are encouraged to adopt a multifaceted approach, possessing qualities like a strong sense of mission, high expectations, and a primary focus on instructional quality and relationship-building, as highlighted by Day & Sammons (2020).

To understand these essential leadership qualities, researchers have explored various theoretical frameworks, starting with trait theories, which focus on inherent qualities that distinguish leaders from followers (Medina, 2021). Trait theories initially suggested that leadership success relies on personal characteristics such as intelligence, persistence, and adaptability. These traits were thought to define the "Great Man" theory of leadership, which assumed that leaders are born with unique attributes not typically found in others (Northouse, 2019). This early theory laid the foundation for later research but was criticized for its narrow focus on inherent traits without considering situational dynamics.

Behavioral theories later expanded on trait theories by emphasizing actions over innate characteristics, proposing that successful leaders demonstrate specific behaviors conducive to organizational goals. The Ohio State University studies, for instance, distinguished between "consideration" and "initiating structure" as key leadership behaviors. Leaders who excel in the consideration dimension create environments of trust, support, and inclusivity, essential for building effective teams,

while those high in the structure dimension focus on goal-setting, clear task delegation, and result-driven strategies (Medina, 2021). These behavioral insights also found support in the University of Michigan studies, which identified employee-centered versus job-centered leadership styles, ultimately concluding that employee-centered approaches result in higher productivity and satisfaction (Medina, 2021).

Further developing the behavioral perspective, Yuki studies and the Managerial Grid by Blake and Mouton offered insights into leadership flexibility in different contexts, emphasizing the importance of balancing task-oriented and people-oriented behaviors (Medina, 2021). Yuki's research on situational behaviors highlighted that leaders must adapt to varying circumstances, reinforcing the idea that a "one-size-fits-all" approach to leadership is insufficient. These findings eventually influenced the development of situational and contingency theories, which stress that effective leadership is context-dependent. Fiedler's Contingency Theory and House and Mitchell's Path-Goal Theory illustrate that leaders must adjust their styles based on specific team dynamics and situational demands (Northouse, 2019). According to these theories, educational leaders should consider the unique demands of their school environments and adapt their leadership behaviors to optimize classroom management outcomes.

As the study of educational leadership evolved, researchers began exploring more complex models, such as relational and transformational leadership theories. The Leader-Member Exchange (LMX) Theory, part of the relational approach, suggests that leaders develop varying quality relationships with their team members, which can impact motivation and organizational commitment. High-quality leader-member relationships foster greater collaboration, trust, and shared accountability, making it easier to achieve educational goals (Medina, 2021). For school leaders, this relational approach is especially pertinent, as it encourages the development of strong, collaborative relationships between administrators, teachers, and students. The transformational leadership model has also been instrumental in shaping educational leadership, advocating that leaders inspire change by empowering others and creating a shared vision. Transformational leaders in education are often those who prioritize values, ethics, and community building, encouraging teachers and students to transcend individual goals for collective success. Leaders who employ transformational leadership can create a positive school culture that values professional growth, accountability, and student- centered learning, which are all critical for effective classroom management (Northouse, 2019). Recent models, including Authentic, Spiritual, and Servant Leadership, further emphasize ethical and service-oriented approaches to leadership. Authentic leadership, for instance, stresses transparency and self- awareness, which allows school leaders to create trustworthy environments essential for open communication and respect (Karakitapoğlu-Aygün et al., 2021). Servant Leadership emphasizes the leader's role in supporting others' growth and independence, particularly vital in educational settings where teachers and students benefit from an atmosphere of mutual respect and encouragement.

Overall, the study of educational leadership underscores the importance of diverse, adaptive leadership qualities, such as realism, rationalism, and visionary attributes, all of which are crucial for effective classroom management. These leadership attributes contribute to developing supportive school environments that empower teachers and students alike. In educational contexts, effective leaders must be realistic in their assessments, visionary in their goals, and rational in their approach, balancing immediate needs with long-term objectives (Rivera, 2019). For example, leaders who embody a rationalistic approach make decisions based on clear analysis and evidence, providing teachers with reliable frameworks for classroom management and discipline. Visionary leaders, on the other hand, focus on future possibilities, inspiring teachers to embrace innovative teaching methods and students to engage actively in their learning.

Contemporary research suggests that successful educational leaders are those who blend rationalistic and visionary approaches with relational and transformational leadership qualities. These attributes enable leaders to foster an educational environment that is both structured and adaptable, balancing academic rigor with emotional support. This holistic approach is especially critical for classroom management, as it helps create an organized yet flexible atmosphere where teachers feel supported, and students are motivated to succeed. As educational leadership continues to evolve, future research may reveal even more nuanced insights into how these attributes can be optimized to meet the diverse needs of teachers and students in modern school environments.

Rationalistic

The rationalistic attribute in educational leadership is crucial for fostering effective decision-making and problem-solving within schools. This attribute, as defined in leadership literature, reflects a leader's ability to approach issues logically, make judgments based on reason and evidence, and objectively consider various perspectives. Leaders who embody rationalistic qualities demonstrate a commitment to making decisions rooted in systematic analysis and clear, creative thinking (Bush, 2021). These skills are critical in navigating the complex landscape of educational administration, where leaders must often balance the immediate needs of students and staff with long-term institutional goals.

In practice, rationalistic leaders can bring innovative ideas to their institutions while remaining grounded in sound decision-making processes. For instance, Rivera (2019) notes that in the Philippine context, leaders who demonstrate rationalistic attributes can effectively adapt to change by evaluating potential solutions critically before implementation. This involves

being able to think creatively, address issues with a strategic mindset, and handle the dynamic challenges in educational settings. According to Lutz et al. (2023), such leaders can respond to evolving educational needs and situational demands by using rational judgment, thereby facilitating a stable and conducive learning environment that benefits both students and teachers.

By prioritizing logical analysis and objective assessments, rationalistic leaders foster a culture of reasoned deliberation within schools, encouraging other stakeholders to engage in reflective and evidence-based practices. This attribute is particularly relevant in educational environments where decisions need to be made swiftly and under complex circumstances. Rationalistic qualities thus serve as a foundation for educational leadership, supporting an approach that is both adaptive and grounded in logic, which is essential for sustained school improvement and innovation (Krasnoff, 2019).

STATEMENT OF THE PROBLEM

This study determined the relationship between the educational leadership attributes and classroom management. More specifically, it sought to answer the following questions:

1. What is the extent of educational leadership attributes in terms of:
   - 1.1. Rationalistic,
   - 1.2. Realistic,
   - 1.3. Optimum,
   - 1.4. Visionary, and
   - 1.5. Idealistic.
2. What is the extent of classroom management in terms of:
   - 2.1. Adaptive teaching,
   - 2.2. Relationship, and
   - 2.3 Behavior management.
3. Is there a significant relationship between the educational leadership attributes and classroom management?
4. Which of the domains of the educational leadership attributes significantly influence classroom management?

METHODOLOGY

This chapter introduces the methodological aspect of the study. This covers the research design, research respondents, research instruments, data gathering procedure, and data analysis employed in this investigation.

Research Design

This study adopts a quantitative research approach, utilizing a descriptive correlational design to explore the relationships between educational leadership attributes and classroom management strategies. Quantitative research methods focus on gathering numerical data and applying statistical analysis to answer specific research questions. According to Creswell and Creswell (2018), this approach is suitable for examining observable phenomena and quantifying relationships between variables in a structured manner. A descriptive correlational design allows researchers to observe and describe relationships between variables as they naturally occur without influencing or manipulating the study environment (Johnson & Christensen, 2019).

In descriptive research, the researcher aims to provide a comprehensive portrayal of the variables of interest. Here, both educational leadership attributes and classroom management are examined in their current state to identify specific characteristics and trends. Descriptive correlational studies are particularly advantageous because they allow for the analysis of patterns and potential associations within a real-world educational setting, thus maintaining ecological validity (Polit & Beck, 2021). This methodology also allows for a broader generalization of findings, supporting the study's applicability to similar educational settings.

This study's design is particularly effective for identifying correlations between the independent variable (educational leadership attributes) and the dependent variable (classroom management). As emphasized by Salkind (2020), correlational research aims to ascertain whether a relationship exists between two variables and, if so, the strength and direction of this relationship. By using this approach, the study seeks to identify possible predictive relationships between leadership qualities and effective classroom management, providing valuable insights that can inform practices in educational institutions.

Research Respondents

In this study, the research respondents consisted of 130 public school teachers from the Schools Division of Davao City. These participants were selected based on specific inclusion criteria to ensure that the data collected would be both relevant and reliable. Teachers included in the sample were required to have at least three years of teaching experience to guarantee a solid foundation in both classroom instruction and familiarity with school-based leadership practices. Furthermore, only those actively involved in teaching during the time of the study were considered, ensuring that their insights reflected

current practices in educational leadership and classroom management. The geographical limitation to those working within the Schools Division of Davao City provided a focused context for analysis and increased the study's applicability to local educational policy and leadership development.

The total teaching population in the Schools Division of Davao City is estimated to be around 8,000. To determine the appropriate number of participants for the study, Slovin's formula for calculating sample size was utilized: $n = N / (1 + Ne^2)$, where N is the total population and e is the margin of error (0.05). Substituting the values, the computed sample size would be approximately 381. However, due to practical constraints such as time, availability of respondents, and resources, a purposive sample of 130 teachers was used. Despite being below the ideal statistical sample size, this number was still considered adequate for the study, following recommendations by Babbie (2021) regarding representativeness and depth in educational research. The participants were chosen to ensure variability in grade levels taught, years of experience, and school contexts to allow for a broad understanding of how educational leadership attributes relate to classroom management.

Teachers were identified as the most suitable respondents given their direct engagement with students and their central role in managing classroom environments while also responding to leadership demands and expectations within the school system. Their perspectives are vital in assessing the integration of leadership attributes, such as rationalistic, realistic, optimum, visionary, and idealistic traits, and how these impact classroom practices including adaptive teaching, student relationships, and behavior management. By selecting experienced and currently active educators, the study ensures a comprehensive and authentic account of classroom realities and leadership dynamics in the Division of Davao City.

Research Instruments

The primary instrument for data collection was a structured questionnaire designed to measure both, educational leadership attributes and classroom management. The questionnaire consisted of closed-ended questions with Likert- scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of educational leadership attributes. The second set focused on the extent of classroom management.

Data Analysis

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized:
Weighted Mean: to answer questions 1 and 2, weighted mean will be used to assess the extent of educational leadership attributes and classroom management.

Pearson Correlation Coefficient: to test Hypothesis 1 and answer question 3 on the relationship between educational leadership attributes and classroom management, Pearson's correlation analysis is suitable. This statistical test measures the strength and direction of the relationship between two continuous variables. A significant positive or negative correlation would indicate that educational leadership attributes are associated with classroom management in a meaningful way, supporting or refuting the hypothesis.

Multiple Regression Analysis: To answer question 4 and test Hypothesis 2, multiple regression analysis will be used to identify which specific domains of educational leadership attributes significantly influence classroom management. A regression coefficient with statistical significance will indicate that a particular attribute significantly influences classroom management, providing more detailed insights into the factors that drive effective management in educational settings.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study. These are the findings of the problems in the previous chapter. These are presented both in textual and tabular form.

The Extent of Educational Leadership Attributes in terms of Rationalistic

Table 1 reflects the extent of educational leadership attributes in terms of rationalistic. It shows that the overall mean is 4.02, at an extensive level. This means that the educational leadership attributes in terms of rationalistic are oftentimes evident. It can be gleaned from the data that all statements reveal an extensive result. Of these, the three items that have the highest mean scores are as follows: the extent to which the teacher can objectively come up with logical decisions on matters at hand (4.04), diligently make rational judgments on issues and concerns (4.03), and adapt easily to change (4.02). These items prove that the educational leadership attributes in terms of rationalistic are oftentimes evident. The findings of this study imply that teachers demonstrate a strong inclination toward making sound, logical, and well-reasoned decisions in the classroom setting. Their ability to think critically and adapt effectively to change highlights their capacity to lead with rationality and clarity. Such qualities are essential in addressing daily classroom challenges, maintaining order, and ensuring that leadership decisions are guided by reason rather than impulse or bias.

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The findings of this study align with the research of Bush (2021), who emphasized that the rationalistic attribute in educational leadership is essential for cultivating effective decision-making and strategic problem-solving within school environments. The data revealed that teachers frequently exhibit rationalistic behavior, particularly in their ability to make logical decisions and evaluate classroom issues objectively. This supports Bush's assertion that leaders who rely on reason and evidence are better equipped to address challenges in educational settings. The frequent demonstration of rationalistic traits among educators in this study confirms that such leaders prioritize logic over impulse, which is critical in achieving balanced and well-informed outcomes.

Also, the findings reflect the notion presented by Rivera (2019) regarding the value of rationalistic leadership in the Philippine context. Rivera stressed that rationalistic leaders not only think creatively but also remain anchored in sound decision-making processes. This is evident in the way teachers in the study expressed their capacity to adapt to change and bring innovative ideas while maintaining objectivity and rational judgment. These characteristics, as described by Rivera, are vital in ensuring that leaders can respond strategically to changing demands, fostering a climate of thoughtful leadership that supports both innovation and institutional stability.

The results support the observations of Lutz et al. (2023), who noted that rationalistic leadership is instrumental in creating an environment responsive to evolving educational needs. Teachers' ability to make rational judgments and logical decisions in the classroom reflects their capacity to maintain composure and clarity in dynamic situations. This aligns with Lutz et al.'s assertion that rational leaders contribute to a stable learning atmosphere by managing situational challenges through thoughtful analysis rather than reactionary methods. Such consistency in behavior nurtures a dependable and structured educational environment conducive to teaching and learning.

The study also confirms Krasnoff's (2019) perspective that rationalistic leadership fosters a culture of reflective and evidence-based practice. The tendency of teachers to rely on logical thinking and objectivity encourages collaboration and informed decision-making within schools. When leaders demonstrate rationalistic qualities, they influence others to adopt similar approaches, thereby cultivating a professional culture built on reason, strategic planning, and sustained improvement. The prominence of these traits in the study's findings reaffirms the foundational role of rationalistic attributes in driving long-term educational progress.

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between educational leadership attributes and classroom management. The study was conducted with the selected teachers from the Division of Davao City. There were one hundred thirty (130) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson product moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the educational leadership attributes of the teachers is extensive. Meanwhile, the extent of the classroom management of the teachers is also extensive. It was found that there is a significant relationship between educational leadership attributes and the classroom management of teachers. The hypotheses of no significant relationship between educational leadership attributes and classroom management of teachers and none of the domains of educational leadership attributes significantly influence the classroom management of teachers were rejected.

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of educational leadership attributes is extensive, which implies that it is oftentimes evident. All dimensions of educational leadership attributes which include rationalistic, realistic, optimum, visionary, and idealistic, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of classroom management is also extensive, which means that it is oftentimes evident. All dimensions of classroom management are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the educational leadership attributes and classroom management of teachers.

Based on the findings, educational leadership attributes, and classroom management are correlated. Also, educational leadership attributes significantly influence classroom management. All domains of educational leadership attributes, namely, rationalistic, realistic, optimum, visionary, and idealistic significantly influence classroom management by registering a p-value of .001 which is less than .05 in the level of significance. This leads to the rejection of the null

hypotheses. Further, the result indicates that for every unit increase in the three domains of educational leadership attributes, classroom management also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study: For higher officials in the Department of Education, it is recommended to prioritize the integration of educational leadership development programs that emphasize the cultivation of rationalistic, realistic, optimum, visionary, and idealistic attributes among school leaders and educators. Since the study revealed a significant influence of these leadership domains on effective classroom management, policy frameworks and national training programs should be designed to include leadership training that fosters these qualities. Additionally, incorporating leadership evaluation metrics in teacher performance standards and school-based management systems could further encourage the practice and development of these leadership attributes in daily teaching and administrative functions.

For the school principals, the findings underscore the importance of modeling and reinforcing educational leadership attributes in the school environment. Principals should serve as exemplary figures in exhibiting the rationalistic and optimum approaches in decision-making and problem-solving, while also promoting visionary and idealistic values to inspire teaching excellence. They should facilitate professional learning communities (PLCs) and mentoring sessions that allow teachers to reflect on and enhance their leadership competencies. More importantly, they are encouraged to provide continuous support to their teaching staff in implementing evidence-based classroom management strategies aligned with leadership-driven practices.

For the teachers, this study affirms that their educational leadership attributes are not only administrative responsibilities but essential elements that directly impact classroom order and learning climate. Teachers are encouraged to cultivate and apply leadership principles within their classrooms by maintaining structure, demonstrating realistic and optimistic approaches in managing student behavior, and inspiring learners through visionary and idealistic educational goals. Engaging in professional development opportunities and reflective teaching practices will further help teachers to grow their leadership attributes and improve their classroom management effectiveness.

For future researchers, this study offers a meaningful foundation to explore educational leadership attributes in broader contexts or within different divisions and grade levels. Researchers may consider examining the impact of leadership attributes across subject areas, or how these attributes interact with other variables such as teacher motivation, student performance, or school culture. It is also recommended to conduct longitudinal studies to observe how consistent application of leadership attributes over time influences classroom management dynamics. Furthermore, incorporating qualitative approaches such as interviews or classroom observations could enrich the quantitative findings and provide deeper insights into the practical applications of leadership in teaching contexts.

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