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TEACHER SELF-REGULATION AND LEADERSHIP STYLE AMONG ELEMENTARY SCHOOL TEACHERS

Mylene C. Hiligao
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

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ABSTRACT

This study examined the relationship between teacher self-regulation and leadership style among 135 elementary school teachers in Sto. Tomas, Davao del Norte. Using a quantitative descriptive-correlational research design, the study employed adopted and validated survey instruments to measure the extent of teacher self-regulation in terms of goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, and self-assessment, as well as leadership style in terms of authoritarian, democratic, and laissez-faire leadership. Data were analyzed using weighted mean, Pearson product-moment correlation, and multiple regression analysis at a 0.05 level of significance. Findings revealed that both teacher self-regulation and leadership style were extensive, indicating that these behaviors were oftentimes evident among respondents. Correlation results showed a significant relationship between teacher self-regulation and leadership style. Regression analysis further demonstrated that teacher self-regulation significantly influenced leadership style, with intrinsic interest and goal orientations emerging as the strongest predictors. This paper concludes that internal regulatory processes play a critical role in shaping leadership behaviors among teachers, underscoring the importance of fostering self-regulatory competencies to strengthen adaptive and effective leadership practices in educational settings.

KEYWORDS: *teacher self-regulation, leadership style, elementary school teachers, Davao del Norte*

INTRODUCTION

In today's educational setting, teaching goes beyond delivering lessons and extends to how teachers manage themselves and lead within their schools. Teachers are expected to regulate their behavior, plan effectively, control emotions, and reflect on their practices while also demonstrating leadership in their classrooms and communities (Zimmerman, 2009; Panadero, 2023). These combined responsibilities highlight the need to examine how teacher self-regulation is connected to leadership style, especially in elementary education, where teachers function as both instructors and leaders. This study investigates this connection among elementary school teachers in the Division of Davao del Norte to gain a clearer understanding of how internal self-regulatory processes shape leadership behaviors.

Globally, teaching has become more demanding due to increasing workload, administrative tasks, and performance expectations. Many teachers experience reduced job satisfaction because of these pressures, which may also affect their emotional engagement and professional commitment (OECD, 2020; UNESCO, 2021; Klusmann et al., 2023). When motivation is affected, teachers may find it difficult to consistently regulate their behavior and sustain effective leadership practices. This shows how important internal motivation is in maintaining both self-regulation and leadership effectiveness in education.

Moreover, international studies have shown that leadership styles in schools greatly influence teacher behavior. Authoritarian or highly controlled leadership styles may limit teacher participation, creativity, and collaboration (Yukl, 2019; Northouse, 2019; Dulebohn et al., 2022). When teachers are not given enough voice in decision-making, their development of leadership skills may also be affected. This highlights the importance of leadership approaches that encourage autonomy, participation, and shared responsibility among teachers.

Teacher self-regulation has been widely recognized as an important factor in improving teaching effectiveness and professional growth. It refers to how teachers set goals, monitor their performance, and reflect on their instructional practices (Zimmerman, 2009; Panadero, 2017; Cleary et al., 2022). Teachers who are more self-regulated are often more adaptable in handling classroom challenges and improving their teaching strategies (Gastager et al., 2022).

These behaviors also contribute to stronger leadership practices because they support better decision-making and reflective thinking.

In the Philippine setting, education reforms emphasize accountability, performance, and continuous professional development. While these reforms aim to improve the quality of education, they also place additional pressure on teachers, which may shift their motivation from intrinsic growth to external compliance (OECD, 2020; Ryan & Deci, 2020). This situation makes self-regulation even more important, as it helps teachers maintain focus, motivation, and leadership effectiveness despite external demands.

Another national concern is the limited emphasis on feedback and self-assessment mechanisms in schools. Teachers may not always receive enough support for self-assessment, peer feedback, and continuous evaluation of their teaching performance. Without these opportunities, it becomes more difficult to strengthen both self-regulation and leadership development (Fitzpatrick & Schulz, 2019; Yan, 2021).

Amid these ongoing challenges, contemporary educational expectations now demand that teachers exhibit greater autonomy, emotional resilience, and collaborative leadership in their professional practice. Teachers are increasingly called upon to take an active role in school improvement initiatives and to engage meaningfully in shared decision-making processes at the institutional level (UNESCO, 2021; Zheng et al., 2022). These growing expectations make the cultivation of self-regulation an indispensable component of sustained professional growth and effective teacher leadership.

At the local level in the Division of Davao del Norte, challenges in goal setting, instructional planning, and access to structured reflective practices have been observed. The limited culture of peer feedback and self-evaluation in some schools may hinder the development of both self-regulation and leadership skills among teachers (Fitzpatrick & Schulz, 2019; Putwain et al., 2020).

In light of these concerns, this study was undertaken to investigate the relationship between teacher self-regulation and leadership style among elementary school teachers in the Division of Davao del Norte. The insights generated from this study are expected to inform the design of more responsive professional development programs, enhance instructional practices, and foster a more reflective and collaborative culture of leadership within schools.

Objectives of the Study

This study was conducted with the primary purpose of examining the relationship between teacher self-regulation and leadership style among elementary school teachers. Specifically, it aimed to:

1. What is the extent of teacher self-regulation in terms of:
   1.1. goal setting;
   1.2. intrinsic interest;
   1.3. performance goal orientation;
   1.4. mastery goal orientation;
   1.5. self-instruction;
   1.6. emotional control; and
   1.7. self-assessment?
2. What is the extent of leadership style in terms of:
   2.1. authoritarian leadership;
   2.2. democratic leadership;
   2.3. laissez-faire leadership?
3. Is there a significant relationship between teacher self-regulation and leadership style?
4. Which of the variables of teacher self-regulation best predict the leadership styles of

Significance of the Study

This study aimed to provide clearer understanding and analysis of teacher self-regulation and leadership style.

The findings are expected to be beneficial across different educational levels, including primary, secondary, and tertiary education. It may also provide useful insights for key stakeholders in schools such as teachers, learners, and school administrators. This may help them create policies, programs, interventions, and projects. The research findings may also have the capacity to bring about positive change and informed decision-making in various ways.

The *teachers* recognize the importance of self-regulation in shaping their leadership styles. By understanding how goal setting, emotional control, intrinsic motivation, and self-assessment contribute to effective leadership behaviors, teachers can better navigate classroom management, professional growth, and instructional practices. As they become more self-regulated, they are more likely to exhibit leadership behaviors that positively influence their colleagues and the learning environments, fostering collaboration and innovation within the school community.

Learners stand to benefit indirectly from this study, as teachers who possess strong self-regulatory abilities and effective leadership styles are more likely to create engaging, structured, and supportive classroom environments. Such environments are known to foster student motivation, participation, and achievement. When teachers are empowered and confident leaders, they model the behaviors of responsibility, reflection, and problem solving that learners can emulate, thereby improving both academic and socio-emotional outcomes.

The results of this study may help *school principals* understand how teacher self-regulation can be strengthened to support leadership styles such as democratic and transformational leadership (Northouse, 2019; Zimmerman, 2002). Recognizing the self-regulatory traits that support effective leadership allows school leaders to design targeted professional development programs and mentorship strategies that empower teachers. This, in turn, supports a more distributed leadership culture where decision-making is shared, and school improvement is a collective effort.

Future researchers may find this study advantageous, as it contributes a valuable framework for exploring the intersection between personal teacher traits and leadership behaviors. It opens up possibilities for longitudinal studies, comparative analyses across school divisions, and the development of interventions that cultivate self-regulation and leadership capacities. This research may serve as a reference point for studies that seek to examine other psychological or behavioral predictors of leadership, thereby enriching the body of knowledge in educational leadership and teacher development.

Scope and Limitation of the Study

This study examined the relationship between teacher self-regulation and leadership style among elementary school teachers in Sto. Tomas West District, Division of Davao del Norte. It investigated seven domains of teacher self-regulation — namely goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, and self-assessment — and their influence on three leadership styles: authoritarian, democratic, and laissez-faire.

The respondents were limited to one hundred thirty-five (135) elementary school teachers who met the inclusion criteria of having at least three years of teaching experience, with assigned ancillary services or coordinatorship, Key Stage 1 teachers, active engagement in classroom instruction, and voluntary participation in the study. Stratified random sampling was used to ensure proportional representation of the target population within the district.

The study employed a quantitative, descriptive-correlational research design, utilizing survey questionnaires and statistical tools — including weighted mean, standard deviation, Pearson correlation, and multiple regression analysis — to determine the relationships and predictive influences among the variables. The findings are necessarily bounded by the selected variables and do not extend to other potential determinants of leadership style such as organizational culture, school climate, or administrative leadership practices.

Several limitations were acknowledged. First, the reliance on self-reported data introduces the possibility of response bias, as participants may have been inclined to provide socially desirable answers. Second, the cross-sectional design prevents the establishment of causal relationships or the observation of how teacher self-regulation and leadership style evolve over time. Third, the geographic scope of the study — confined to a single district within the Division of Davao del Norte — may limit the broader generalizability of the findings to other educational contexts.

Despite these limitations, the study provides valuable insights into the relationship between teacher self-regulation and leadership style. It highlights the importance of internal regulatory processes in shaping leadership behaviors among teachers and offers relevant implications for teacher development, school leadership practices, and future research in similar educational contexts.

METHODOLOGY

This chapter presents the methodological framework of the study, outlining the research design, respondents, instruments, data gathering procedure, and statistical tools employed in the investigation.

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Research Design

This study adopted a quantitative research approach, specifically a descriptive-correlational design. Rather than relying on subjective interpretation, quantitative research systematically gathers and analyzes numerical data to identify patterns, examine relationships, and draw generalizations about a given phenomenon (Creswell & Creswell, 2018). This approach prioritizes objectivity and statistical rigor, making it well-suited for investigating the relationship between clearly defined variables such as teacher self-regulation and leadership style. As emphasized by Apuke (2019), quantitative methods are particularly appropriate for studies that seek to describe prevailing trends, test variable relationships, and generate predictive insights from numerical data.

The descriptive component of the design focused on determining the current levels of teacher self-regulation and leadership styles among elementary school teachers in the Division of Davao del Norte. Descriptive research seeks to portray the characteristics of a population as they naturally exist, without subjecting them to any form of manipulation or intervention (Korrapati, 2019). In this study, data were gathered using structured survey instruments to capture self-regulatory practices and leadership styles as they naturally occur in the school setting.

The correlational component, on the other hand, was employed to determine the nature, strength, and direction of the relationship between teacher self-regulation and leadership style. Unlike experimental approaches, correlational research does not seek to establish causation but rather identifies the degree of association that exists between variables (Kabir, 2019). Through this design, the study examined whether variations in teachers' self-regulatory capacities are meaningfully related to their exhibited leadership styles — specifically authoritarian, democratic, and laissez-faire — as conceptualized by Northouse (2019).

In addition, multiple regression analysis was utilized to determine the extent to which the domains of teacher self-regulation collectively and individually predict leadership style. Regression analysis is a statistical procedure that enables the identification of significant predictors and quantifies the degree of their influence on a dependent variable (Creswell & Creswell, 2018). Specifically, this study investigated the extent to which the indicators of teacher self-regulation—goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, and self-assessment—are associated with the leadership styles of the teacher-respondents. This combined use of correlational and regression analyses strengthens the study by not only establishing relationships among variables but also identifying predictive influences, thereby enhancing the explanatory and practical value of the findings (Davis, 2021; Saunders et al., 2019).

Respondents

The primary respondents of this study were the regular elementary school teachers of Sto. Tomas West District, Division of Davao del Norte. Based on official records obtained from the Division Office, the total teacher population within the district comprised 203 individuals. Using Slovin's formula at a 0.05 margin of error, the required sample size was computed at 135 respondents (Tejada & Punzalan, 2022).

To ensure the suitability of the respondents, specific inclusion criteria were established. Eligible participants were required to be regularly employed elementary school teachers within the district, with a minimum of three years of teaching experience, assigned ancillary service or coordinatorship roles, and classified under Key Stage 1. Those who were on leave or not actively engaged in classroom instruction during the data collection period were excluded from the study.

Sampling Design

This study employed stratified random sampling to ensure proportional and adequate representation of teachers across the different schools within Sto. Tomas West District. The total population of 203 elementary school teachers was stratified according to school assignment, from which 135 respondents were systematically selected.

Stratifying the sample by school ensured that each school subgroup was proportionally represented, thereby minimizing the risk of sampling bias and enhancing the reliability and generalizability of the findings (Creswell & Creswell, 2018). This sampling approach is particularly well-suited for quantitative research as it yields a more accurate reflection of the population characteristics and strengthens the validity of the conclusions drawn from the data.

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Research Instruments

The primary data collection tool utilized in this study was a structured survey questionnaire designed to simultaneously measure teacher self-regulation and leadership style. The questionnaire was composed of closed-ended items formatted using a five-point Likert scale to quantify the respondents' perceptions and professional experiences (Creswell & Creswell, 2018).

The survey instrument was organized into two distinct sets. The first set was designed to assess the extent of teacher self-regulation among the respondents, while the second set was directed at evaluating the extent to which leadership style is demonstrated in their professional practice.

The teacher self-regulation questionnaire was adapted from the validated instrument developed by Sáez-Delgado et al. (2023). It comprised a total of 26 items distributed across seven indicators: goal setting (items 1-4), intrinsic interest (items 1-4), performance goal orientation (items 1-4), mastery goal orientation (items 1-3), self-instruction (items 1-3), emotional control (items 1-4), and self-assessment (items 1-4).

Prior to the actual data gathering, the adapted questionnaire underwent pilot testing to assess the reliability and clarity of the items. The pilot test was administered to a group of elementary school teachers who shared similar characteristics with the target respondents but were not included in the final sample. The computed Cronbach's Alpha coefficient of 0.91 confirmed a high degree of internal consistency among the items, indicating that the instrument reliably and consistently measures the various dimensions of teacher self-regulation (Sáez-Delgado et al., 2023). This strong reliability coefficient further implies that the data collected from the actual respondents can be interpreted with a high level of confidence. Presented below is the grading scale used to interpret the extent of teacher self-regulation.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The teacher self-regulation is always evident.
3.40 - 4.19	Extensive	The teacher self-regulation is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The teacher self-regulation is occasionally evident.
1.80 - 2.59	Less Extensive	The teacher self-regulation is seldom evident.
1.00 – 1.79	Not Extensive	The teacher self-regulation is never evident.

The leadership style questionnaire was adapted from the framework established by Northouse (2019). The instrument consisted of 18 items organized across three indicators: authoritarian leadership (items 1-6), democratic leadership (items 1-6), and laissez-faire leadership (items 1-6).

The leadership style questionnaire likewise underwent pilot testing to verify its reliability and contextual appropriateness within the local educational setting. The pilot test was conducted among a comparable group of elementary school teachers outside the actual study sample. The resulting Cronbach's Alpha coefficient of 0.88 reflects a high level of internal consistency among the items, confirming that the instrument effectively and reliably captures the three leadership styles as conceptualized by Northouse (2019). This outcome indicates that the tool is capable of distinguishing among the different leadership behaviors demonstrated by teachers, thereby providing dependable and interpretable data for analysis. Presented below is the grading scale used to interpret the extent of leadership style.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Leadership style is always evident.
3.40 - 4.19	Extensive	Leadership style is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Leadership style is occasionally evident.
1.80 - 2.59	Less Extensive	Leadership style is seldom evident.
1.00 – 1.79	Not Extensive	Leadership style is never evident.

The instruments in this study were contextualized to achieve their purpose. The researcher incorporated all comments and suggestions of the adviser, panel members, and expert validators to refine the tools and to achieve construct validity.

Data Gathering Procedure

The data gathering procedure for this study was carried out through a systematic and ethically guided process aimed at ensuring the accuracy, reliability, and integrity of the research findings. The procedure encompassed the following

key steps: securing the ethics compliance certificate, obtaining an endorsement letter from the dean, requesting permission from the Schools Division Superintendent (SDS), coordinating with school principals, validating the research instruments, and administering the questionnaires to the respondents.

Ethics Review. Prior to the commencement of the study, the researcher secured an Ethics Compliance Certificate on November 4, 2025, to ensure full adherence to the established ethical standards governing research involving human participants. The review process confirmed that the rights, dignity, and overall welfare of all respondents were adequately safeguarded throughout the conduct of the study. Core ethical principles — including voluntary participation, informed consent, confidentiality of responses, and responsible handling of collected data — were strictly upheld in accordance with the Data Privacy Act of 2012. The issuance of the certificate signified that the study met all required ethical guidelines and was duly authorized to proceed.

Validation of the Instrument. Before the actual administration of the questionnaires, the research instruments underwent expert validation on October 29 and 30, 2025. Validation sheets were submitted to selected content experts who assessed the instruments in terms of clarity, relevance, appropriateness, and alignment with the research variables. The feedback and recommendations provided by the validators were carefully reviewed, and the necessary revisions were incorporated to strengthen the quality and appropriateness of the questionnaire. This validation process ensured that the instruments were content-valid, reliable, and suitable for measuring the intended variables prior to their final.

Endorsement from the Dean. After securing the Ethics Compliance Certificate and completing the instrument validation, the researcher requested an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on November 15, 2025. The endorsement confirmed that the study had undergone proper academic review and was aligned with the requirements of the graduate program. It likewise functioned as formal documentation attesting to the legitimacy and appropriateness of the research for implementation in the selected setting.

Permit to Conduct the Study. With the endorsement letter from the dean, the researcher submitted a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of the Schools Division of Davao del Norte on December 11, 2025. The request included the research title, objectives, target respondents, and data collection procedures. Supporting documents, such as the endorsement letter, were also attached. Upon approval, the permit granted official authorization to conduct the study in the schools within the division.

Letter to the Principals. Following the receipt of the official permit, the researcher sent formal letters to the school principals of the identified schools on January 6, 7, 9, 12, 13, and 16, 2026. The letters informed them about the purpose of the research, the respondents involved, and the procedures for data collection. Coordination with the principals was done to schedule the distribution and retrieval of the questionnaires without disrupting regular school activities. Their support helped ensure an organized and smooth data collection process.

Data Gathering. The data for this study were collected using validated questionnaires on teacher self-regulation and leadership style, administered to elementary school teachers in Sto. Tomas West District, Division of Davao del Norte. The questionnaires were distributed face-to-face using a paper-and-pencil approach to allow direct interaction and immediate clarification when needed.

Prior to distribution, the respondents were briefed on the purpose of the study, the significance of their participation, and the approximate time required to complete the questionnaire. Ethical considerations were thoroughly discussed, covering voluntary participation, the confidentiality of their responses, and their right to withdraw from the study at any point without consequence. Written informed consent was obtained from all participants before they proceeded with the questionnaire.

During the administration, the researcher personally distributed the questionnaires to respondents in their respective school sites. Clear instructions were given, and respondents were encouraged to ask questions if any part of the questionnaire was unclear. Sufficient time was given to ensure that responses were completed carefully and without pressure. Upon completion, the questionnaires were immediately retrieved and reviewed onsite to ensure completeness and reduce the likelihood of missing data.

Following the data collection, all responses were carefully encoded and organized in preparation for statistical analysis. The data were entered into a secured database to maintain accuracy and consistency throughout the process. Confidentiality and ethical standards were strictly observed at every stage. The use of a face-to-face, paper-based administration approach contributed to higher respondent engagement and enhanced the overall quality and completeness of the data gathered.

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Data Analysis

A series of appropriate statistical tools were utilized in this study to systematically address each research question and test the formulated null hypotheses. The selection of each statistical procedure was guided by the nature of the data collected and the specific analytical objectives of the study.

Weighted Mean and Standard Deviation. To address Research Questions 1 and 2, which sought to determine the extent of teacher self-regulation and leadership style among the respondents, the weighted mean and standard deviation were employed. The weighted mean was used to calculate the average level of responses for each indicator, while the standard deviation provided a measure of variability or consistency in the responses across all participants, reflecting the level of agreement or dispersion in their perceptions.

Pearson Product-Moment Correlation. To respond to Research Question 3, which examined the nature and strength of the relationship between teacher self-regulation and leadership style, the Pearson Product-Moment Correlation Coefficient (Pearson's r) was applied. This statistical tool was used to determine both the direction and magnitude of the association between the two variables. The statistical significance of the computed correlation coefficient was evaluated at a pre-established alpha level to determine whether the observed relationship was meaningful.

Multiple Linear Regression Analysis. To address Research Question 4, which aimed to identify which specific domains of teacher self-regulation most significantly predict leadership style, Multiple Linear Regression Analysis was employed. This statistical procedure allowed for the examination of both the combined and individual predictive effects of the independent variables on the dependent variable. The overall adequacy of the regression model was evaluated using the coefficient of determination (R^2), which quantifies the proportion of variance in leadership style accounted for by the predictor variables, and the F-value, which establishes the statistical significance of the model as a whole (Creswell & Creswell, 2018).

Ethical Considerations

The ethical considerations in this study encompassed the fundamental principles necessary to ensure the responsible and conscientious conduct of research involving public elementary school teachers in the Division of Davao del Norte. These principles were observed throughout the entire research process to safeguard the rights, dignity, and welfare of all teacher respondents, while maintaining transparency, fairness, and cultural sensitivity in every stage of the investigation.

Social Value. This referred to the potential benefit of the research to society, particularly the educational community. This research carried significant social relevance as it sought to examine the relationship between teacher self-regulation and leadership style. The findings were expected to contribute to improving teacher development programs and leadership training within the Sto. Tomas West District. By highlighting the influence of teacher self-regulation on leadership styles, this research could assist school administrators and policymakers in crafting strategies that enhance instructional quality and school climate. Thus, the study stood to benefit not just the respondents but also learners, fellow educators, and future generations in the Philippine public school system.

Informed Consent. Informed consent was secured from all teacherrespondents prior to the commencement of data collection. The consent form was written in clear and accessible language, comprehensively outlining the purpose, procedures, potential risks, and anticipated benefits of the study. Respondents were explicitly informed of the voluntary nature of their participation and their unconditional right to withdraw from the study at any point without facing any form of consequence. Although all participants were adults, the informed consent process was rigorously observed to affirm their autonomy and right to privacy. Respondents were likewise given the

opportunity to raise questions or seek clarifications before signing the consent form, ensuring that their participation was fully informed and freely given. This procedure upheld the ethical principle of respect for persons and guaranteed complete transparency in the data collection process.

Vulnerability of Respondents. Teachers, although professionals, may have felt vulnerable when asked to reflect on their self-regulatory behaviors or leadership tendencies, especially if the results were perceived to affect their professional identity. The study ensured a non-judgmental and supportive environment by clarifying that responses were used solely for research purposes and would not influence any form of professional evaluation. Participation was entirely anonymous, and data were handled discreetly to prevent emotional or reputational harm. By acknowledging this potential vulnerability, the researcher ensured that ethical standards of care and sensitivity were maintained.

Privacy and Confidentiality. This referred to the protection of respondents' personal information and the assurance that their identities would remain undisclosed throughout and beyond the study. In strict compliance with the Data Privacy Act of 2012, all responses were treated with the highest degree of confidentiality. Respondents were not required to provide any personally identifiable information on the survey forms. All collected data were securely stored in password-protected digital files and were utilized exclusively for academic and research purposes. To further protect individual identities, research findings were reported in aggregate form rather than on an individual basis. Respondents were also kept informed regarding the manner in which their data were stored and utilized, thereby cultivating a relationship of trust and transparency between the researcher and the participants.

Risk, Benefits, and Safety. The study posed minimal risks to respondents. The only anticipated risk was possible emotional discomfort that might arise from self-evaluation or from reflecting on one's leadership practices. To address this, the survey items were designed in a non-intrusive and professional tone. Respondents were informed that there were no right or wrong answers and that they were free to skip any question they found uncomfortable. The benefits of the study included a deeper awareness of one's teaching and leadership practices, as well as institutional insights that may contribute to improved professional development programs. Ensuring a safe research environment, whether physical or digital, was a top priority.

Justice. Justice in this research pertained to the fair selection and treatment of respondents. Elementary school teachers in the Division of Davao del Norte, including classroom teachers and those with coordinator and ancillary roles, were included to ensure representation within the defined population. No participant was excluded based on age, gender, or school size. This equitable approach ensured that the research findings were comprehensive and inclusive. The distribution of risks and benefits was also considered fair, as no group bore a disproportionate burden.

Transparency. Transparency was upheld throughout the study by clearly communicating all aspects of the research to the respondents. Information about the study's purpose, methodology, data usage, and potential outcomes was shared openly. Upon the conclusion of the study, a summary of the key findings was made available to interested respondents and relevant stakeholders within the Division of Davao del Norte. The researcher remained accessible for any questions or clarifications during and after the research process. This transparency helped foster accountability and public trust in the study.

Qualification of the Researcher. The researcher is a licensed professional with experience in academic work involving educators. This experience provided the researcher with basic knowledge and skills necessary for conducting responsible and ethical research. The study was conducted under the guidance of an academic adviser and was reviewed and approved by the RMC Research Ethics Committee, ensuring that all protocols aligned with national and institutional ethical standards.

Conflict of Interest. To avoid any conflict of interest, the researcher declared no personal or professional affiliations that could have influenced the outcomes of the study. If the researcher had professional ties with any of the schools involved, these connections were disclosed and managed through impartial data collection procedures and strict confidentiality. The survey was anonymous, and no individual data were linked to institutional records, eliminating any potential for favoritism or bias.

Adequacy of Facilities. The study used available facilities such as school computer labs or classrooms within the Division of Davao del Norte for survey distribution. Laptops with data analysis software like SPSS were used for statistical interpretation. All data were collected and stored securely using encrypted devices and backup systems. These facilities ensured the smooth, secure, and ethical execution of the research.

Community Involvement. This research emphasized the importance of involving the educational community. School administrators and teacher coordinators were informed about the study, and their suggestions were considered during the implementation phase. Feedback mechanisms, such as post-study consultations or the presentation of findings, were conducted to share results and encourage discussions on how the outcomes could be applied to improve teacher self-regulation and leadership. Community involvement ensured that the study was relevant, collaborative, and beneficial to the Division of Davao del Norte.

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RESULTS

Extent of teacher self-regulation. The results show an overall mean of 4.02, interpreted as extensive, with a standard deviation of 0.940. This indicates that teacher self-regulation is generally evident, with relatively low variability in responses, suggesting consistent self-regulatory practices among teachers.

All seven indicators were rated at an extensive level. Among these, intrinsic interest obtained the highest mean score (M = 4.05, SD = 0.977). This is followed by mastery goal orientation (4.03, SD = 0.931) and selfinstruction (4.03, SD = 0.963), goal setting (4.02, SD = 0.908) and self-assessment (4.02, SD = 0.945), emotional control (4.01, SD = 0.929), and performance goal orientation (4.00, SD = 0.930). The relatively moderate standard deviations across indicators indicate that while self-regulation is widely practiced, there are slight variations in how teachers demonstrate each dimension. .

Extent of Leadership Style. It is exhibited that the overall mean of the leadership style is 4.04, which is at an extensive level, with a standard deviation of 0.892. The composite mean of 4.04 across all three leadership dimensions confirms that the leadership style of the teacher-respondents is extensively demonstrated. The standard deviation of 0.892 reflects minimal variability, indicating a broadly consistent pattern in how teachers perceive and practice leadership within their school environment. As arranged chronologically, democratic leadership has the highest mean score (4.05, SD = 0.902). This is followed by laissez-faire leadership (4.03, SD = 0.947) and authoritarian leadership (4.02, SD = 0.826). The moderate standard deviations suggest that while leadership behaviors are widely practiced, there are slight differences in how teachers apply each leadership style.

Significant Relationship Between Teacher Self-Regulation and Leadership Style. The relationship between teacher self-regulation and leadership style among elementary school teachers. The relationship was tested at a 0.01 level of significance. The obtained R-value of 0.90 with a p-value of 0.00 indicated that the null hypothesis was rejected. The result revealed a highly significant relationship between teacher self-regulation and leadership style, suggesting a strong positive correlation and a very high level of association between the two variables.

A pairwise correlation analysis was conducted to examine the relationship between the different dimensions of teacher self-regulation and leadership style. The results showed that all indicators of teacher self-regulation—goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, and self-assessment—were significantly related to leadership style, with r-values of 0.91, 0.92, 0.91, 0.88, 0.91, 0.89, and 0.90, respectively, all significant at the 0.01 level (p = 0.00).

The findings confirm a significant relationship between teacher self-regulation and leadership style. This highlights the important role of self-regulation in influencing and strengthening how teachers exercise leadership in schools. Educators who are able to manage their goals, emotions, motivation, and reflective practices tend to exhibit more purposeful leadership behaviors. As noted by Sáez-Delgado et al. (2023), self-regulation enhances teachers' self-awareness and behavioral control, which serve as essential foundations for effective leadership. When teachers can regulate their internal processes effectively, they are better equipped to guide others, make sound decisions, and respond constructively to both classroom and organizational challenges.

Regression Analysis of Teacher Self-Regulation Variables Predicting Leadership Style. The multiple regression analysis of teacher self-regulation variables as predictors of leadership style among elementary school teachers. The regression model was found to be statistically significant ($p < .001$), indicating that teacher self-regulation significantly predicts leadership style. This suggests that differences in teachers' self-regulatory capacities help explain variations in how leadership styles are demonstrated.

The model also yielded a high F-value of 125.524, which supports the overall adequacy and strength of the regression model in explaining the relationship between the variables. In addition, the R-value of 0.935 indicates a very strong relationship between teacher self-regulation and leadership style.

The regression results indicate that the combined indicators of teacher self-regulation explain a substantial proportion of the variance in leadership style, as shown by an R^2 value of 0.874. This means that 87.4% of the variation in leadership style is accounted for by the combined influence of goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, and self-assessment.

Intrinsic interest emerges as the strongest and most influential contributor to leadership style, with a standardized coefficient of $\beta = 0.684$ and a significant p-value of 0.002. This means that teachers who demonstrate higher levels of intrinsic interest, such as enjoyment of teaching, pride in the profession, and enthusiasm for student learning, are more likely to exhibit stronger leadership behaviors.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

Summary of Findings

This study was conducted to investigate the nature and significance of the relationship between teacher self-regulation and leadership style among elementary school teachers in Sto. Tomas West District, Division of Davao del Norte. It involved 135 teachers and employed a descriptive correlational research design. Data were gathered using adapted and validated survey questionnaires that underwent expert review and pilot testing prior to the actual administration, ensuring that the instruments were both reliable and appropriate for measuring the target variables. The data were analyzed using the weighted mean to assess the extent of the variables, Pearson Product Moment Correlation to examine the relationship between teacher self-regulation and leadership style, and multiple regression analysis to determine the influence of self-regulation domains on leadership style. All hypotheses were tested at the 0.05 level of significance. The following summarizes the key findings:

The findings revealed that the extent of teacher self-regulation among elementary school teachers in Sto. Tomas, Davao del Norte is extensive. Across all seven dimensions — goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, and self-assessment — teachers consistently demonstrated self-regulatory behaviors at an extensive level, reflecting their active engagement in managing their professional conduct and instructional practices (Sáez-Delgado et al., 2023). This extensive manifestation suggests that teachers are actively engaged in managing their motivation, instructional behaviors, emotional responses, and reflective practices. Such capacity highlights their ability to adapt to instructional demands, sustain professional commitment, and continuously improve their teaching practices in response to classroom and organizational challenges.

The extent of leadership style among the respondents was also found to be extensive. Teachers frequently applied leadership behaviors across authoritarian, democratic, and laissez-faire leadership styles. These findings suggest that teachers do not adhere to a fixed leadership style but instead demonstrate adaptability in their leadership behaviors, adjusting their approaches in response to the varying situational and contextual demands of the school environment (Northouse, 2019). The extensive level of democratic leadership indicates a strong inclination toward participatory, collaborative, and empowering practices, while the presence of authoritarian and laissez-faire leadership styles reflects the teachers' ability to balance structure, authority, and autonomy when necessary.

The analysis further revealed a significant relationship between teacher self-regulation and leadership style. This finding indicates that teachers who exhibit higher levels of self-regulation are more likely to demonstrate stronger and more effective leadership behaviors. This finding highlights the strong connection between teachers' internal self-regulatory processes and their observable leadership behaviors, affirming that the capacity to manage one's goals, motivation, emotions, and reflective practices is a critical determinant of effective leadership in educational contexts (Sáez-Delgado et al., 2023; Zheng et al., 2022). Consequently, the null hypothesis stating that there is no significant relationship between teacher self-regulation and leadership style was rejected.

The regression analysis showed that certain domains of teacher self- regulation significantly influence leadership style. Intrinsic interest emerged as the strongest predictor, highlighting the importance of internal motivation, professional enthusiasm, and personal fulfillment in fostering leadership behaviors. Performance goal orientation and mastery goal orientation also showed significant influence, indicating that both growthoriented and performance-driven motivations contribute to leadership development among teachers. However, goal setting, self-instruction, emotional control, and self-assessment did not show a significant direct influence when analyzed alongside other variables, suggesting that their effects may be indirect or mediated through motivational factors. As a result, the hypothesis stating that none of the domains of teacher self-regulation significantly influence leadership style was likewise rejected.

The findings affirm that teacher self-regulation plays a vital role in shaping leadership style among elementary school teachers in Sto. Tomas West District, Davao del Norte. The extensive levels of both teacher self-regulation and leadership style, coupled with the significant relationship between the two variables, emphasize the importance of

fostering self-regulatory competencies to strengthen leadership capacity in schools. These results suggest that enhancing teachers' motivation, reflective practices, and self-directed behaviors can contribute meaningfully to the development of adaptive, responsive, and effective leadership in elementary education.

Conclusion

Based on the findings of this study among elementary school teachers in Sto. Tomas West District, Davao del Norte, the following conclusions are drawn:

The extent of teacher self-regulation was found to be extensive, indicating that self-regulatory practices are extensively and consistently demonstrated among teachers. All dimensions of teacher self-regulation, goal setting, intrinsic interest, performance goal orientation, mastery goal orientation, self-instruction, emotional control, and self-assessment, were consistently demonstrated at an extensive level. These results indicate that the participating teachers are genuinely and consistently engaged in regulating their motivation, emotional responses, instructional decision-making, and reflective habits as integral aspects of their professional roles.

The extent of leadership style was also found to be extensive, signifying that leadership behaviors are frequently practiced by teachers. The presence of authoritarian, democratic, and laissez-faire leadership styles at an extensive level reflects teachers' ability to adjust their leadership approaches according to situational demands. These results highlight the need for continuous collaboration among school leaders, teachers, and other stakeholders to further strengthen and sustain teacher self-regulation and leadership practices within the school system.

Teacher self-regulation and leadership style are significantly related, indicating that teachers with stronger self-regulatory capacities are more likely to demonstrate effective leadership behaviors. This affirms that teachers' internal capacity for self-management is meaningfully linked to the leadership behaviors they exhibit in their professional environment, reinforcing the notion that effective leadership is deeply rooted in personal regulatory processes (Bandura, 1986).

Teacher self-regulation was also found to have a significant influence on leadership style. Although not all domains of teacher self-regulation showed a direct and significant influence individually, intrinsic interest, performance goal orientation, and mastery goal orientation emerged as significant predictors of leadership style. This implies that teachers' internal motivation and goal orientations play a crucial role in shaping how they lead. The rejection of the null hypotheses affirms that teacher self-regulation is a critical determinant of leadership style.

Overall, the results suggest that enhancing teachers' self-regulatory competencies, particularly those related to motivation and goal orientation, can contribute to the development of more adaptive, responsive, and effective leadership among teachers, ultimately supporting improved school functioning and educational outcomes.

Recommendations

The following recommendations were offered based on the conclusions of the study:

Teacher training institutions should strengthen their pre-service and in-service programs by explicitly integrating teacher self-regulation as a core component of teacher preparation and leadership development. Institutions may design curricula that develop intrinsic motivation, emotional regulation, reflective practice, and goal-oriented teaching. Training may include activities such as reflective journaling, case-based problem solving, and simulation of leadership scenarios. Further, embedding self-regulation competencies into teaching standards and practicum experiences will help prepare future teachers with both pedagogical skills and leadership capacities.

School principals may create environments that actively promote and model self-regulatory and democratic leadership practices. Since teachers' leadership styles are significantly shaped by their self-regulation, principals may encourage shared decision-making, professional autonomy, and reflective dialogue within their schools. One effective strategy is strengthening the Learning Action Cell (LAC) sessions as platforms for collaborative reflection, peer mentoring, and professional discourse. Through well-structured LAC sessions, teachers can engage in discussions about instructional challenges, share best practices, and reflect on their teaching experiences, thereby enhancing both self-regulation and leadership capacity. Principals may also provide constructive feedback, recognize teachers' professional growth, and foster a culture of trust and psychological safety that supports continuous improvement.

For teachers, the findings underscore the importance of continuously strengthening self-regulatory capacities as part of professional responsibility. Teachers may sustain and deepen practices such as reflective self-assessment, emotional control, and adaptive instructional strategies while nurturing intrinsic interest in teaching.

Teachers may actively participate in LAC sessions, as these provide opportunities for collaborative learning, reflection, and peer support. Through consistent engagement in such professional learning communities, teachers can refine their instructional practices, develop leadership skills, and enhance their ability to respond to diverse classroom situations. Teachers may also set personal and instructional goals, seek feedback from students and colleagues, and embrace leadership roles within and beyond the classroom.

Future researchers may explore the relationship between teacher self-regulation and leadership style through mixed-methods or longitudinal research designs, which would allow for a more nuanced and comprehensive understanding of how these constructs evolve throughout a teacher's professional career. Researchers may also investigate the effectiveness of LAC sessions and other collaborative professional development strategies in enhancing both self-regulation and leadership behaviors among teachers. Additionally, examining potential mediating or moderating variables such as school climate, organizational support, or teacher self-efficacy may provide a more comprehensive understanding of how self-regulation influences leadership. Replicating this study in different educational contexts and levels will further validate the findings and contribute to the broader body of knowledge on teacher development and leadership in education.

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