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GLOBAL PERSPECTIVES ON THE INFLUENCE OF SCHOOL LEADERS' LEADERSHIP STYLES ON TEACHER PERFORMANCE: A CORRELATIONAL ANALYSIS

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ABSTRACT

This study explores the relationship between school administrators' leadership styles and teachers' performance, focusing on the implications for effective educational environments. The research primarily assesses two main aspects: the leadership styles of school administrators and the performance outcomes of teachers based on the IPCR ratings. Findings indicate that the predominant leadership style among school administrators is characterized by qualities such as good judgment, work ethic, competence, honesty, integrity, and loyalty, all rated positively by respondents. Most feedback aligns with an "Agree" rating, signifying that these traits are crucial for the success of the team. Notably, a smaller proportion of responses, categorized under "Strongly Agree," highlight that effective leaders excel in aligning their followers with a credible mission, adeptly managing conflicts, and navigating complex issues. Conversely, a minimal number of responses were neutral, reflecting limited ambiguity in perceptions of leadership effectiveness.

In terms of teacher performance, the results indicate consistently high ratings ranging from "Outstanding" to "Very Satisfactory" based on their IPCR assessments for the school year 2022-2023. Each school's average score fell between 3.500 and 4.499, categorized as "Very Satisfactory," signifying that teacher consistently exceeded performance expectations and met or surpassed established goals and objectives.

The study underscores the importance of adaptable leadership styles in education. Effective school administrators are those who tailor their leadership approaches to the diverse needs of their educators, fostering positive relationships and enhancing organizational performance. The findings suggest that a dynamic and responsive leadership style is essential for cultivating a productive educational environment and achieving high standards in teaching outcomes.

KEYWORDS: *School Administrators, Leadership Style, Teacher Performance, Management, Leader, Teacher*

INTRODUCTION

"Leaders aren't born, they are made. And they are made just like anything else, through hard work." according to Baker (2023). What does it mean to become a leader? According to the Vocabulary.com Dictionary (n.d.) a leader is an individual who is the in charge and has he persuasive power to let someone follow. A person who greatly inspires other people and moves them into action. Leaders has their own unique leadership qualities and act with independently accountable passion as well as accurate leadership styles. With such, leaders are assigned with different leadership roles, in which this are positions in which an individual oversees a group of people and provides an account of their activities and performance.

According to Druker as cited by Pandey (2022) he defined management as to doing things right while, doing the right things is labeled as leadership. Having the same thought, according to Barney (2023) leadership is defined as the aptness of a person to exert influence to someone or a group of individuals to consort to him or her. It is sometimes attributed to a person's title given to them, seniority or ranking in a hierarchical matter.

This concept goes within the educational sector. School leaders lay the foundations of culture and consortium necessary for educational institutions to come up with quality instruction and therefore have an unintended, but important, effect on learning. While, there is an international regard in school leadership due to it discern importance in enhancing and sustaining successful schools and educational systems, there is a minor clarity about which leadership style is most likely to produce the most favorable outcomes.

The various theories of school heads leadership and management reflect different ways of comprehending and explicating circumstances and way of behaving in educational institutions. In this sense, they exhibit the different origination and theory of knowledge about the discipline. They also constitute often ideologically based and certainly different views about how educational institutions ought to be managed. In this sense leaders

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are practicing different leadership styles, Leadership style refers to a leader's methods, characteristics, and behaviors when directing, motivating, and managing their teams.
A leader's way of leading is created by various factors, including personality, values, skills, and experiences, and has a significant impact on the effectiveness of their leadership style as stated by the International Institute for Management Development (2023). Also, as a leader, understanding your leadership style is crucial, because when you understand your way of being a leader, you can determine how this will affect those who are around you.

Different leadership styles are employed by great leaders. According to McDonald (2021) he identified six leadership styles in education namely Transactional, Transformational, Authoritarian, Democratic, Servant, and Laissez-fair leadership style.

According to Lutkevich (2022), Transactional or managerial leadership is how institutional leaders or managers make use to direct other group members towards favorable outcomes. Also, managerial leaders madden good conceptual skills and can recognize, call to mind, and figure out solutions for complex problems. Meanwhile, according to (Herrity, 2024) one of the most well-known leadership styles is the transformational leadership. It is an approach in which a leader persuades and prompt team members to create favorable changes within an organization. This boosts the morale of the group, augment innovation, enhances conflict resolution, minimize faults and foster a sense of ownership amongst a team.

As defined by Hanna (2023) a leader's strong primary command over all areas of decision-making is labeled as the Authoritarian or Autocratic leadership style. It is a style in which a leader has the entire authority and responsibility in any decisive matter, oftentimes making decisions without shopping for input from other members of the group.

While, for democratic leadership style or also known as participative leadership, this type of leadership let the members of the group participate in the decision-making process by simply making them share their opinions. A democratic leader encourages open conversation and helps their employees' set goals, evaluate their own performance and motivates them to grow (Indeed Editorial Group, 2023).

On the other hand, servant leadership style according to Lopez Gomez (2022) seeks to achieve a vision by providing strong support to employees. This type of leadership empowers the employees.

Furthermore, Laisser-fair leadership is defined as the time a leader offers a little or no guidance at all to the members of the group and leave decision-making up to them. This basically means that the leader has no direct involvement in the daily work (Lee, 2023). the type of leadership style practiced by any leader is usually an amalgamation of their overall personality, previous life experiences, level of affective intelligence, family structure, and their way of thinking. One good example is that of the study of Leithwood et al. (2019) it made a critical point that, in practice, principals in their daily work are rarely aware of whether they are leading or managing people under them and the school in particular; they are simply carrying out their work on behalf of the school and its learners.

However, the nature of that work of the school head should reflect the school context and, in particular, its needs at any time. How does this different leadership styles affects the performances of teachers? In the study conducted by Imhangbe, O., et al. (2018) results showed that democratic, autocratic and laissez-faire leadership styles jointly contributed about 68.3% variations in the job performance of teachers, while democratic and laissez-faire leadership styles had the most prominent positive influence on teachers' job performance in the area of study.

In the Philippine context, according to the study of Rivera (2021) school heads were adopting certain type of leadership styles such as democratic leadership and authoritative styles that should maintain good relations and support from the subordinate teachers through cooperation, understanding, and teamwork, which enable them to attain the goals and objectives of the school organization.

As for the local setting, an observation was made by the researchers that made them decide to tackle the concept of what is the leadership style employed by school heads and its relationship to the performance of teachers as teachers in the local area have inadequate orientation on the school's rules, lack abilities, show inappropriate values, and no passion to teaching professions as well as on improving student learning outcomes. Most are clamoring about their rights and privileges rather than doing their duties. With the following ideologies this study aims to determine the leadership styles practiced by School heads and its relationship to the performance of Teachers'.

To reach this aim, it seeks to answer the following problem statements: (1) What are the leadership styles of school heads in Borongan City Division? (2) What is the performance of teachers based on their current IPCRF result? And (3) Is there a significant relationship between the leadership styles of the respondents and the performance of teachers they are handling?

METHODS

RESEARCH DESIGN

This study has employed a descriptive-correlational design. This design tries to uncover the features of a phenomena or group of people and the relative connection of such variables. This type of research design is commonly used in various fields of social science, psychology, education, and other domains in which a researcher tries to understand how a phenomenon occurs including its potential connections among the different components. Descriptive design has the focus of describing a phenomenon or the traits of group of people including their behaviors, attitudes, or other qualities. With such design,

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information is gathered through the use of a questionnaire, survey surveys, interviews, observations, and already-existing records. While, the correlational part sees if there is a link between the identified variables without assessing the causality of such phenomenon. Through the examination of data, the researcher asserts whether there will be a change in one of the variables and its relatedness to change the other. According to Bhandari (2021) the strength and direction of correlations between variables are frequently measured using correlation coefficients, such as Pearson's r, Kendall Tau and Spearman rho, but in this case the Kendall Tau correlation was used.

LOCALE OF THE STUDY

This study was materialized in the vicinity of the City of Borongan making use of the different secondary schools both public and private within the city as the target area of analysis. There are 12 known secondary schools in the City of Borongan namely: Maypangdan NHS, Eastern Samar NCHS, Lalawigan NHS, Calingatngan NHS, SFEAMSMHS, Sta Fe NHS, and Benowangan NHS. The City of Borongan is located along the middle coastal part of the province of Eastern Samar. The city center itself is situated along the northern banks of the Lo-om River and is set back a little distance away from the shoreline of Borongan Bay. The province itself comprises a part of the Eastern Visayas region (Region VIII) of the Republic of the Philippines. Its population as determined by the 2020 Census was 71,961 (PhilAtlas, 2020).

Figure 1: Map of Borongan City

RESPONDENTS OF THE STUDY

The respondents of this study were selected school heads of secondary public schools in Borongan City. The respondents were selected as a part of this study meting the following criterions.

Inclusion Criteria

a. Must be designated or officially appointed as a school head or falls under any administrative function either a principal, head teacher or headmistress.
b. Manages a school including the teaching and non-teaching staff.
c. Willing to be a part of this study.

Exclusion Criteria

a. Officially designated as faculty member of the identified school;
b. Does not have any assigned administrative function; and
c. Do not have the willingness to be a part of this study.

SAMPLING PROCEDURE

The study utilized a purposive sampling technique which refers to a non-probability sampling technique in which the units are selected because they possess the exact characteristics that is needed in the sample. Simply, units are selected “on purpose”. This sampling technique is also labeled as judgmental sampling, this sampling method relies on the researcher’s judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study’s objectives (Nikolopoulou, 2023).

As for the school administrators, a total enumeration was used to determine the number of participants in the study. These school administrators include the head teacher, master teacher or teacher III who performed administrative and instructional supervision in the secondary school.

SAMPLE SIZE

A total enumeration technique was employed in determining the number of participants for this study. Due to the manageable number of school heads per study local. This is in relation to the purposive sampling techniques which allows the researchers to look at all members of the population that share a specific set of criteria. Units in sampling are the items that comprise the population. People, cases (e.g., organizations, institutions, countries, etc.), data points, and so on can all be considered units. These units will most likely be persons when total population sampling is used (Laerd Dissertation, n.d.).

RESEARCH INSTRUMENT

The instrument that will be utilized in the data gathering procedure is adapted from the study of Celestino, M. R. (2021) intitled “The Principals’ Leadership Styles and Teachers’ Performance of Selected Elementary Schools at The District of Norzagaray East”, with some minor revisions made by the researchers for it to accurately answer the formulated problem statements. To test the reliability of this instrument a pilot testing procedure will be made by the researcher with the use of the Cronbach’s alpha as the statistical tool of measurement having at least 80% level of reliability result.

Likert Scale:

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

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DATA GATHERING PROCEDURE

Before the actual conduct of this study a formal letter addressed to the Schools Division Superintendent asking permission for the study's conduct and approval was sent. Likewise, different letters were sent and addressed to the different school principals of the different identified schools seeking for an approval to conduct the study. Upon approval of the Schools Division Superintendent, the survey instruments in the form of a questionnaire were formally distributed to the respondents and the same instrument were retrieved on the same day. In the distribution and retrieval of the survey questionnaire, the researcher and respondents were strictly observing the DepEd standard operating procedures of distribution and collection of data.

Upon the completion of the data collection procedure, the data was carefully recorded, tallied, analyzed and interpreted statistically in relation to the statement of the problem.

MEASUREMENT OF VARIABLES

The entire data that were accumulated from the data gathering were treated accordingly with the use of the precise type of statistical analysis. In this case the measurement of variables that was utilized was both ordinal and for the measures of central tendency, frequency and percentage. As for the correlation the Kendall Tau correlation was used to determine the connection of the pre-determined variables. Spearman's Rho is a non-parametric test used to measure the strength of association between two variables.

VARIABLES	CATEGORY	CODE
Leadership Style	Ordinal	
Transactional		1
Transformational		2
Servant		3
Autocratic		4
Democratic		5
Teacher Performance (IPCRF)	Ordinal	
Poor		1
Unsatisfactory		2
Satisfactory		3
Very-Satisfactory		4
Outstanding		5

ANALYSIS OF DATA

The set of data were translated into meaningful information through the use of both descriptive and inferential statistics. The inferential aspect of analysis used several tools to explore differences of variables under investigation. All tests were performed at 0.05 level of significance and 95% confidence interval.

As for the leadership style of the school heads, a percentage frequency distribution was used as it displays data that indicates the percentage of observations for each data point or grouping of data points. It is a commonly used method for expressing the relative frequency of survey responses and other data. Furthermore, in correlating the variables Kendall tau correlation was used to determine the relationship between the leadership style and teachers' performance.

RESULTS

LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS

As shown by the table representing the result of the data analysis about the leadership styles of school heads, it was clear that there is a strong agreement on various areas such as in close supervision, shaping the department's future, and the belief in the general public's work ethic. While, there is a moderate agreeance of the respondents on the areas that talks about Leadership traits, communication preferences, and autonomy in problem-solving. Furthermore, there is a minimal agreeance in the areas of ethical development, career support, and minimal intervention. This data greatly shows that the respondents have a general agreement with the statements, but there is variability in specific areas. The result suggests that the results suggest that leadership styles involving close supervision, autonomy, and personal interaction are valued, while areas like ethical development and career support could be strengthened.

The following results is in relation to the study conducted by Aquino et al. (2021) in which they have studied the practices of school heads and their impact on teacher performance, emphasizing the crucial role of varied leadership practices experienced by both parties. Such result was also present in the study of Sarwar et al. (2022) having a strong positive connection of school heads leadership style and the performance of teachers. There were three leadership styles that roused above the other styles such as the democratic, laissez-fair and autocratic leadership style. The most prominent style that most of the schools' heads were practicing was the democratic leadership style having it on a higher level, while making the autocratic leadership style in the lower level.

The same goes with the study results accumulated by the study conducted by Machumu & Kaitila (2018) determining the effects of primary school heads leadership styles and teachers' performance on Tanzania. The study results revealed that poor performing schools was suspected to have a coercive leader who often create a reign of terror and demeaning their subordinates, with roaring displeasure at the slightest problem. Their findings underscored that diverse leadership approaches resulted in notably improved reactions from teachers. Similarly, in Leyte province, the study by Pricellas et al. (2016) evaluated the effectiveness of school administrators. Their research indicated high effectiveness across various domains, including setting instructional direction, fostering teamwork, demonstrating sensitivity and judgment, emphasizing results orientation, facilitating effective oral and written communication, developing others, and understanding personal strengths and weaknesses. Regarding leadership behavior, school administrators were

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identified as highly effective in communicating school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, safeguarding instructional time, maintaining visibility, incentivizing teachers, promoting professional development, and encouraging learning incentives.

Table 1: Leadership Styles of School administrators in Borongan City Division

Behavior	Mean	Standard Deviation	Interpretation
Members needs to be supervised closely or they are not likely to do their work.	4.29	.614	Strongly Agree
Believes that he/she can shape the future of the department	3.90	.727	Agree
It is fair to say that most members in the general public are lazy.	3.86	.583	Agree
The team understands which expertise is required in accomplishing the specific activities.	3.78	.770	Agree
The leader puts other's best interest above his/her own	3.61	.855	Agree
Members are not constantly reminded that they have an incentive program in place to reward the team efforts.	3.60	.406	Agree
Members want to be a part of the decision-making process.	3.54	.507	Agree
It is the leader's job to help the members find their "passion".	3.53	.610	Agree
Providing guidance without pressure is the key to being a good leader.	3.52	.764	Agree
Can work with elected members to achieve goals.	3.52	.770	Agree
Give others the freedom to handle difficult situations in the way they feel is best.	3.49	.776	Agree
Takes time to talk to others on a personal level.	3.40	.711	Agree
Most members want frequent and supportive communication with their leaders.	3.39	.794	Agree
The leader exercises a little managerial authority.	3.37	.749	Agree
Leaders require staying out when the group members are working.	3.35	.907	Agree
As a rule, leaders should allow members to appraise their own work.	3.34	.922	Agree
Leaders should give members complete freedom to solve problems on their own.	3.33	.813	Agree
Decisive when required and prepared to take difficult decisions with	3.32	.868	Agree

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self-confidence and resilient to set back.			
Cares about other personal well-being.	3.18	1.38	Agree
Helps members to conform to standard of what is right and good.	3.15	1.06	Agree
In general, it is best to leave members alone .	3.08	.897	Agree
Encourages member's ethical development.	2.99	.770	Neutral
The leader is interested in helping others reach their career goals.	2.91	.944	Neutral
Most members feel insecure about their work and need direction.	2.40	.894	Neutral
GRAND MEAN	3.37	.907	Agree

Performance of Millennial Teachers

As presented by the result of the data analysis in relation to the overall performance, it is clear that all of the schools indicated in the study performs "Very Satisfactory" or "Outstanding" indicating a high level of performance across the board. No schools are rated as "Satisfactory," "Unsatisfactory," or "Poor." Maypangdan National Highschool stood on top of the different schools where teachers are predominantly rated as "Outstanding" by 95.2%. This suggests exceptional performance and likely a strong reputation or successful initiatives. Meanwhile, majority of the schools exhibit high ratings in the "Very Satisfactory" range, showing consistent performance. However, one of the schools got the lowest average rating, even though the teachers perform well, this suggests it might have room for improvement compared to other schools with higher "Outstanding" percentages. There is a noticeable variation in the percentage of "Outstanding" ratings among the schools, with MNHS having the highest and BNHS the lowest. The "Very Satisfactory" ratings fill the remaining performance gaps, showing a strong base of solid performance across the schools. This result is constant with the result of the conducted research of Misna Ariani & Desi (2017), it is argued that teachers' performance significantly contributes to the cultivation of well-rounded students, facilitating the attainment of excellence in secondary education. By ensuring an effective and efficient teaching and learning environment, educators can nurture high-achieving students. Hence, it is imperative to acknowledge and address all factors influencing teachers' performance to optimize educational outcomes.

Also, in the concluded study of Wakkala et al. (2022) based on the study result, leadership style and teachers' performance have a little or small relationship. It was concluded that leadership style has nothing to do with the teaching performance of the teachers. Also, in relation to the leadership style employed by schools heads the most prominent was the democratic style followed by transformational leadership being a positive significant predictor of teachers' performance and transactional leadership which was insignificant in predicting teachers' performance.

When it comes to job commitment of teachers it was cited in the study of Indah et al. (2024) that transactional and transformational leadership styles are both related to the motivation of the followers, it is important to note that transactional leadership entails an exchange something of value, while transformational leadership has been shown to nurture involvement and shared commitments to greater goals (Burns, 1978; Yaslioglu & Selenay Erden,2018). Additionally, the behaviors of school leaders profoundly impact the experiences of the teachers as well as the overall performance of the school

Table 2: **Performance of Millennial Teachers based on the IPCR.**

RATING	FREQUENCY	PERCENTAGE	STANDARD DEVIATION	PERFORMANCE
MNHS				
4.500 – 5.000	20	(95.2%)	.836	Outstanding
3.500 – 4.499	1	(4.8%)	.855	Very Satisfactory
2.500 – 3.499	0	0		Satisfactory
1.5 – 2.499	0	0		Unsatisfactory
1.499 and below	0	0		Poor
Average	**4.74**			**Outstanding**
LNHS				
4.500 – 5.000	8	(47.1%)	.651	Outstanding
3.500 – 4.499	9	(52.9%)	.776	Very Satisfactory
2.500 – 3.499	0	0		Satisfactory
1.5 – 2.499	0	0		Unsatisfactory
1.499 and below	0	0		Poor

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Average	**4.49**			**Very Satisfactory**
ESNCHS				
4.500 – 5.000	57	(39.9%)	.907	Outstanding
3.500 – 4.499	86	(60.1%)	.192	Very Satisfactory
2.500 – 3.499	0	0		Satisfactory
1.5 – 2.499	0	0		Unsatisfactory
1.499 and below	0	0		Poor
Average	**4.42**			**Very Satisfactory**
BNHS				
4.500 – 5.000	2	(16.7%)	.259	Outstanding
3.500 – 4.499	10	(83.3%)	.876	Very Satisfactory
2.500 – 3.499	0	0		Satisfactory
1.5 – 2.499	0	0		Unsatisfactory
1.499 and below	0	0		Poor
Average	**4.41**			**Very Satisfactory**
CNHS				
4.500 – 5.000	6	(40%)	.836	Outstanding
3.500 – 4.499	9	(60%)	.817	Very Satisfactory
2.500 – 3.499	0	0		Satisfactory
1.5 – 2.499	0	0		Unsatisfactory
1.499 and below	0	0		Poor
Average	**4.40**			**Very Satisfactory**
SFNHS				
4.500 – 5.000	7	(26.9%)	.626	Outstanding
3.500 – 4.499	19	(73.1%)	.894	Very Satisfactory
2.500 – 3.499	0	0		Satisfactory
1.5 – 2.499	0	0		Unsatisfactory
1.499 and below	0	0		Poor
Average	**4.37**			**Very Satisfactory**
SFEAMS				
4.500 – 5.000	4	(30.8%)	.770	Outstanding
3.500 – 4.499	9	(69.2%)	.941	Very Satisfactory
2.500 – 3.499	0	0		Satisfactory
1.5 – 2.499	0	0		Unsatisfactory
1.499 and below	0	0		Poor
Average	**4.09**			**Very Satisfactory**

CORRELATION

The third table presents the analysis of the relationship between the leadership styles of school heads and administrators and teacher performance within Borongan City Division. The obtained p-value of 0.252 exceeds the predetermined significance level of 0.05, indicating insufficient evidence to reject the null hypothesis, which suggests no significant association between the leadership styles of school administrators and teacher performance in Borongan City Division. Consequently, it can be concluded that the performance of teachers is not notably impacted by the leadership styles adopted by school heads in this division. Other factors beyond the leadership style of administrators may contribute to variations in teacher performance. However, it is noteworthy that according to Khalida, P. et al.'s (2022) study, the leadership style of a principal or school administrator can indeed influence teachers' performance, whether positively or negatively. Thus, it is advisable for school principals or administrators to strategically integrate various leadership styles based on the specific needs and circumstances of their respective schools.

Leadership Styles	Performance of Teachers	r-value	Correlation	p-value	Decision	Interpretation
3.37	4.44	.160	Weak Positive	.252	Fail to reject H0	Not Significant

Conclusion and Future Works

Based on the yield of this study the following conclusions were derived by the researcher:

a. In terms of the leadership style of school administrators, majority of the responses of the respondents on the given behavioral statements which were positive and has been on the adjectival rating of "Agree" which basically means that, a good leader possesses the qualities of good judgement, work ethic, competence, honesty, integrity, and loyalty that is very vital on the success of the entire team. While there was one that is within the mean range of "Strongly Agree" meaning good leaders coordinate their followers around a credible mission statement and learn over time to improve the organization's goals and also, they are skilled in dealing with conflict having difficult conversations and seeing things as to what they

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really are. Furthermore, there were only four said that the different statement specifically undecided, the responses would fall on "Neutral".

b. The performance of the teachers ranges from "Outstanding" and does not go below the range of "Very Satisfactory" based on their own IPCR results. Each school performs well based on each garnered average score for the S.Y. 2022-2023 having at least a rating within the range of 3.500 – 4.499 with its adjectival interpretation as "Very Satisfactory". Meaning that the performances of all involve teaching individuals of the schools' exceeded expectations. All goals, objectives and target were achieved above the established standards

c. Becoming an effective educator is shaped by numerous factors, including the leadership of the school principal, the organizational culture, and the competence of the teacher. As per the findings of this study, it is suggested that school administrators employ diverse leadership styles tailored to the specific needs of the educators they oversee. A successful leader adopts a style that fosters positive relationships with their staff, adapting their approach to align with the behaviors of their teachers.

Ethical Considerations

For this research, the consent statement was stated and explained to the participants to maintain confidentially and anonymity. All accumulated information's were kept with outmost secrecy and was used only for this research study. Including the equal respect and courtesy to all of the individuals that will be involved in this study. The strategy of "informed consent" was adopted, with the aim and methods of the research being made clear to all participants.

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