ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

THE EFFECT OF LEADERSHIP STYLE IN THE TEACHING PERFORMANCE LEVEL OF TEACHERS IN BAMBANG 2 DISTRICT OF NUEVA VIZCAYA

Joana m. Lamsis, Garrick d. Meca, Annabell rose v. Valmores, Evangeline h. Castro

Article DOI: https://doi.org/10.36713/epra22233
DOI No: 10.36713/epra22233

ABSTARCT

This research intends to study the impact of leadership style to the level of teaching performance of teachers in Bambang II district of Nueva Vizcaya. Various studies that have been previously conducted shows varied responses on the effect of leadership style and teaching performance. However, there is a general idea that there exists a correlation between leadership style and teaching performance. The research design is a descriptive research. A questionnaire and classroom observation tool for teachers was use to assess leadership style and the level of teaching performance. Data was collected from the teachers of Bambang II District of Nueva Vizcaya. A total of 30 respondents which were randomly selected were used in the study. Data gathered was subjected to statistical treatment which made use of Pearson r and computed mean. The result of the analysis revealed that leadership style has no significant relationship on the level of teaching performance. With the result of the study, researchers recommended using the same variables with different population, bigger number of respondents and other variables that could correlate on the teaching performance.

KEY WORDS: *Leadership Style, Teaching Performance, Autocratic, Democratic, Transformational*

INTRODUCTION

Background of the Study

The triumph of an organization depends on its leaders and subordinates who gave a big contribution into its organization. Successful leaders take into account the nature of the individual, the team, their role, honesty, integrity and respect while providing instructions and guiding decision making. Thus, leadership go beyond administrative duties. Bambang II District, known as its great endeavor acknowledge the importance of leadership in schools that can lead to enhanced teacher morale, increased job satisfaction, and improved teaching quality, which in turn benefits the students' learning outcomes.

In the last twenty years, the overall view of an organization as a "machine", in which top-level leaders' control and instruct processes has shifted. With the current era of globalization, fast-changing technology, and a varied and connected workforce, traditional leadership frameworks are being revamped. Leaders are forced to adopt a flexible approach, being responsive to the fast-changing dynamics of the work environment. The outdated hierarchical, command-and control models are giving to the more participative, inclusive, and collaborative styles. Some of the studies, with distinct theoretical foundations, research designs, and various settings, have contributed to the knowledge base regarding on how leadership affect organizations (Badura et al. 2022; Oc et al. 2023; Samimi et al. 2022). These efforts range from investigating the effectiveness of different styles in leadership and their implications for the performance of employees (Jamali et al. 2022; Khuong et al. 2022; Sarwar et al. 2022a).

In 2017, there were experience on stress work-related that were said to be impacting Filipino Workers. Ansley et al. (2018) added that teaching is one of the professions that is exposed to a daily stress. Additionally, the sense of being excessive monitored and order for outputs by administration contributed to teachers' stress. According to Mulyani, Meirawan and Rahmadani (2020), determined for achievement reflected from preparedness and determination of principal to apply quality leadership facilitates the development of teachers' performance and the two will be determinant factors for students' ultimate attainment. On the other hand, poor leadership or the absence of strong leadership can lead to dissatisfaction, burnout, and low performance among teachers, which can ultimately affect student learning outcomes.

This research direct to explore the impact of various leadership style on the performance of teachers in Bambang II District. Leadership style, the independent variable, comprises democratic, transactional and authoritarian. These leadership styles collectively give effect on the teaching performance of teachers.

This study aims to supply valuable insights to the Department of Education regarding the impact of leadership on teacher performance. By pinpointing effective leadership strategies and identifying potential blockers. The study will enable DepEd to customized professional development opportunities for school heads, ensuring they are equipped to promote a positive, supportive educational environment that enhance teachers' performance.

Possible output of this study may include interventions that may address specific issues arises to enhance leadership styles

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

and teaching performance in the institutions. Interventions may include elevating job designation and trainings for both school heads and teachers.

Identified gaps or problems include the need of an in depth understanding of how leadership style affects the teaching performance of teachers in Bambang II District. Global studies of school leadership have identified that school heads had impact on teachers, learners and school achievement (David & Abukari 2019). The essential component of leadership is shepherd and leading team members toward fulfilling the goals set out by the organization. Furthermore, leaders make it their mission to inspire and effectively communicate with their members, enabling their followers to play to their particular strengths and devote themselves entirely to their work (Mehta et al., 2022). Organizations that align their leadership practices accordingly are well positioned not only to recruit and retain the best but also to build an environment where both individual and the collective thrive in today's changing professional environment.

STATEMENT OF THE PROBLEM

This study will be conducted to identify the effect of leader style in the teaching performance of teachers in District II of Bambang Nueva Vizcaya.

Specifically, this study will aim to answer the following research problem.

1. What is the demographic profile of the respondents in terms of age, highest educational attainment, and length of service?
2. What is the level of leadership style in terms of autocratic, democratic, and transformational style of the school heads in Bambang II district of Nueva Vizcaya.?
3. What is the level of teaching performance of the respondents?
4. Is there a significant difference in the teaching performance of the respondence when group according to age, highest educational attainment, and length of service?
5. Is there a significant relationship between the leadership style of school heads and the teaching performance of the respondents?

OBJECTIVES OF THE STUDY

The following is the objectives of the study:

1. To find out the demographic profile of the respondents in terms of age, highest educational attainment, and length of service.
2. To identify the level of leadership style in terms of autocratic, democratic, and transformational of school heads in Bambang District II of Nueva Vizcaya.
3. To determine the level of teaching performance of the respondents.
4. To find out the significant difference in the teaching performance of the respondence when group according to age, highest educational attainment, and length of service.
5. To study the significant relationship between the leadership style of school heads and the teaching performance of the respondents.

Null Hypothesis of the study

The hypothesis will be tested

1.There is no significant relationship between the leadership style of the school head and the teaching performance of the respondents.

Significance of the study

School Administration. The outcome of this study will motivate the administration to support the activities that could help in the development of the school head on their leadership performances.

School Head. Results of this study may help the school heads to reflect on their level of resilience to find out what to improve and what to eliminate. Result of this study may help them to know what to consider to be an efficient leader.

Future Teachers. Results of the study clarifies how various leadership style affects their professional development and teamwork.

*Researchers***.** This study would be a handy reference for other researchers who intend to undertake similar studies along dimensions not included in the study.

Scope and Delimitation of the Study

This study focused specifically on the effect of leadership style on the teaching performance of public-school teachers in Bambang II District of Nueva Vizcaya through the use of questionnaire that identified and determined the leadership styles and its effect to teaching performance. The respondents of this study consist of Thirty (30) Public School Teachers, the study was limited to the data on the leadership styles derived from respondents' responses from the administered questionnaire.

This study was limited to the assessment of job satisfaction and commitment in terms of relationship with School Head, interdepartmental relationship, relationship with co-employees, job satisfaction and communication, this will be correlated with the age, highest educational attainment and years in service.

The data will be collected on April 2025, hence, the findings of the study will be applicable for this year onwards, subject to change based on the leadership styles and job satisfactions of teachers in Bambang II District.

Theoretical/Conceptual Framework of the Study

The leadership process occurs when leaders and employees put up positive social relationships. (Moorthy, 2014). However, (Rad & Yarmohammadian 2006) mentioned that different situation needs different leadership style. Therefore, leaders must implement different types of leadership in order to increase job satisfaction and attain maximum effectivity in their levels. Several previous studies have only focused on reciprocal relationships, but do not include rules in them that aim to arise trust from employees, commitment, and loyalty. Respect will disappear when the leader deceives or has a specific purpose and is not being sincere in forming a relationship (Hangeior, Ihagh, & Esiebugie, 2016). The ideal leadership style utilizes

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

all leadership styles to the best advantage. This means that the situation probably will determine the style used.

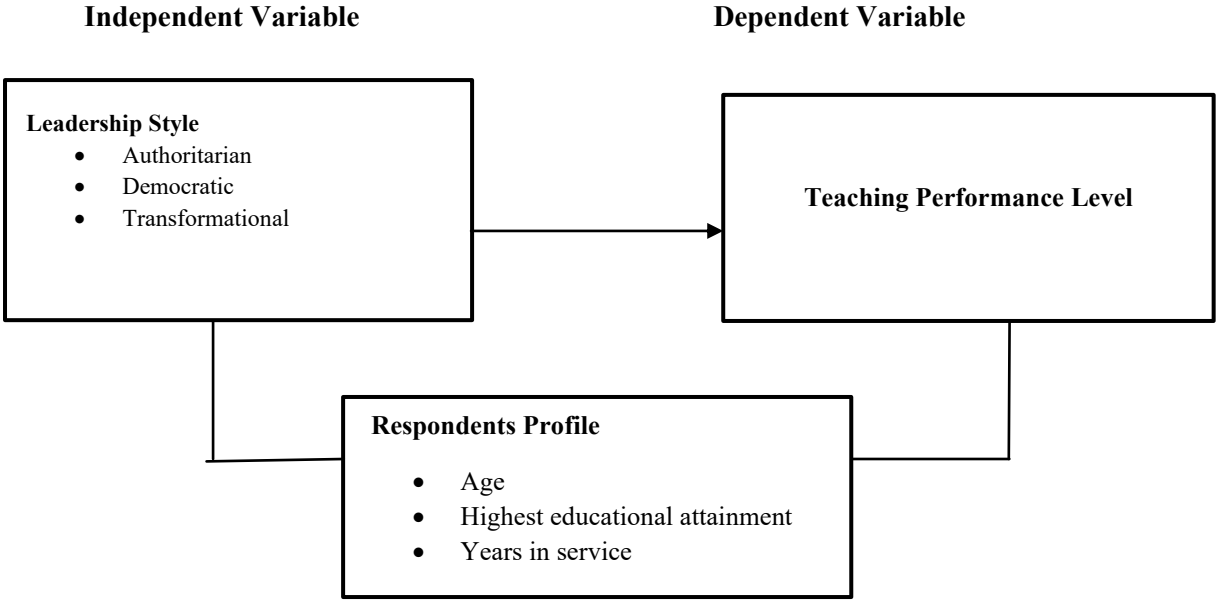

Figure 1. Research Paradigm Illustrating the Interplay of the Independent and Dependent Variables.

Figure 1 shows that the three boxes which represent the independent variables, dependent variables and sub variables. The independent variable contains leadership styles with the components such as— authoritarian, democratic and transformational, and the dependent variables is teaching performance while the sub variables consist of the respondents' profile which contains the age, highest educational attainment and the years in service.

Conceptual/Operational Definition of terms

The terms that are conceptually and/or operationally defined are:

Leadership Style. This refers to the behavioral approach employed by the leaders to lead, inspire and direct teams. It entails the manner in which leaders provide direction, implement plans, make decisions, and affect others to achieve organizational goals in terms of well-being and expectations of the team and stakeholders. influence, motivate, and direct their followers.

Teaching Performance. This refers to the result of efforts extended by teachers in the classroom that directly influence the achievements of educational goals for the learners. to achieve the objectives of their organization. It comprises a teachers' professional, personal, and social growth as reflected in their teaching practices and interactions within the teaching-learning environment.

Autocratic. When decision-making authority is centralized in the hands of one leader without group members' input, this is referred to as autocratic leadership. This leader bases all of their decisions entirely on their judgment and viewpoints usually without taking into account the thoughts or recommendations of others. These leaders demand complete obedience and demand that their orders be carried out without question. In some professional contexts where ambiguity is viewed as a liability, this leadership style—which is best known for its straightforward, no-nonsense approach to management and governance—can work well.

Democratic. The Democratic leader builds consensus through participation. Democratic leaders are constantly asking 'What do you think?' Such leaders show high levels of collaboration, team leadership and strong communication skills. This style of leadership works well in developing ownership for a project, but it can make for slow progress towards goals, until a certain amount of momentum has built up. Anyone wishing to use this style will need to make sure that senior managers are signed up to the process, and understand that it may take time to develop the consensus.

Transformational. Transformational leadership refers to the form of leadership capable of eliciting positive transformation within followers. Transformational Leaders are typically lively, enthusiastic, and passionate about things. Transformational leaders control the situation through having a sense of clear direction regarding the intentions of the group. Transformational leaders are concerned with assisting members of the group to help each other and to offer them the support, direction, and inspiration they require to work diligently, execute well, and remain committed to the group.

Respondents Profile. The respondents' profile is used to describe a clear outline of the features of those who take part in a research study by offering feedback through surveys, interviews, or any other methodology for collecting data. It involves demographic, occupational, and other pertinent traits that describes the respondents.

This research study used the correlational research design which utilized empirical data gathering using a quotient

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.69 | ISI Value: 1.188

questionnaire. The questionnaire was established to find out the leadership styles of the School Heads at Bambang II district and its effect on their teaching performance.

RESEARCH METHODOLOGY

Research Design

This research study used the correlational research design which utilized empirical data gathering using a quotient questionnaire. The questionnaire was established to find out the leadership styles of the School Heads at Bambang II district and its effect on their teaching performance.

Research Locale

This study was undertaken at Bambang II District of Bambang Nueva Vizcaya. The District is well-known performing institution in the entire Province of Nueva Vizcaya because of its academic excellence and extracurricular performance not only in the province but also in the other places. The district had teachers who are capable and skilled as evident with the award being received as Gawad Teodora Alonso 2024 3rd place.

District II of Bambang, Nueva Vizcaya is composed of sixteen (16) schools having a total number of fourteen (14) school heads, 141 teachers, and 9 administrative officer under the supervision and leadership of the Public Schools District Supervisor, Edward Santiago.

The district is operating with the competitive teachers who are imbued with moral values, human ideals and aspiration and are adequately equipped with the pedagogical knowledge and skills to enable them to be responsive to national and regional goals. Above all, teachers and students in the district demonstrate their versatility as evidenced by the different awards reaped in academic, sports and socio-cultural activities.

Respondents and Sampling Procedure

The respondents of this study consist of thirty (30) Public School Teachers from District II Bambang, Nueva Vizcaya during the school year 2024-2025.

The sample of this study was selected through simple random sampling procedure. Simple random sampling is randomly choosing a set of individuals that represents the whole population. In this method, every member of the group has the same chances to be selected as a respondent.

The total population of teachers in Bambang II District is composed of 141 Using Random Number Generator of Online Calculator Soup, the respondents come up with thirty (30) Public School Teachers who serves as their respondents.

Research Instruments

The researchers used questionnaire as their research instrument in order to collect data to answer the questions presented in Chapter I. Each respondent was given a questionnaire to answer to determine the leadership style of the School Heads at Bambang II district and its effect on their teaching performance. The research instrument was adopted from the internet and was revised by the researchers and was subjected to content validation.

The research questionnaire was structured using the Likert scale with a four -point scale as shown below:

Scale	*Qualitative Description*
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

The respondents were encouraged to respond to their degree of agreement/disagreement with the statement contained in the instrument. To arrive at the verbal interpretation, the following numerical guide serve as a basis.

Range	*Verbal Interpretation*
3.50-4.00	Very High
2.50-3.49	High
1.50-2.49	Low
1.00-1.49	Very Low

Data Gathering Procedure

Before conducting the research, the researchers asked permission from the office of the Public Schools District Supervisor of Bambang II where the research is to be conducted. Upon the confirmation, the researchers went to the schools where in questionnaires was distributed to their respondents and was retrieved at the same time.

All the respondents were assessed through questionnaire involving the leadership style of their respective school heads and its effects on their teaching performance. Data gathered from the respondents' responses to the questionnaire were collected and subjected to statistical treatment.

Statistical Treatment of Data

The statistical tools utilized in this study were as follows:

Mean. This was used in determining the leadership style of the school heads.

Pearson r. This tool was used to measure the correlation coefficient between the leadership styles and teaching performance.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

RESULTS AND DISCUSSION

This chapter contains the presentation, analysis and interpretation of data to answer the questions found in chapter 1. The presentation of results follows the same sequence of the problems.

Problem 1. What is the demographic profile of the respondents in terms of age, highest educational attainment, and length of service?

Table 2.1. ***The demographic profile of the respondents in terms of age.***

	Group	Frequency	Percentage
Age	25-29	3	10
	30-34	6	20
	35-39	4	13.33
	40-44	3	10
	45-49	6	20
	50-54	5	16.67
	55-59	1	3.33
	60-64	2	6.67

The table shows the demographic profile of the respondents when group according to age. There are 3 which represents 10% respondents whose age were between 25-29, 6 which represents 20% were between 30-34, 4 which represents 13.33% were between 35-39, 3 which represents 10% were between 40-44, 6 which represents 20% were between 45-49, 5 which represents 16.67% were between 50-54, 1 which represents 3.33% were between 55-59 and 2 which represents 6.67% were aged between 60-64 comprising a total of 30 respondents.

Table 2.2. ***The demographic profile of the respondents in terms of length of service.***

Problem 2. What is the level of leadership style in terms of autocratic, democratic, and transformational style of the school heads in Bambang II district of Nueva Vizcaya?

	Group	Frequency	Percentage
Length of service	1-4	3	10
	5-9	8	26.67
	10-14	10	33.33
	15-19	5	16.67
	20-24	3	10
	25-29	1	3.33

The table shows the demographic profile of the respondents when group according to length of service. There are 3 which represents 10% of the respondents who have 1 to 4 years length of service, 8 which represents 26.67% has 5 to 9 years, 10 which represents 33.33% has 10-14 years, 5 which represents 16.67% has 15-19 years, 3 which represents 10% has 20-24 years and 1 which represents 3.33% who is 25-29 years length of service.

Table 3. ***The level of leadership style in terms of autocratic, democratic and transformational style of the school head in Bambang II district of Nueva Vizcaya.***

	Mean	Remarks
Autocratic	3.3	High
Democratic	3.79	Very high
Transformational	3.81	Very high

Table 3 presents the level of leadership style in term of autocratic, democratic and transformational. The calculated mean for autocratic leadership is 3.3 which is qualitatively describe as high. Democratic leadership has calculated mean of 3.79 which is qualitatively describe as very high the same with transformational leadership with calculated mean of 3.81.

Problem 3. What is the level of teaching performance of the respondents?

Table 4. ***The level of teaching performance of the respondents.***

	Mean	Remarks
Teaching Performance	4.35	outstanding

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The table present the overall mean of the level of teaching performance of the respondents which is qualitatively describe as outstanding having a computed mean of 4.35.

This means further that the respondents focus on the ideal that as teachers, they serve as positive and powerful role admiration of the values of the pursuit of learning and of the effort to learn and that their actions, statements, and different types of social interactions with students exemplify this ideal.

Additionally, the respondents are fully aware that as teachers, they can facilitate the process of learning in various ways by distinguishing and respecting the differences of learners, then using this awareness to establish new diverse sets of learnings activities to make sure that every learner can achieve applicable learning goals. Thus, familiarity with learners' background knowledge and experiences should be demonstrated and observed for their students' holistic development.

Furthermore, teachers must be able to demonstrate mastery of subject matter, teach learning goals for the lessons that are appropriate for the students, management of allotted instructional time for every lessons, choosing teaching methods, providing appropriate instructional materials for the learning activities that are appropriate for the learners that are connected in the objectives of the lesson.

Additionally, teachers must have high personal regard, concern for professional development and continuous improvement as teachers. They must take pride in the mobility of teaching as a profession, to make a professional relationship with colleagues to enhance teaching practice, and reflect on the extent of the attainment of learning goals.

This finding is parallel to the findings of Bacani (2014) that the teacher-respondents had outstanding teaching performance.

Problem 4. Is there a significant difference in the teaching performance of the respondence when group according to age, highest educational attainment, and length of service?

Table 4.1 ***The significant difference in the teaching performance of the respondents when group according to age.***

Age group	Average	F-value	F-critic	P-value	Remarks
25-29	4.25	3.24	2.46	0.02	significant
30-34	4.20				
35-39	4.32				
40-44	4.42				
45-49	4.58				
50-54	4.28				
55-59	4.32				
60-64	4.54				

The table presents the analysis of the difference in the teaching performance of the respondents when group according to age. The average of 25-29 years old is 4.25, the average of the respondents ages from 30-34 is 4.20, 35-39 is 4.32, 40-44 is 4.42, 45-49 is 4.58, 50-54 is 4.28, 55-59 is 4.32 and age from 60-64 has an average of 4.54. The calculated f-value is 3.24 and the f-critic is 2.46 and a p-value of 0.02. The p value is lower than 0.05 thus qualitatively describe as significant.

Table 4.2. ***The significant difference in the teaching performance of the respondents when group according to length of service.***

Length of service	Average	F-value	F-critic	P-value	Remarks
1-4	4.13	1.25	2.62	0.32	not significant
5-9	4.31				
10-14	4.41				
15-19	4.45				
20-24	4.38				
25-29	4.35				

The table presents the significant difference in the teaching performance of the respondents when group according to length of service. The average score for the respondents with 1 to 4 years length of service is 4.13, 4.31 for 5 to 9 years, 4.41 for 10 to 14 years, 4.45 for 15 to 19 years, 4.38 for 20 to 24, and 4.35 for 25 to 29 years length of service. The computed f-value is 1.25 and the computed f critic is 2.62 with a p-value of 0.32 which is qualitatively describe as not significant.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Problem 5. Is there a significant relationship between the leadership style of school heads and the teaching performance of the respondents?

Table 6. ***The significant relationship between the leadership style of school heads and the teaching performance of the respondents.***

Variables	Computed r	Interpretation	P-value	Remarks
Autocratic leadership style	0.26	Low	0.16	not significant
Democratic leadership style	0.16	very low	0.39	not significant
Transformational leadership style	0.09	very low	0.62	not significant

The table presents the significant relationship between the leadership style and the teaching performance of the respondents. The autocratic leadership style has a computed r of 0.26 which is interpreted as low and a p-value of 0.16 which is describe as not significant. The Democratic leadership Style has a computed r of 0.16 which give an interpretation of very low and p-value of 0.39 which describe as not significant the same true with transformational leadership style having a computed r of 0.09 giving a very low interpretation and a p-value of 0.62.

With the data analysis being applied, the null hypothesis of the study was accepted. It was shown that there is no significant relationship between the leadership style and the teaching performance of the respondents. This result contradicted the findings of Fadloli (2019) on his study which revealed a favorable and significant impact of principals leadership on the teachers of public elementary schools in ketahun sub-district.

FINDING, CONCLUSION AND RECOMMENDATION

This study was carried out to identify the effect of leadership style among school heads on the teaching performance level of teachers in Bambang II District.

Findings

1. The profile of respondents can be gathered from the table that there are 3 respondents were age between 25-29, 6 were between 30-34, 4 were between 35-39, 3 were between 40-44, 6 were between 45-49, 5 were between 50-54, 1 were between 55-59 and 2 were aged between 60-64 comprising a total of 30 respondents.
2. Autocratic leadership style among leaders in the district is high while democratic and transformational leadership style is very high.
3. Teachers in the district of Bambang II has 4.35 computed mean which was relatively outstanding.
4. It presents that the age of the respondents which has a computed p-value of 0.02 is significant while the length of service is not significant giving a computed p-value of 0.32.
5. This implies that autocratic, democratic and transformational leadership style and teaching performance of teachers is not significant giving computed p-value of 0.16, 0.39 and 0.62 respectively.

Conclusion

Premised on the significant findings of this study, the following conclusion were drawn.

1. Most of the teachers in Bambang II District were aged between 30-34 years old and 45-49 years old. Teachers in the district is already in service for almost 10-14 years.
2. Transformational leadership style is leveled very high among leaders in District II of Bambang Nueva Vizcaya.
3. The respondents have outstanding teaching performance.
4. The age of the respondents has significant effect on their teaching performance while length of service does not give any significance.
5. The leadership style of school heads does not correlate in the teaching performance of teachers in the district.

Recommendations

1. Future researchers may investigate the effect of leadership style on the level of teaching performance with a bigger sample size to increase statistical power of the study.
2. Future researchers may examine the same variables with different population or group to find out if the result is consistent.
3. Future researchers may conduct the same studies but different variables that can be correlated with the level of teaching performance of teachers.

REFERENCES

1. *Ahmad, N., Thomas, M., & Hamid, S. (2020). Teachers Perception Regarding the Effect of Instructional Leadership Practices of Primary School Head teachers on Teacher Effectiveness. Journal of Research and reflections in Education, 14(2), 231-248.*
2. *Angelle, P. & M. Teague, G. (2014). Teacher leadership and collective efficacy: Teacher perceptions in three US school districts. Journal of Educational Administration, vol. 52(6), pp.738-753.*
3. *Ansley, B. M., Meyers, J., McPee, K., & Varjas, K. (2018). The hidden threat of teacher stress. https://www.salon.com/2018/03/11/the-hidden-threat-of-teacher-stress_partner/*
4. *Aunga, D. A. O. & Masare, O. (2017). Effect of leadership styles on teachers' performance in primary schools of Arusha district, Tanzania. International Journal of Education Policy Research and Review, 4(4), 42-52.*
5. *Bacani, M. (2014). Organizational health of elementary schools in Solano I and II Districts; Its relationship to teachers teaching philosophy, teaching styles and teaching performance. Unpublished dissertation, NVSU-Bambang, Nueva Vizcaya.*
6. *David, S.A. & Abukari, A. (2019). Perspectives of Teachers' on The Selection and The Development of the School Leaders in the United Arab Emirates. International Journal of Educational Management [online]. Vol. 34(1). [Accessed 21 May 2023]. Available at: 10.1108/IJEM-02-2019-0057.*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

7. *Francisco, C. D. (2019). School Principals' Transformational Leadership Styles and Their Effects on Teachers' Self-Efficacy. Online Submission, 7(10), 622-635.*
8. *Fadloli. (2019). Pengaruh Kepemimpinan Kepala Sekolah, Iklim Organisasi Dan Komitmen Organisasi Terhadap Kreativitas Guru Sd Negeri Sekecamatan Ketahun. 32–37.*
9. *Ismail, K., Sutarman, T., Yudhakusuma, D., & Mayasari, L. I. (2020). The Social Communication Competence as a Softskill of the School Leadership in Archipelago*
10. *Jaya, W. S. (2022). Kinerja guru ditinjau dari gaya kepemimpinan kepala sekolah dan motivasi kerja. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(3), 1286–1294.*
11. *Khoso, F. J., Oad, L., & Ahmad, N. (2023). Exploring Teachers' Perspectives on Effective Leadership Styles at Secondary Level in Karachi, Pakistan. Voyage Journal of Educational Studies, 3(4), 209-226.*
12. *Ladd, H.F. and Sorensen, L.C., 2017. Returns to teacher experience: Student achievement and motivation in middle school. Education Finance and Policy, 12(2), pp.241-279.*
13. *Mehta, M., Sarvaiya, H., & Chandani, A. (2022). Community engagement through responsible leadership in managing pandemic:*
14. *Mulyani, H., Meirawan, D., & Rahmadani, A. (2020). Increasing school effectiveness through principals' peadership and teachers' teaching performance, is it possible? Cakrawala Pendidikan, 39(2), 279–292. https://doi.org/10.21831/ cp.v39i2.28864.*
15. *Ningsih, E. K., Fitria, H., & Fitriani, Y. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Konsep Diri Terhadap Kinerja Guru. Journal of Education Research, 1(2), 100–105.*
16. *Nyenyembe, F.W., Maslowski, R., Nimrod, B.S. and Peter, L., 2016. Leadership Styles and Teachers' Job Satisfaction in Tanzanian Public Secondary Schools. Universal Journal of Educational Research, 4(5), pp.980-988.*
17. *Purwanto, A. (2020). Democratic, Authocratic, Bureaucratic and Charismatic Leadership Style: Which Influence School Teachers Performance in Education 4.0 Era?. Sys Rev Pharm, 11(9), 277-286*
18. *Wolters, C.A. & Hussain M. (2015). Investigating grit and its relations with college students' self-regulated learning and academic achievement. Metacognition and Learning, vol. 10(3), pp.293-311.*