

**INFLUENCE OF SCHOOL HEADS' LEADERSHIP BEHAVIOR ON TEACHERS' PERFORMANCE IN CAINTA SUB-OFFICE****Eloisa May B. Lanuza, PhD**

Schools Division of Cainta Rizal Sub Office, Philippines

**Email:** dr.eloisamaylanuza@gmail.com**Article Information****Received: 09th June, 2024****Accepted: 27th July, 2024****Published: 31<sup>st</sup> August, 2024****Keywords:** Demographic Characteristic, Leadership Behavior, Teachers' Performance**Journal URL:**<https://ijois.com/index.php/ijoisjournal>**PUBLISHER:** Empirical and Studies Communication–(A Research Center)  
**Website:** [www.cescd.com.ng](http://www.cescd.com.ng)**Abstract**

The study aimed to determine the influence of school heads' leadership behavior on teachers' performance in the Cainta Sub-Office. This study utilized descriptive correlational research to evaluate the influence of school heads' behavior on teachers' performance. The study selected 19 school head respondents and a proportional number of teachers per school, with 280 teacher-respondents from the 19 public elementary schools in Cainta. The findings highlighted the extent to which the leadership behavior of school heads has been excellent. The study recommended that administrators establish linkages with organizations that have the potential to benefit school heads and teachers in all disciplines to determine precisely what initiative and innovation best improve the education process. Moreover, dealing with educational gaps or issues requires good leadership behaviors and strategies. Benchmarking and participation in existing leadership programs, such as the School Heads Development Program Foundational Course and Training Program on School Leadership and Management (TPSLM) and Learning Delivery Modalities (LDM) Course offered by NEAP, can broaden mentorship and aid school heads in managing the organization and guiding individuals toward success. On the other hand, teachers can also be encouraged to pursue higher education by allowing them to enroll in graduate programs to improve their instructional competency and personal traits and obtain a deeper understanding of the leadership behavior of their school heads. Notably, the findings align with a critical component of the MATATAG Agenda set forth by the Department of Education, specifically the component represented by the letter G which signifies "Give support to teachers to teach better." The leadership behavior demonstrated by school heads is pivotal in facilitating teachers' pursuit of further study and professional development. By providing targeted professional development programs and empowering teachers through continuous training and support, educational leaders can cultivate a culture of excellence and innovation in teaching. This alignment with the MATATAG Agenda highlights the significance of strong leadership in driving educational improvements and achieving the overarching goals of enhancing teacher effectiveness and student outcomes. A three-year development plan was proposed to strengthen the leadership behavior of school heads and teachers' performance. Implementation of the proposed plan was recommended.

## **Introduction**

School heads are responsible for ensuring that all teachers and students encounter demanding tasks while meeting the appropriate educational standards, even in unforeseen circumstances. In December 2019, the COVID virus plague began in Wuhan and spread throughout the rest of the world. Due to the virus's extreme contagiousness, The World Health Organization (WHO) called the virus a global pandemic in March 2020. Countries worldwide implemented drastic measures to contain the virus spread, including restrictions, isolation protocols, and time limits. To shrink the risk of people contracting Covid-19, areas where humans encounter one another, particularly educational institutions, have been closed.

According to UNESCO, 2020a; 2020b; UNICEF, 2020, almost a billion conveyed students of all ages from all over the world experienced a disruption in their educational experience due to global measures. Although remote learning approaches have been successful as an immediate response, they have also demonstrated the importance of schools as communities, which is a fundamental part of schooling and learning. School leaders must endeavor to sustain and enhance their school by collaboratively developing its vision and engaging effectively with teachers, students, and parents. School heads play a vital role in their success, ensuring stability and a seamless operation. The launch of the Basic Education Development Plan 2030 (BEDP 2030) and the MATATAG Agenda marked a significant turning point for the Department of Education (DepEd) in the Philippines. These frameworks were designed to outline the priorities necessary to address both the immediate and long-term challenges facing basic education, particularly in the wake of the disruptions caused by the COVID-19 pandemic. The MATATAG Agenda complements these efforts by focusing on key areas such as providing support for teachers, improving access to learning resources, and enhancing the overall quality of education. Together, these initiatives reflect DepEd's commitment to not only recovering from the challenges posed by COVID-19 but also to preparing for future uncertainties. By prioritizing the needs of students and educators, the BEDP 2030 and MATATAG Agenda aim to create a more equitable, effective, and responsive education system that meets the diverse needs of the learners.

School heads can directly impact school morale by enforcing clear regulations and procedures that improve education. Teachers are more likely to practice and exhibit desired behaviors and dedication when leaders give the appropriate leadership, which enhances teaching and learning. It is also vital to engage teaching staff with more excellent opportunities to participate in training seminars and workshops such as team-building exercises, curriculum development, and organization of school events. To increase the quality of education, school heads must reinforce their good leadership behavior and exert maximum effort in fostering a pleasant environment to ensure that teachers function at a high level. The school heads' leadership role is vital for improving the quality of education. As a result, high performing teachers will boost pupils' learning results. To accommodate the goal-oriented teaching-learning environment, school heads as leaders must exhibit behaviors to increase the organization's performance. Unfortunately, it is still being determined to what extent school heads' leadership behaviors in human interaction, credibility, decision-making processes, leadership in instruction, authority, and conflict management domain will drive teachers to improve their performance. Therefore, it is vital to undertake a study to identify the influence of school heads' leadership behaviors.

---

## Research Questions

The research aimed to identify the influence of school heads' leadership behavior on teachers' performance in Cainta Sub-office Division of Rizal. Specifically, it pursued to answer the following questions:

1. What is the socio-demographic characteristics of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. civil status;
  - 1.4. position;
  - 1.5. educational attainment; and
  - 1.6. length of service?
2. What is the extent of school head's leadership behavior in terms of:
  - 2.1. human relations;
  - 2.2. trust and decision-making;
  - 2.3. instructional leadership;
  - 2.4. control; and
  - 2.5. conflict?
3. Is there a significant difference in the perception of the two groups of respondents with respect to the extent of School heads' leadership behavior in terms of:
  - 3.1. human relations;
  - 3.2. trust and decision-making;
  - 3.3. instructional leadership;
  - 3.4. control; and
  - 3.5. conflict.
4. What is the performance of the teachers in Cainta Sub-Office for the last three years?
5. Is there a significant relationship between teacher respondents' demographic characteristics to teachers' performance?
6. Is there a significant relationship between school heads' leadership behavior and demographic profile of the respondents?
7. Is there a significant relationship between the extent of school heads' leadership behavior and teachers' performance?
8. Based on the findings, what developmental plan may be proposed to improve the school heads' leadership behavior?

## LITERATURE REVIEW

Pasion et al. (2021) investigated the impact of school heads' qualifications and competence on school performance. In his study, they utilized 48 school heads. They claim that school leaders are responsible for encouraging and enhancing staff development. On the other hand, the investigation suggested improving school-based management areas where schools had reached a mature level of practice while maintaining the present level of course in SBM areas where they had reached an advanced level of practice. The study gave a strong foundation for the dissertation as it mentioned the vital roles of school administrators. Their study is similar to Agustin et al. (2019) as they looked at school heads' competencies and supervisory leadership. They included teachers and school heads as respondents, but Ampofo et al. (2019) included class prefects and other administrators in their study. They may have various techniques, but they used them in their studies to see how the instructional abilities of the

school heads influenced performance which conveyed a connection to the possible direction of the study.

Agustin et al.'s (2019) study also produced a leadership framework that school leaders can apply. In contrast, Ampofo et al.'s (2019) study recommended that the Ghana Education Service allocate more of the promotion requirements for schools as evidence of direct monitoring of teachers and reduce the workload of school heads for them to be more effective. Their studies took divergent approaches: Pasion focused on the impact of school heads' behavior and capabilities on teacher and school performance, Ampofo et al. (2019) sought to improve teachers' role performance through direct supervision, and Agustin focused on structure for enhancing school heads' administration competencies. These referenced studies were comparable to the researcher's dissertation topic, focusing on school heads' competence and supervision.

On the other hand, the study of Khan et al. (2018) and Mukezakule, 2019, Rao & Zaidi (2020), and Serin & Arzu Akkaya (2020) found that teachers regard their school heads as transformative leaders. Teachers' perceptions of school heads' transformational leadership abilities vary by length of service, education level, and sex. These variables are included in the study of the researcher. One of the most critical factors related to school heads' competence behavior in providing instructional supervision and professional development is the notion that instructional support can improve classroom teaching. Simultaneously, their amount of control was the more critical factor in leaders' perceptions of their ability to provide classroom resources.

Serin & Arzu Akkaya (2020) emphasized school heads' motivation that affects subordinates' performance, while Wang & Tian (2016) underscored the importance of school leaders functioning as behavioral role models by encouraging students to be open-minded and self-confident. Several researchers, including Koczyska (2020); Rio (2018), focused their studies on age, and Weinstein et al. (2021); Luoto & Varella (2021) emphasized sex as a factor that may affect behavior and performance, whereas Rush (2017) and Russell (2018) focused on civil status. Lyons (2017) and Cherry (2020) also discussed their studies on position. Furthermore, while Zuzovsky (2018), Pamuhatang (2019), Debura (2019), and Rajo (2019) conducted similar studies, their emphasis was on educational attainment. On the other hand, (Tambingon, 2018); Rakas (2017) focused on the length of service. Several of these cited papers are similar to the researcher's dissertation topic in that they are concerned with the behavior of school heads and the significant demographic characteristics associated with teachers' performance.

The research of Zaini & Syafaruddin (2020), Thomas et al. (2018), and Demircioglu & Chowdhury (2020) have emphasized the importance of leadership behavior. Zaini & Syafaruddin (2020) investigated modern school leadership behaviors to enhance educational quality through program implementation, communication, and inspiration. Their findings corroborate those of Thomas et al. (2018), who claimed that leadership behavior significantly affected employees' behavior. The impact of leadership behavior on performance was also beneficial in a study conducted by (Demircioglu & Chowdhury, 2020), who emphasized that relational leadership behavior is critical for free enterprise in civic companies, emphasizing the necessity of creating relations with dependents. Their research examined and explored leadership behavior from various perspectives and methodologies.

These studies are comparable to the researcher's basic research exploring leadership behavior. On the other hand, according to the findings of Armaan et al. (2020), human contacts that traverse the bureaucratic plane are not a hallmark or element of organizational

operations. It portrays the school's ongoing reconstruction through human-to-human exchanges. In other terms, relationship practice refers to both management behavior and the development of connections with their professors, whereas Neesham (2018) studied human relations to address radical requirements derived not just from employee experiences but also from capital owners', managers' school heads, and other stakeholders such as human resource professionals.

An additional study by Byrd (2018) and Kandar (2018) found that principals with minimal teacher turnover had interpersonal skills, such as a genuine concern for teachers and families. Professional and personal growth were also fostered. Malauna (2021) also mentioned that work values like human relations are connected to teaching performance. Their studies reflected the components used by the researcher in the leadership behavior questionnaire.

Moreover, the study proved that a balanced management-instructor relationship requires good human relations and a positive school heads-teacher relationship. So, ways to assist school leaders and teachers' communication is needed. For Espiritu (2022) and (Maslyukova & Volchik, 2019), trust is "the foundation of educational success". Effective schools build trust and an individual's confidence in their competency, honesty, and openness.

Maslyukova & Volchik (2019) investigated metrics of development and trust in education and science using a Russian case study. This shows that the trust between students, parents, and the madrasah administration extends to the broader perspective. Their studies correlate to the dissertation as this also influenced the school heads' behavior in human relationships, trust, and decision-making. Wieczorek, D., & Manard, C. (2018). Pmbudi and Gunawan (2019), Zheng (2019), and Lincuna & Caingcoy (2020) have similar studies in the instructional leadership domain. D. Wieczorek and C. Manard, on the other hand, 52 studies have highlighted the need to tailor leadership planning, coaching, and professional growth initiatives to the particular needs of rural educational managers. These researchers have also highlighted the significance of increasing new leaders' understanding of countryside educational institution standards and acquiring skills required for their growing job responsibilities, while Pmbudi and Gunawan (2019) emphasized the school heads' function by shifting the principal's responsibilities from operational management to instructional leadership. Zheng (2019) also averred to the school heads' functions mentioned by Pmbudi and Gunawan (2019) and Omar(2020). The instructional leaders' mission is to guarantee that the institution's quality of instruction is prioritized. (Zheng,2019) The empirical research using the leadership domain as the researcher's variable serves as a point of convergence for the dissertation.

On the other hand, D. Wieczorek and C. Manard(2018) look at the fundamental principle of supervisory control and see leadership as choosing a control strategy to achieve a desired goal. Dietrich & Martin's (2019) also made a point as they emphasized that the time dependent term in the interactions will be stable throughout time to establish control. Their studies on the control leadership domain correlate with the researcher's dissertation variables. The conflict has significant implications for school leaders in terms of conflict management training for teachers to improve student discipline, according to Anderson (2019), whereas Bhayana (2019) found that defining conflict management styles is a critical mechanism for promoting positive team outcomes through shared leadership.

Anderson (2019) searched for underlying research and determined that conflict has important consequences for school heads regarding conflict management training for teachers to improve student discipline, as Rahim (2019) discussed in detail. The empirical studies for the conflict domain as the researcher's variable are points of convergence. Teacher performance

is among the few factors contributing to a school's effectiveness and learning outcomes in all educational systems.

Purwanto (2020) emphasizes that teacher performance is the most significant input in education. The teacher is the most critical component of every educational institution. The leadership behavior and style of the school heads are demonstrated via their activities, which establish them as group leaders capable of executing the leadership tasks expected of them in schools. On the other hand, teachers' expectations of principals' leadership duties may differ from the principal's authentic leadership style or role performance in their schools.

Omar (2021), in his study, also mentioned the active role of school heads in teachers' performance. This relates to the researcher's variable as there is a need to assess the method of evaluating teachers' performance. The methods and practices are collectively referred to as the Result-Based Performance Management System used in the study. Research indicates that continuous training and access to modern pedagogical resources significantly enhance teaching efficacy (Smith & Jones, 2021). By investing in teacher capacity-building, the MATATAG Agenda and BEDP 2030 aim to foster a culture of excellence and innovation within classrooms, ultimately leading to better student performance (Garcia, 2022).

## **METHODOLOGY**

This section shows the research design, the study's participants, the research locale, the population, methods of analysis and interpretation, the instrument used and its validation, the procedure of study, and the statistical treatment.

### **Participants**

School heads of Cainta Sub-Office were included as respondents, and the teachers were selected through the sample size above. School heads as respondents can be cited as Principals, Head Teachers, or Teacher-In-Charge designated for school administrative and instructional supervision, while the teachers as respondents include Teachers 1-3 and Master teachers who have been defined as experts active in classroom teaching at any level of instruction. They were discussed regarding their ages, genders, civil statuses, positions, education levels, and service lengths, among other characteristics. School heads were asked to rate their leadership behaviors. This provided them with a self-assessment of their behaviors. Teachers were also included as the respondents, who will rate the school heads' leadership behavior. School heads were informed that their teachers would rate them and would be asked to consent to participate in the study. The researcher demonstrated the importance of ethical consideration in this practice.

### **Instruments of the Study**

The researcher gathered data using pre-designed questionnaires. Three instruments were required. The first instrument (one) was about the sociodemographic characteristics of school heads and teachers, the second instrument (two) was about the management behavior of school leaders, appraised by teachers 58 and school heads, and the third instrument (three) was about the RPMS for teachers that was used as a basis for performance. Part I contains School Head Respondent Questionnaires (ARQ) and Teacher-Respondent Questionnaires (TRQ). This is to compile statistics on school leaders' and educators' social and prole features regarding age, sexual orientation, title, educational level, and length of service.

Part II, adopted by Bulach et al. (2006), developed this tool, which Montero (2010) cites. It assesses a school head's leadership behavior/style, rated by teachers and school heads. The instrument assessed the school heads' interaction with staff using 48 behaviors. As Montero said, Cronbach's alpha revealed a correlation coefficient of +.95, confirming the instrument's good dependability.

The third tool, the RPMS (Results-Based Performance System), was used to gather information about teachers' performance as evaluated by students, parents, and administrators.

## Procedure

A Gantt chart of activities guided the study. The instruments were prepared. After the instrument had been thoroughly tested, the researcher applied to the appropriate authorities for approval to proceed with the study. The right to conduct the study was rigorously followed with the approval of the Superintendent of Schools, School heads, and Teachers. Letters were sent to respondents, assuring them of their privacy, safety, and identity protection. An anonymous survey taken at respondents' leisure and on their own time guaranteed the privacy and reliability of the information gathered.

School heads were also notified that their teachers would rate them and would be asked to participate in the study. With this practice, the researcher prioritized ethical considerations. As school heads were given a chance to rate themselves, teachers also rated how frequently they observed a school head exhibiting a particular behavior using the Likert scale. For each subscale, each participant got a mean subscale score.

Participant anonymity was ensured here so they could express themselves completely and openly. Bulach et al. (2011) created a survey tool to respond to the study queries. Bulach et al. (2011) permitted the utilization of the survey instrument. The distribution of questionnaires to teachers and school heads was used for data collection to determine the respondents' socio-demographic characteristics. After collecting data, data were calculated and figured employing statistical tools. Following a comprehensive review of all the data, descriptive statistics were used to portray the findings clearly and concisely. It employed a 5% significance threshold to evaluate hypotheses using correlation analysis. A statistician was consulted for help with data analysis and interpretation. Findings were summarized, and recommendations were made.

## RESULTS

Grounded on the evaluation and interpretation of data, the following results are hereby summarized:

1. The majority of the school leaders were women, married, full-edged principals, and held portions of a doctoral degree; they were in their late 50s and on the cusp of the end of their careers. The bulk of the teachers who responded to the survey were in their golden years, married, employed in Teacher I positions, and lacked a master's degree.
2. The respondents' evaluation of the extent of the school principal's leadership behavior has a general average weight of 4.74, which is perceived as "always." Furthermore, the Human Relations and Conflict domain received the highest average weight of 4.88, which was verbally perceived as outstanding, while the Instructional Leadership domain received the lowest average weight of 4.83, which was verbally perceived as outstanding. However, the

control domain received the highest average weight of 4.65 and was perceived verbally as outstanding by teacher-respondents, whereas the human relations 98 domain and conflict domain received the lowest average weight of 4.59 and were perceived verbally as outstanding.

3. There is a substantial discrepancy in the discernment of the two sets of participants with respect to the degree of School heads' leadership behavior in terms of social relationships, faith and prejudices processes, lectures management, supervision, and dispute management.

4. The general performance rating of teachers in Cainta District over the last three years is 4.27, which is considered very satisfactory. Furthermore, the average teacher rating for the 2018-2019 school year was 4.15 with a very satisfactory description, 4.34 with a very satisfactory description for the 2019- 2020 school year, and 4.31 with a very satisfactory description for the 2020- 2021 school year.

5. There is no substantial difference between teacher respondents' demographic attributes and their

performance.

6. There is no substantial correlation between the school heads' leadership behavior in terms of human relationships, leadership in instruction, control, and conflict management, and the demographic profile of the respondents, such as age, sex identity, civic status, position, scholastic attainment, and length of service. Likewise, the correlation coefficient of -0.001 to 0.040 indicates a low negative correlation between the school heads' leadership behavior and the demographic profile of the participants.

7. There is no correlation between school leaders' leadership behavior and the Teacher's performance, which is failed to reject because the p-value exceeds the 0.05 significance level; therefore, it is not significant. Likewise, the correlation coefficient of .007 to 0.055 indicates a low positive correlation between school heads' behavior and teachers' performance of teachers.

## DISCUSSION

The study provides a nuanced understanding of the demographic characteristics of school leaders and teachers in the Cainta District and their perceptions of leadership behaviors, as well as the correlation between these behaviors and teacher performance. The majority of school leaders were found to be women, nearing retirement, with many holding partial doctoral degrees, while teachers were primarily older, married, and employed in entry-level positions without advanced degrees. This demographic insight suggests a seasoned workforce that, despite its experience, may benefit from targeted professional development opportunities, particularly for teachers who have not yet pursued further education.

School leaders were rated highly for their leadership behaviors, with an overall score of 4.74, reflecting consistent perceptions of effectiveness. The highest ratings were in human relations and conflict resolution, domains that emphasize the interpersonal and managerial aspects of leadership. However, instructional leadership, while still rated positively, emerged as an area for potential enhancement. This suggests that while school leaders are viewed as strong in managing relationships and conflicts, there may be a need to further develop their capacity to lead instructional improvement efforts.



A critical finding of the study is the discrepancy between the perceptions of school leaders and teachers regarding leadership behaviors. Areas such as social relationships, classroom management, supervision, and conflict resolution were perceived differently by the two groups, signaling a potential disconnect between leadership intentions and teacher experiences. This highlights the importance of fostering open communication and creating feedback mechanisms to align expectations and perceptions of leadership efficacy.

Teacher performance in the district has been consistently rated as "very satisfactory" over the past three years, with a steady improvement in performance scores. This positive trend reflects the effectiveness of teaching practices but also suggests room for growth towards achieving "outstanding" performance ratings. Notably, the study found no significant correlation between demographic factors such as age, gender, and educational attainment and teacher performance. This suggests that teacher effectiveness is not heavily influenced by individual demographic traits, underscoring the success of uniform standards and practices across the district.

Finally, the study reveals no significant correlation between school leaders' leadership behaviors and teacher performance. Despite high ratings for leadership behaviors, these do not appear to directly influence teacher performance outcomes. This finding raises questions about the impact of leadership on teaching effectiveness, suggesting that other factors—such as curriculum quality, student engagement, and professional development—may play a more significant role in shaping teacher performance than leadership behaviors alone.

### Summary of Findings

Grounded on the evaluation and interpretation of data, the following results are hereby summarized:

1. The majority of the school leaders were women, married, full-edged principals, and held portions of a doctoral degree; they were in their late 50s and on the cusp of the end of their careers. The bulk of the teachers who responded to the survey were in their golden years, married, employed in Teacher I positions, and lacked a master's degree.
2. The respondents' evaluation of the extent of the school principal's leadership behavior has a general average weight of 4.74, which is perceived as "always." Furthermore, the Human Relations and Conflict domain received the highest average weight of 4.88, which was verbally perceived as outstanding, while the Instructional Leadership domain received the lowest average weight of 4.83, which was verbally perceived as outstanding. However, the control domain received the highest average weight of 4.65 and was perceived verbally as outstanding by teacher-respondents, whereas the human relations 98 domain and conflict domain received the lowest average weight of 4.59 and were perceived verbally as outstanding.
3. There is a substantial discrepancy in the discernment of the two sets of participants with respect to the degree of School heads' leadership behavior in terms of social relationships, faith and prejudices processes, lectures management, supervision, and dispute management.
4. The general performance rating of teachers in Cainta District over the last three years is 4.27, which is considered very satisfactory. Furthermore, the average teacher rating for the 2018-2019 school year was 4.15 with a very satisfactory description, 4.34 with a very satisfactory description for the 2019- 2020 school year, and 4.31 with a very satisfactory description for the 2020- 2021 school year.

5. There is no substantial difference between teacher respondents' demographic attributes and their performance.
6. There is no substantial correlation between the school heads' leadership behavior in terms of human relationships, leadership in instruction, control, and conflict management, and the demographic profile of the respondents, such as age, sex identity, civic status, position, scholastic attainment, and length of service. Likewise, the correlation coefficient of -0.001 to 0.040 indicates a low negative correlation between the school heads' leadership behavior and the demographic profile of the participants.
7. There is no correlation between school leaders' leadership behavior and the Teacher's performance, which is failed to reject because the p-value exceeds the 0.05 significance level; therefore, it is not significant. Likewise, the correlation coefficient of .007 to 0.055 indicates a low positive correlation between school heads' behavior and teachers' performance of teachers.

## Conclusion

Based on the findings shown, the following conclusions were obtained:

1. The school heads have excellent credentials with leadership experience. Meanwhile, teachers must participate in a variety of personal and professional growth and improvement activities to advance their expertise as educators.
2. The school heads in the Cainta Sub-Office are worthy of emulation as they have demonstrated leadership behavior in the performance of their duties.
3. The perspectives of the two sets of participants regarding the extent of school leaders' leadership behavior in terms of humane interactions, faith and prejudice processes, management in instruction, supervision, and dispute management differ significantly.
4. Over the last three years, Cainta Sub-Office teachers' overall performance ratings have been very satisfactory.
5. There is no substantial disparity in teachers' performance when they are grouped by age, sexual orientation, civic status, position, degree of education, and length of service.
6. When the participants are grouped by age, sexual orientation, civic status, position, educational attainment, and length of service, there is no substantial association in their assessments of the school heads' leadership behavior in terms of humane interactions, faith, and prejudice processes, management in instruction, supervision, and dispute management.
7. The effectiveness of teachers was not substantially correlated with the leadership style of school administrators in terms of interpersonal relationships, faith and prejudice processes, management in instruction, supervision, and dispute management differ.

## Recommendations

In accordance with the findings and conclusions, the following recommendations are made:

1. The last pillar of the DEPED MATATAG Agenda, "Give support to teachers to teach better," emphasizes the essential impact teachers have on the future of the nation. To enhance educational quality, DepEd prioritizes the ongoing professional development of educators.

Moreover, allowing teachers to participate in graduate programs will help them advance their instructional competency and personal qualities, as well as obtain a deeper grasp of the leadership style of their school administrators. The teacher also serves as a mentor who directs and encourages pupils' study and as a moral educator who imparts ideals. Teachers need to actively market themselves as accomplished professionals as a result. By providing continuous training and resources, teachers can stay informed about contemporary teaching methods and best practices, which ultimately leads to improved student learning outcomes. Furthermore, MATATAG AGENDA underscores the necessity of improving teachers' welfare by ensuring fair compensation and fostering motivation to sustain their vital contributions to education.

2. As one of the enabling mechanisms in BEDP 2030, school administrators must adopt leadership behavior by using good judgment in instructional leadership and implementing conflict resolution and human relations strategies. This will help them significantly improve their relationships with teachers.

3. Although school leaders excel at modeling the five deeds of leadership— interpersonal relationships, trust and decision-making processes, leadership in instruction, supervision, and conflict management—they must still make a commitment to developing each of these areas.

4. In order to improve their leadership abilities and to motivate teachers and other school stakeholders to take part in initiatives and projects, school leaders may be assessed in five different leadership domains. This will enable parents, educators, and school administrators to work together more harmoniously.

5. School leaders can enhance their administrative abilities by developing supplementary leadership training programs. Dealing with educational gaps or issues during a pandemic requires good leadership behaviors and strategies. Those already employed as administrators may also enroll in several leadership development courses to further hone their abilities. These programs must give school administrators comprehensive knowledge and a clearer understanding of running effective institutions within the new regulatory framework. All school leaders and heads ought to be compelled to participate in many online workshops and webinars on management and leadership before being appointed huge positions.

6. In order to identify which projects and innovations best improve the educational process, administrators may develop partnerships with groups that could be helpful to educators and students in all subject areas.

7. A follow-up study can be carried out to include other factors that can affect teachers' performance. 8. It is advised to put into action the suggested development plan to enhance the leadership skills of school heads.

9. There may be parallel research done with additional factors in mind.

## REFERENCES

- Aaberge, Gail D. (2000). The Relationship between Individual Teachers' Conflict Styles and Perceptions of School Culture in Graduate Student Theses, Dissertations & Professional Papers, No.10601
- Aganon, R. (2021). The Leadership Behavior and Competence of Public Secondary School Administrators in the Division of Cagayan: Basis for a Compelling-Based Program. *International Journal of Arts, Sciences and Education*, 1(3), 15–42.

- Agustina et al.(2016).The Influence of Principal Leadership, Climate, Teacher Performance on Quality of Education in Central Lampung (Journal of Management, Vo. 4 No.1
- Akkaya, A., & Serin, H. (2020). The Investigation of the Relationship Between Academics' PersonOrganization Fit and Burnout Levels. The International Journal of Progressive Education, 16, 27-44.
- Amaniampong, P., Mensah, J. A., & Tkayi, E. B. (2021). Guidance Services for Learners with Special Educational Needs: Perspective of JHS Teachers and Counsellors in Birim Central Municipality, Ghana. International Journal of Education, Psychology and Counseling, 6 (42), 63-73.
- Anderson, H. J., Baur, J. E., Griffith, J. A., Buckley, M. R. (2017). What works for you may not work for (Gen) Me: Limitations of present leadership theories for the new generation. The Leadership Quarterly, 28(1),245–260.
- Audenaert M., Decramer A., George B.,(2021).How to foster employee quality of life: The role of employee performance management and authentic leadership,Evaluation and Program Planning, Volume 85
- Buzzai, C., Sorrenti, L., Tripiciano, F., Orecchio, S., & Filippello, P. (2021). School alienation and academic achievement: The role of learned helplessness and mastery orientation. School Psychology, 36(1), 17–23.
- Bulach, C. R., Boothe, D., & Pickett, W. (August 21, 2006). Analyzing the Leadership behavior of school principals. In National Council of the Profess of Educational Administration.
- Cheng, TF., Wu, HC. (2020). A follow up study on vocational high school principals' opinions about 360 degree evaluation feedback and their leadership effectiveness and behavior change. Asia Pacific Educ. Rev. 21, 65-81
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The Relationship Between School Administrators' Leadership Style School Culture, and Organizational Image. SAGE Open.
- Khan A,et al.(2018)..An approach for reduction of false predictions in Reverse engineering of gene regulatory networks.J Theor Biol 445: 9-30
- Luoto S.,Varella M.,(2021). Pandemic Leadership: Sex Differences and Their Evolutionary–Developmental Origins. Frontiers in Psychology. Sec. Evolutionary Psychology.
- Macasa, Jr., Gerardo P., Imee C. Acosta & Eduardo P. Malagapo. (2019). “Determinants of Core Competencies of School Leaders Managing Philippine Schools Overseas: A Guide to Stakeholders and School Owners”in Universal Journal of Educational Research, Volume 7(6), pp.1458146.
- Miller, C. M., & Martin, B. N. (2015). Principal preparedness for leading in

- demographically changing schools: Where is the social justice training? *Educational Management Administration and Leadership*, 43(1), 129-151.
- Mukezakule, M. (2019). The relationship between corporate strategy, strategic leadership and sustainable organizational performance: Proposing a conceptual framework for the South African aviation industry. *African Journal of Hospitality, Tourism and Leisure*, 8(3), 1-19.
- Rao, H., & Zaidi, P.U. (2019). How different Perceived Leadership Styles have an influence on Organisational Commitment on Tourism SMEs? (*African Journal of Hospitality, Tourism and Leisure*, Volume 9(1).
- Rehman, A. U., Khan, M. I. & Waheed, Z., (2019). School heads' perceptions about their leadership styles: A qualitative study. *Journal of Education and Educational Development*, 6(1), 138-153.
- Stark, D., McGhee, M. W., & Jimerson, J. B. (2017). Reclaiming instructional supervision: Using solution focused strategies to promote teacher development. *Journal of Research on Leadership Education*. 12(3), 215238. <https://doi.org/10.1177/1942775116684895>
- Sibomana, I. (2022). Perceptions of teachers on the instructional leadership behaviours of secondary school principals in Rwanda. *Educational Management Administration & Leadership*, 50(1), 64 –80. <https://doi.org/10.1177/1741143220938365>
- Van Dierendonck, D., Haynes, C., Borrill, C., & Stride, C. (2004). Leadership Behavior and Subordinate Well-Being. *Journal of Occupational Health Psychology*, 9(2), 165–175.
- Volchik, V.; Maslyukova, E.(2019). Trust and development of education and science, *Entrepreneurship and Sustainability Issues* 6(3): 1444-1455.
- Wang, iS.(2020). Schooliheads'itransformationalileadershipian distudents'imodernity:I theimultiplemediatingieffectsi ofischooliclimates.iAsiaiPacificiEduc.iRev.i 20,20,329– 341i(2019).
- Waheed, Z., Hussin, S., & Bin Megat Daud, M. A. K. (2018). The best practices for school transformation: A multiple case study. *Journal of Educational Administration*,56(1), 88103.
- Waheed, Z., Hussin, S., Khan, M. I., Ghavifekr, S., & Bahadur, W. (2018). Ethical leadership and change: A qualitative comparative case study in selected Malaysian transformed schools.*Educational Managementi Administration & Leadership*, 46(1), 113129.
- Watson, T. N., & Rivera Mc Cutchen, R. L. (2016). #BlackLivesMatter: A call for transformative leadership. *Journal of Cases in Educational Leadership*, 19(2), 3-11.
- Wieczorek, D., & Manard, C. (2018). Instructional leadership challenges and

practices of novice principals in rural schools. *Journal of Research in Rural Education*, 34(2), 1-21.

Wentzel, K. R. (2017). Peer relationships, motivation, and academic performance at school. In A. J. Elliot, C. S. Dweck, & D. S. Yeager (Eds., *Handbook of competence and motivation: Theory and application* (pp. 586–603). The Guilford Press.

Wu, X; Law, S; Heath, T; Borsi, K; (2017). Spatial configuration shapes student social and informal learning activities in educational complexes. In: *Proceedings 11th International Space Syntax Symposium, SSS 2017.* (pp. 33.1-33.9). SSS: Lisbon, Portugal

DepEd Order No. 24, s. 2022 "Adoption of Basic Education Development Plan 2030

DepEd MEMORANDUM No., s. 2023 Pilot Implementation of the MATATAG Curriculum