



PERCEPTION OF SCHOOL HEAD'S LEADERSHIP STYLE AND TEACHERS' PERFORMANCE

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ABSTRACT

This study aims to determine the Leadership Styles of the School Heads and Teachers' performance. Specifically, it sought to offer data on respondents' perceptions of the leadership styles of their school heads in terms of leadership styles: Autocratic, Delegative, Democratic, Servant, and Transformational; Teachers' Performance and; and significant difference between the leadership styles of school heads and teachers' performance. The respondents were the Public Elementary School Teachers of East I District, Division of Cagayan de Oro City, School Year, 2021-2022. Statistical tools like frequency, mean, percentage, standard deviation, and t-test were used to check the statistical significance of the data. The instrument was adopted from the study of Juntahan (2020) and Oco (2022) on leadership style and the IPCRF School Year 2020-2021 of the respondents. Overall, the topmost rated leadership style was the Democratic Leadership Style, while the remaining four (4) leadership styles were at a high adherence level. Significant differences were registered between all five (5) leadership styles and school performance. In the final analysis, it was concluded that the democratic leadership style is the dominant style in managing teachers and students in school. Continuous development trainings and programs must be implemented, especially for novice teachers, to ensure good performance beneficial for the learners. Finally, handling school requires an effective leadership style to address challenges adequately.

INTRODUCTION

A leader is one whose magnetic personality motivates people. Leadership skills are crucial for personal and professional development in today's competitive world. The ability to lead others is not easy, making an effective leadership style. A leader provides direction that best suits one's attributes, subordinates, job, honesty, integrity, and respect. It directs decisions correctly and successfully.

The Philippine Constitution prescribes a permanent framework for the system of governance. It assigns to the different departments or branches of the government their respective powers and duties along with the principles of democracy on which the government is founded. In compliance with this tenet, the Department of Education enjoins the whole environment of public schools to be a venue for training effective leadership that provides real exposure, experience, and learning in responsible and participative democracy to protect the rights of teachers and students against the arbitrary actions of those in authority (Lapus, 2018).

Further, Republic Act No. 6713, otherwise known as the "Code of Conduct and Ethical Standards for Public Officials and Employees," states that all educators make themselves models of values that they teach their students. Therefore, moral values, democratic management, and commitment to excellence should manifest in the administrators' and teachers' lives (Juntahan, 2020).

School Heads are the recognized leaders in a school. They have been entrusted with authority, responsibilities, and accountabilities in the success or failures of the institution. Their position is significant to the learners' educational development, academic growth, and performance; the principal is usually the primary source and the driving force that upholds the organization's welfare. As leaders in the field of education, the administrators have been entrusted with the responsibility of ensuring that the school runs efficiently and students are provided with the best and quality education that, in the end, becomes the indispensable workforce of the community and the country (Hardman as cited by Catid, 2022).

In particular, the School Heads, who form the core of a school's leadership team, are increasingly important determinants of school effectiveness. Thus, the administrator plays a vital role as the primary leader of a school and will significantly influence all aspects of the functions of the school with their behaviors, personal characteristics, and biases. This view has garnered them added scrutiny in recent educational policy debates over how to improve schools (Roxas, 2022).

Making people work together is a big challenge in itself. The school community involves the teachers and learners and the school heads who lead the educative community. This study is a response as viewed by the perception of the teachers in the school with their school heads. From this premise, the researcher investigated the leadership styles of school heads and teachers' performance among the public elementary schools in the East I District.

Theoretical/conceptual Framework of the Study

This study is anchored on the premise that leadership quality significantly affects school and student outcomes. There is also increasing recognition that schools require influential leaders to provide the best possible education for their learners. Schools need trained and committed teachers, but they, in turn, need the leadership of highly effective school heads. However, while the need for influential leaders is widely acknowledged, there is much less certainty about which leadership behaviors are most likely to produce favorable outcomes (Agawin, 2019).

Critical theoretical contributions to the understanding of leadership are Taylor's Scientific Management on Contingency Theory and Situational Theory. Frederick Winslow Taylor (1917), as cited by Oco (2022), developed the Theory of Scientific Management. This is a philosophy that deals with the relationship between people and work. The basis for this relationship was finding the "one best way" for doing a job and finding the proper person for each job. The goal was maximum output with minimum effort through eliminating waste and inefficiency. Taylor believed that if labor and management embrace this philosophy, they will become teammates rather than adversaries, disregarding their traditional relationship and shaping greater profits.

On the other hand, Situational Theory tends to focus more on the behaviors that the leader should adopt in a given situational factor; that is, leaders should change their leadership styles due to the evolving situations. At the same time, Contingency Theory is similar in that there is an assumption of not simply one right way. Contingency Theory takes a broader view that includes contingent factors about leader capability and other variables within a situation (Oco, 2022).

Another concept being put into consideration in this study is DM No. 45 s. 2020 entitled: Results-Based Performance Management System (RPMS) guidelines in light of Covid 19 measures. This memorandum made significant changes to the standards set for evaluating teachers' performance compared to the pre-pandemic situations. The mode of verifications and artifacts were adjusted and aligned according to what was achievable during the pandemic, ensuring that teachers could still achieve high-performance ratings despite the challenges (DepEd Order No.45 s. 2020). In the following school year, additional objective indicators were added concerning the performance evaluation guidelines. However, options that allow teachers to choose on the complying mode of verifications and artifacts were provided so that compliance will be at a bit ease knowing that there are objectives that were only applicable in the face-to-face setting.

Thus, the teacher's performance is the dependent variable. Performance rating is done by the teachers and checked and verified

by school principals, master teachers, or program heads with the corresponding mode of verifications accumulated during the whole school year based on D.M. No. 45 s. 2020.

Methodology

The study utilized the descriptive design, which was appropriate for its objective to determine the subjects' perceptions of the leadership styles of their school heads under conditions that naturally occurred in their school environment. The data collected by the study would provide bases of inference on the said styles in the regular daily management of their schools when the research was conducted. The design involved description, recording, analyses, and interpretations of prevailing conditions as illustrated in the conceptual framework.

East City Central School (ECCS), formerly named Lapasan Elementary School, is one of the three (3) schools where the study was conducted. It is one of the elementary schools in the East I District Division of Cagayan de Oro City, located on Claro M. Recto Avenue. It was founded in 1948. It caters to primary education from Kinder to Grade 6 and SPED. It is headed by their school principal and three (3) Assistant. It comprises one hundred ten (108) teaching staff and four (4) non-teaching staff. The school is known for Journalism, Sports- Athletics, Taekwondo, Chess, Academic Quiz Bees, and Drum and Lyre. They also produced Grade 6 pupils who are qualifiers in Regional Science High School.

Gusa Elementary School (GES) is one of the three (3) schools where the study was conducted. It is located at Gusa Old Road, Cagayan de Oro. It caters to primary education from Kindergarten to Grade 6 and SPED. It is headed by a school principal and two Assistant Principals. It comprises one hundred ten (110) teaching staff and four (4) non-teaching staff. The school got BEST in the School Performance Rating. The school is known for Journalism, Sports- Athletics, Taekwondo, Chess, and Academic Quiz Bees.

Cugman Elementary School (CES) is also one of the three (3) schools where the study was conducted. It is one of the elementary schools in the East I District Division of Cagayan de Oro City. It was opened in 1948. It caters to primary education from Kindergarten to Grade 6 level and SPED. It started from two (2), and now it has forty-one (41) active teachers rendering teaching services with a total population of two thousand three hundred eighty-four (2,384) pupils, forty-one (41) teaching staff, one (1) non-teaching staff, and two (2) administrators. The school is known for its good facilities, such as a spacious library hub, text-to-teach room, gulayan, and Sports- Athletics and Academic Quiz Bees. The school has also produced achievers and professionals in different fields. Therefore, it is known by the line "Shine Cugman Shine."

Table A

Percentage Distribution of Respondents

Name of School	Total	
	F	%
East City Central School	108	42.00
Gusa Elementary School	110	42.00
Cugman Elementary School	41	16.00
Total	259	100.00

Table A presents the percentage distribution of teacher-respondents. The teacher-respondents of this study are the public elementary school teachers on regular/permanent status of East City Central School with 108 teachers or 42.00%, Gusa Elementary School with 110 teachers or 42.00%, and Cugman Elementary School with 41 teachers or 16.00%.

The actual population of 259 Public Elementary School Teachers were the respondents in this study; no sampling procedure was employed; hence the total universe is the total number of respondents.

The research instrument was adopted from the study of Juntahan (2020) and Oco (2022). The questionnaire determines the respondents' perceptions of the leadership styles of their school heads. It followed the pattern exemplified by local studies (Cotiangco (2018); Oco (2022) & Catid (2022) on leadership styles. Their respective instruments were approved and tested, and so they met the requirements of this research. The instrument consists of two parts. The items of the questionnaire are arranged in the following manner:

Table B

Leadership Styles

Leadership Styles	Item Numbers
Democratic	1-10
Autocratic	11-20
Transformational	21-30
Delegative	31-40
Servant	41-50

The researcher first presented her interest in conducting the study through a letter to the Dean of the Graduate School of Southern Philippines College for approval. Then, it was submitted to the Schools Division Superintendent (SDS) of the Division Cagayan de Oro for permission to gather needed data. Such permission was granted, so the researcher proceeded to the different Public Elementary Schools on East I as her coverage. The principals accommodated the request; the questionnaire was served via Google Form, considering the IATF Covid-19 precaution. Finally, it was retrieved, tabulated, and analyzed to attain the result of the study.

The following illustrates how the respondents' perceptions of the functional leadership practices of their school head according to assigned scores:

Table C

Scoring Basis

Score	Interval Scale	Description	Interpretation
4	3.25 – 4.00	Always	Very High Adherence
3	2.50 - 3.24	Often	High Adherence
2	1.75 - 2.49	Sometimes	Low Adherence
1	1.00 - 1.74	Never	Very Low Adherence

The statistical tool used to analyze the data gathered to answer the problems stated for this study were the following:

It utilized means and standard deviation to measure the respondent's perception of leadership practices and school performance, while frequency counts, mean, and percentage were used to describe the profile of the respondents' performance.

Furthermore, a T-test was used to compare two means, the means of two independent samples or two independent groups and the means of correlated samples. The quantitative data were tested at a 0.05 level of significance.

Results and Discussions

Problem 1. What are the respondents' perceptions on the leadership styles of their school heads in terms of:

- 1.1 Autocratic Leadership Style;
- 1.2 Democratic Leadership Style;
- 1.3 Delegative Leadership Style;
- 1.4 Servant Leadership Style; and
- 1.5 Transformational Leadership Style?

Table 1 below presents the distribution of teacher perception of the Autocratic Leadership Style. The data show an overall Mean of 3.37 (SD=0.63) with the corresponding description of Always. Seven (7) out of 10 or 70% of the indicators are Always rated with the interpretation of Very High Adherence. This means that the school head assures the teachers' practices are an effective way to realize the organization's projects. Furthermore, the school head ensures the teachers that their leadership practices are an effective way to discover the organization's projects and plans and implement the program for the teachers. This implies that teachers are less involved in school activities, especially decision-making. In some schools' scenario, school leaders execute authority over the plans and decisions of the school. The school leader has the right over this responsibility; however, the voice of the school community must as well be heard.

Table 1

Teacher's Perception of Autocratic Leadership Style

Indicators	Mean	SD	Description	Interpretation
1. The school head assures the teachers that his/her leadership practices are effective way to realize organization's projects.	3.73	0.50	Always	Very High Adherence
2. The school head set personally the rules for the good behavior of the teachers	3.62	0.73	Always	Very High Adherence
3. The school head requires the teachers to respect his /her authority as the first guiding principle in the management of the school	3.59	0.58	Always	Very High Adherence
4. The school head shares his/her personal appreciation to the assembly for the good things he/she has done for the teachers.	3.71	0.64	Always	Very High Adherence
5. The school head makes plans alone and tells the teachers to implement his/her plans.	2.63	0.77	Often	High Adherence
6. The school head demands that he/she is preferentially treated with dignity and respect by the members.	3.14	0.70	Often	High Adherence
7. The school head prefers that the teachers learn from his/her evaluation on organizational aspect effectively.	3.41	0.54	Always	Very High Adherence
8. The school head tells the teachers what they ought to do for the school.	3.34	0.57	Always	Very High Adherence
9. The school head shows that his/her leadership is the primary factor for the organization's success.	3.63	0.61	Always	Very High Adherence
10. The school head contradicts established rules to pursue what he/she considers a righteous cause.	2.87	0.67	Often	High Adherence
Overall Mean Score	3.37	0.63	Always	Very High Adherence

Note: 1.00-1.74 Very Low Adherence, 1.75-2.49 Low Adherence, 2.50-3.24 High Adherence, 3.25-4.00 Very High Adherence

The findings of Oshionebo et al. (2022) showed a strong correlation between teachers' participation in decision-making and their professional effectiveness. Teachers should be involved in school decision-making since they are the front-line personnel in the educational system and are aware of how to affect student behavior. To achieve the goals and objectives of the school, which are the conception of high-quality output that will support the domestic development of the nation, school administrators must adopt various leadership styles as needed and make sure teachers are treated well and motivated for effective job performance in the school. Teachers are stimulated when they are involved in the school's decision-making process. It helps them grow professionally and personally as it develops their self-esteem, so school administrators should include teachers in all necessary school activities and keep them updated. Principals must be aware of the significance of the behavioral point of view style they adopt. As a result, school principals must be adaptable and situational in their leadership approach.

Indicator 1," The school head assures the teachers that their leadership styles are an effective way to realize the organization's projects," got the highest Mean of 3.73 (0.50), described as always. This means that the teachers are aware of the importance of the presence of their school heads in implementing programs and projects for the learners and stakeholders. They show that in decision-making, teachers observed that the school heads have the final say on whether a specific proposal is to be accepted or rejected. The teachers are also aware that their school heads play a vital role in the achievements and failures of the school.

This confirms the study of Saguing (2019) revealed that autocratic might be authoritarian. Still, it can be best implemented, especially in making unpopular decisions, as long as it is the best option and it is for good for everybody. It further explained that sound decisions could sometimes become painful, but what is necessary and proper should always prevail.

Meanwhile, Indicator 5," The school head makes plans alone and tells the teachers to implement their plans," got the Mean of 2.63 (SD=0.77). This means that the school heads are making decisions that are not presented to the teachers. On the other hand, the teachers perceived that their school heads need to inform or disclose school-related matters to the school community, whether in a Parents' Meeting or Teachers' Meeting.

These findings also affirmed the claims of Fiedler, as cited by Jaudian (2019), that leadership has three (3) elements, namely: the source of power (authority), the scope (task-relevant), and the function (decision-making, directing, coordinating). Thus, the school head's role can be a factor in the success or failure of the school's operations.

Further, Parveen et al., (2022). aims to show how three leadership ideologies considerably impact the work output of public secondary school teachers in Faisalabad, Pakistan. First, the main conclusion presents empirical proof that the investigated principal leadership styles have a real and considerable impact on teacher job performance, both favorably and unfavorably. In particular, the study's findings show that, in the viewpoint of the teachers, the principal's autocratic leadership style was the most common type of leadership practice. The democratic leadership style trailed this. The findings also showed that autocratic leadership was a leadership style that was frequently used and had a substantial impact on teacher job performance. Therefore, it is recommended that the authoritarian leadership style be sustained due to its frequent/preferred practice by the investigated public secondary school principals and its significant and positive association with teacher job performance, according to several recommendations provided in the perspective of the study's findings.

Table 2

Teachers' Perception of Democratic Leadership Style

Indicators	Mean	SD	Description	Interpretation
1. The school head tries to include one or more teachers in determining what to do and how to do it.	3.76	0.55	Always	Very High Adherence
2. The school head asks for teachers' ideas and input on upcoming plans and projects.	3.74	0.62	Always	Very High Adherence
3. When things go wrong/need to create a strategy to keep a project or process on schedule, the principal/school head calls for a meeting to get the teacher's advice.	3.85	0.67	Always	Very High Adherence
4. The school head wants to create an environment where teachers take ownership of the project and allow them to participate in the decision-making process.	3.73	0.69	Always	Very High Adherence
5. The school head asks teachers for their vision of where they see their jobs are going.	3.58	0.57	Always	Very High Adherence
6. The school head allows the teachers to set priorities with his/her guidance.	3.73	0.59	Always	Very High Adherence
7. When there are differences in role expectations, the principal/school head works with them to resolve differences.	3.62	0.60	Always	Very High Adherence
8. The school head likes to use his/her leadership power to help subordinates grow.	3.72	0.61	Always	Very High Adherence
9. The school head believes that teachers will exercise self-direction if they are committed to the objectives.	3.74	0.66	Always	Very High Adherence
10. The school head believes that teachers know how to use creativity and ingenuity to solve organizational problems.	3.77	0.57	Always	Very High Adherence
Overall Mean Score	3.72	0.61	Always	Very High Adherence

Note: 1.00-1.74 Very Low Adherence, 1.75-2.49 Low Adherence, 2.50-3.24 High Adherence, 3.25-4.00 Very High Adherence

Table 2 presents the distribution of teacher perception of the Democratic Leadership Style. The data show an overall Mean of 3.72 (SD=.61) with the corresponding description of Always and the interpretation of Very High Adherence. Ten (10)

out of 10 or 100% of the indicators are rated Very High Adherence. This means that they present their ideas and plans to the entire school community. Further, such action could create ownership of their projects by allowing them to make sound decisions. This means that the school heads enable teachers to identify priorities, especially in teaching and learning. This is commonly observed when school heads present the school improvement plan, in which the layout comes from the students, teachers, stakeholders, and the entire community. In democratic leadership, the leader involves the people in the decision-making. However, the process for the final decision may vary from the leader having the final say to them facilitating consensus in the group. Democratic decision-making is usually appreciated by the people, especially if they have been used to autocratic decisions with which they disagreed. Democratic style can be problematic when there is a wide range of opinions and there is no clear way of reaching an equitable final decision (Agawin, 2019).

The study by Oco (2022) concluded that more school principals use a democratic leadership style, and only a few use an autocratic leadership style. This was supported by the findings of Cuadra (2022), who revealed that school administrators demonstrate an autocratic leadership style.

Indicators 3, "When things go wrong/need to create a strategy to keep a project or process on schedule, the school head calls for a meeting to get the teacher's advice," got the highest with the Mean of 3.85 (SD=0.67). This means that the school heads know when to ask for the consensus and opinions of the teachers in implementing such projects and programs. Moreover, the school heads also listen to the teacher's suggestions to let them feel they are part of the team. The school heads allow their teachers think they are part of the success or failure of a particular project or activity.

The study of Alamin (2017) showed that the principal and academic coordinator mainly execute the democratic leadership approach to facilitate learning processes in the school. However, this style becomes varied under different circumstances. Nevertheless, this dominant leadership style was seen as effective in creating a positive learning environment within the school.

However, it is argued that the democratic leadership style most likely has such a positive impact on teachers' job performance in large part because, under its emergence and implementation in schools, it tends to allow space for more accessible and greater participation of teachers in school leadership roles, effective engagement with teachers' problems and concerns, and enthusiasm and consolidation of the rich importance of teacher leadership in the general performance of the education system (Oyugi, 2019).

While Indicator 5, "The school head asks teachers for their vision of where they see their jobs are going," got the lowest with a Mean of 3.58 (SD=0.57) are the things that the teachers believed that their school heads were able to give much emphasis in exercising Democratic Leadership Style. This means that the teachers perceived the school heads less inquire about their outlook on their job as a teacher or perhaps on how they are heading towards their work as a teacher. This implies that these teachers sometimes need the attention of their school heads so that, in one way, they can air concerns about the school community, specific matters concerning teaching and learning.

This finding aligns with the study of Lopus (2018) revealed that the school principals demonstrated a democratic leadership style while reigning and an autocratic leadership style, respectively. The survey by Cuadra (2022) found that the democratic leadership style and transformational leadership type are primarily practiced in terms of maintaining or improving teachers' performance. Apparently, findings show that democratic leadership approaches in their school administration promote teachers' capacity to operate more effectively. Principals may, therefore, regularly demonstrate democratic leadership. However, to maximize teachers' output, they should occasionally exercise autocracy. To give principals the tools they need to manage teachers, it is recommended that the government organize retraining programs at the national and local levels. This will be essential because it will give them the capabilities they need to encourage teachers (Didinya et al., 2018).

On the other hand, Juntahan (2020) and Agawin (2019) revealed that the democratic leadership style is the most used and preferred administrative style as it aligned with Lewin's findings that democratic leadership is the most effective one. Thus, a democratic way of managing teachers is quite popular among school heads.

Table 3 shows the teachers' perception on the Delegative Leadership Style. Data show an overall Mean of 3.68 (SD=0.57) with the corresponding description of Always and the interpretation of Very High Adherence. Ten (10) out of 10 or 100% of the indicators are rated Very High Adherence. These data mean that the teachers observed that their school heads allow them to do managerial tasks to experience how to be a leader in those tasks that require less supervision and monitoring to share leadership and in preparing them for future leadership tasks and even positions. This implies that the teachers are given the privileged to perform tasks to develop their talents and potential. This further implies that the school head appreciates participation in group dynamics.

According to Tedla and Vilas (2022), the benefits of delegative leadership include fostering individual responsibility, a positive organizational climate, and the potential for employees to use their expertise, competence, and skills. Additionally, innovation and creativity are remarkably regarded at the individual or group level. On the other hand, if the command chain is not clearly defined, it will be problematic to adapt to the changes, resulting in conflict, separation, and weak morale. It will also create a lack of transparency and raise anxiety levels for followers who feel ignored.

Table 3

Teachers 'Perception on Delegative Leadership Style

Indicators	Mean	SD	Description	Interpretation
1. The school head and his/her teachers always vote whenever a major decision has to be made.	3.74	0.77	Always	Very High Adherence
2. For a major decision to pass at school, the school head ensures that it must have the approval of each individual or the majority.	3.61	0.48	Always	Very High Adherence
3. To get information out, the school head send it by text or memos; very rarely is a meeting called. His/her teachers are then expected to act upon the information.	3.62	0.52	Always	Very High Adherence
4. The school head allows his/her teachers to determine what needs to be done and how to do it.	3.78	0.52	Always	Very High Adherence
5. The school head believes that his/her teachers know more about their jobs than him/her, so he/she allows them to carry out the decisions to do their job.	3.70	0.48	Always	Very High Adherence
6. The school head delegate tasks in order to implement a new procedure or process.	3.63	0.52	Always	Very High Adherence
7. The school head believes that each teacher is responsible for defining their job.	3.64	0.77	Always	Very High Adherence
8. The school head likes to share his/her leadership power with his/her subordinates.	3.72	0.63	Always	Very High Adherence
9. The school head believes that the teachers have the right to determine their own organizational objectives.	3.71	0.52	Always	Very High Adherence
10. The school head believes that his/her teachers can lead themselves just as well as they can.	3.64	0.52	Always	Very High Adherence
Overall Mean Score	3.68	0.57	Always	Very High Adherence

Note: 1.00-1.74 Very Low Adherence, 1.75-2.49 Low Adherence, 2.50-3.24 High Adherence, 3.25-4.00 Very High Adherence

Indicator 4, "The school head allows her/his teachers to determine the needs to be done and how to do it," got the highest Mean of 3.78 (SD=0.52), described as always and interpreted as Very High Adherence. This means that the schools' heads give them the privilege to present the priorities on matters concerning the school. These data imply that the teachers observed that their school heads allow them to have the chance to make choices and decisions on their own. Furthermore, the school heads allow the teachers not just as a catalyst for change but as inspiration to others to do good things. Thus, it will enable the teachers to feel a sense of ownership for their actions to benefit the school and the learners. This is usually manifested when the coordinators identify instructional materials utilizing the MOOE. Sometimes, this is also displayed in the teachers' seminars for professional development.

Agawin (2019) stressed that the delegative leadership style is one of the most practiced forms of leadership. It gives teachers opportunities to hone their potential and skills in leading groups of individuals in a specific task or project.

The lowest indicator is shown on Indicator 2, "For a major decision to pass at school, the school head ensures that it must have the approval of each individual or the majority," with the Mean of 3.61(SD=0.48). This means that the school heads lead major decisions among themselves. This further implies that school heads must consult teachers before making decisions since they all belong under one umbrella of the school.

Adlawan (2019) further confirmed this and added that delegative leadership is the best option for teachers that envisions themselves becoming school head. Future studies on leadership philosophies in schools should also consider intervening determinants. Because the delegation of authority by school principals enhances teachers' professional self-esteem, delegative leadership and instructional leadership are strongly correlated with teachers' teaching performance (Chen, (2017).

Table 4

Teachers' Perception of Servant Leadership Style

Indicators	Mean	SD	Description	Interpretation
1. The school head believes that others would seek help from them if they had a personal problem.	3.75	0.61	Always	Very High Adherence
2. The school head emphasizes the importance of giving back to the community.	3.82	0.62	Always	Very High Adherence
3. The school head can tell if something work-related is going wrong.	3.67	0.53	Always	Very High Adherence
4. The school head gives others the responsibility to make important decisions about their own jobs.	3.74	0.60	Always	Very High Adherence
5. The school head cares more about others' success than his/her own.	3.47	0.56	Always	Very High Adherence
6. The school head holds high ethical standards.	3.80	0.61	Always	Very High Adherence
7. The school head is always interested in helping people in the community.	3.67	0.59	Always	Very High Adherence
8. The school head is interested in making sure that others reach their career goals.	3.74	0.60	Always	Very High Adherence
9. The school head takes time to talk to others on a personal level.	3.68	0.59	Always	Very High Adherence
10. The school head has a thorough understanding of the organization and its goals.	3.75	0.61	Always	Very High Adherence
Overall Mean	3.71	0.59	Always	Very High Adherence

Note: 1.00-1.74 Very Low Adherence, 1.75-2.49 Low Adherence, 2.50-3.24 High Adherence, 3.25-4.00 Very High Adherence

Table 4 shows the teachers' Perceptions of Servant Leadership Style. The data show an overall Mean of 3.71 (SD=0.59) with the corresponding description of Always and interpretation of Very High Adherence. Ten (10) out of 10 or 100% of the indicators are rated Very High Adherence. This means that the teachers observed that their school heads are giving them the importance of giving back to the community and recognizing its vital role in the success of the school operations and plans. That is why involvement and participation in community and civic activities are highly encouraged as long as they do not violate the time of task rule. This further implies that school heads allow the teachers to realize that the teaching profession is not a job but a calling that involves not just teaching the students with the needed competencies per subject but on the values of life, which are critical to the student's development as a total person. This is true in the study of Aminao (2020), where servant leadership is ranked number 1. Willingness to serve in uplifting the lives of others and the organization motivates the teachers to work hard and perform to the best of their abilities. This was further confirmed by the same results of the studies of Cuadra (2022) and Oco (2022).

Indicators 2, "The school head emphasizes the importance of giving back to the community," got the highest Mean of 3.82(SD=0.62), described as always with the interpretation of Very High Adherence. This means that school heads allow the teachers to realize that the teaching profession is not a job but a calling that involves not just teaching the students with the needed competencies per subject but on the values of life, which are critical to the student's development as a total person.

The study of Muturi (2021) concluded that servant leaders had no observable influence on the performance since schools with head teachers who claimed to use a laissez-faire leadership style performed poorly because no one was made responsible. Headteachers should employ the strongest leadership practices to encourage group engagement and enhance their institutions' teaching and learning environment. In addition, headteachers must regularly enhance their management and leadership skills to address the human capital in their schools.

According to the findings of Polatcan (2020), servant leadership practices foster a positive school climate and lessen teacher alienation. Teachers are inspired to perform to the best of their ability to accomplish shared goals by the servant leadership practices of school principals. In addition, teachers have a more favorable opinion of school principals when they demonstrate servant behaviors of fairness, honesty, and trust.

On the other hand, Indicator 5, "The school head cares more about others' success than his/her own," got the lowest Mean, 3.47(SD=0.56), described as always and interpreted as Very High Adherence. This means school heads are more centered on their successes than the teachers. However, teachers must be a consideration for the success of the school community because they are the frontline in implementing the curriculum.

In servant leadership, the leader lead by example; although it is usually admired in politics, employees prefer a servant leader. This form of leadership is often criticized as weak. However, they have high integrity and lead with generosity. Their approach can create

a positive corporate culture and lead to high morale among team members. Supporters of the servant leadership model suggest that it is an excellent way to move ahead in a world where values are increasingly essential. Servant leaders can achieve power because of their values, ideals, and ethics. However, others believe that people who practice servant leadership can find themselves "left behind" by other leaders, particularly in competitive situations (Del Valle, 2018). The findings of Kumar (2018) revealed that different authors define servant leadership by considering 'self-less service' as the main element.

This is true in the study of Aminao (2020), where Servant Leadership is ranked number 1. Willingness to serve in uplifting the lives of others and the organization motivates the teachers to work hard and perform to the best of their abilities. This was further confirmed by the same results of the studies of Cuadra (2022) and Oco (2022).

Table 5

Teachers' Perception on Transformational Leadership Style

Indicators	Mean	SD	Description	Interpretation
1. The school head goes out of the way to make others feel good to be around them.	3.57	0.71	Always	Very High Adherence
2. The school head helps others with their self-development.	3.64	0.71	Always	Very High Adherence
3. The school head can get things done.	3.67	0.78	Always	Very High Adherence
4. The school head has an ever-expanding network of people who trust and rely upon them.	3.57	0.56	Always	Very High Adherence
5. The school head provides challenges for her teachers to help them grow.	3.83	0.72	Always	Very High Adherence
6. The school head uses simple words, images, and symbols to convey to others what they should or could be doing.	3.67	0.69	Always	Very High Adherence
7. The school head consistently provides coaching and feedback so that the teachers know how they are doing.	3.53	0.76	Always	Very High Adherence
8. People listen to the school head's ideas and concerns not out of fear but because of their skills, knowledge, and personality.	3.61	0.74	Always	Very High Adherence
9. The school head provides an empathic shoulder when others need help.	3.51	0.75	Always	Very High Adherence
10. The school head monitors all projects that they are in charge of to ensure that the teachers meet its goal.	3.54	0.76	Always	Very High Adherence
Overall Mean Score	3.61	0.72	Always	Very High Adherence

Note: 1.00-1.74 Very Low Adherence, 1.75-2.49 Low Adherence, 2.50-3.24 High Adherence, 3.25-4.00 Very High Adherence

Table 5 shows the teachers' perception of the Transformational Leadership Style. The data show an overall Mean of 3.61(SD=0.72) with the corresponding description of Always and interpretation of Very High Adherence. Ten (10) out of 10 or 100% of the indicators are rated Very High Adherence. This means that the teachers find their school heads supportive of their development by letting them explore new ideas that will challenge their capabilities and help them grow better. Teachers are also confident they can finish whatever they started because their school heads are there to back them up. In transformational leadership, the principal manages the school as an institution. Hence, the principal's leadership impacts initiatives to raise teacher performance (Maesaroh, 2020).

Indicators 5, "The school head provides challenges for her teachers to help them grow," got the highest Mean of 3.83(SD=0.72), described as always with the interpretation of Very High Adherence. This means that the schools' heads provide teachers assignments or responsibilities to develop abilities among studies. This is the way of homing teachers

to discover their respective potentials. Furthermore, this implies that the school heads distribute tasks evenly among teachers so that the novice ones can explore their potential.

The studies of Oco et al. (2022) and Roxas (2022) revealed that transformational leadership is highly present among school heads' managing styles and that it allows teachers to have inspiration in what they are doing and that it also inspires them to become a leader someday.

Indicators 9, "The school head provides an empathic shoulder when others need help," got the lowest Mean of 3.51(SD=0.75), described as always with the interpretation of Very High Adherence. This means that school heads rarely show concern about problems related to school or maybe their problems. This implies that school heads do not show that they are into their problems.

Fabillar (2018) and Juntahan (2020) expressed that transformational leadership can inspire teachers to become leaders and inspire their students to aspire as leaders. Thus, transformational leadership can be a great strategy in poster confidence in leading people.

According to Mulatiet al. (2022), transformational leadership is how a person persuades a group of others to accomplish a task. A strong vision informed by the circumstances and possibilities in the organization is a necessary quality of transformational leaders, and all members must be involved in the vision. Furthermore, to inspire followers to perform better at work and satisfy their wants and desires, leaders must have confidence in their judgment when making decisions and in their ability to answer any problems that may arise.

Table 6

Summary of Teachers' Perception on School Heads Leadership Style

Leadership Styles	Mean	SD	Description	Interpretations	Rank
Autocratic	3.37	0.63	Always	Very High Adherence	5
Delegative	3.68	0.57	Always	Very High Adherence	3
Democratic	3.72	0.61	Always	Very High Adherence	1
Servant	3.71	0.59	Always	Very High Adherence	2
Transformational	3.61	0.72	Always	Very High Adherence	4

Note: 1.00-1.74 Very Low Adherence, 1.75-2.49 Low Adherence, 2.50-3.24 High Adherence, 3.25-4.00 Very High Adherence

Table 6 summarizes teachers' perceptions of school heads' leadership styles. The data shows that democratic leadership got the highest Mean of 3.72 (SD=0.61) which means that the members of the group take a more participative role in the decision-making process. Teachers also realized that they were allowed to explore and put their leadership skills into practice in serving the learners and the community where the school is situated. These data further imply that the school and learning environment emphasizes a sense of freedom.

In democratic leadership, the leader involves the people in the decision-making. However, the process for the final decision may vary from the leader having the final say to them facilitating consensus in the group. Democratic decision-making is usually appreciated by the people, especially if they have been used to autocratic decisions with which they disagreed. Democratic style can be problematic when there is a wide range of opinions and there is no clear way of reaching an equitable final decision (Agawin, 2019).

The study by Oco (2022) concluded that more school principals use a democratic leadership style, and only a few use an autocratic leadership style. This was supported by the findings of Cuadra (2022), who revealed that school administrators demonstrate an authoritarian leadership style. This is the same as the findings of Lapus (2018) showed that the school principals demonstrated democratic leadership while less for the autocratic leadership styles. However, no significant difference was established when gender and civil status were considered. Cuadra (2022) found the same findings as Lapus that democratic leadership style and transformational leadership types are practiced chiefly in maintaining or improving teachers' performance.

Conversely, the study of Alamin (2017) showed that the principal and academic coordinator mainly execute the democratic leadership approach to facilitate learning processes in the school. However, this style becomes varied under different circumstances. Nevertheless, this dominant leadership style was seen as effective in creating a positive learning environment within the school.

Democratic leadership principles in their school administration to enhance teachers' work performance. As a result, principals may periodically implement the democratic form of authority. In some contexts, they should be autocratic to maximize instructors' performance(Okoji,2016).

However, it is argued that the democratic leadership style most likely has such a positive impact on teachers' job performance in large part because, under its emergence and implementation in schools, it tends to allow space for more complimentary and greater participation of teachers in school leadership roles, effective engagement with teachers' problems and concerns, and enthusiasm and consolidation of the rich importance of teacher leadership in the general performance of the education system (Oyugi, 2019).

Apparently, findings show that democratic leadership approaches in their school administration promote teachers' capacity to operate more effectively. Principals may, therefore, regularly demonstrate democratic leadership. However, to maximize teachers' output, they should occasionally exercise autocracy. Consequently, it is recommended, that to give principals the tools they need to manage teachers, the government must organize retraining programs at the national and local levels. This will be essential because it will give them the capabilities they need to encourage teachers (Didinya et al., 2018).

On the other hand, autocratic leadership got the lowest in all the leadership style with a Mean of 3.37 (SD=0.63) with the description of Always and the interpretation of Very High Adherence. This means that the school heads have control over all decisions and little input from group members.

In autocratic leadership, the leader makes decisions without consulting with others. An authoritarian style works best when; there is no need for input on the decision, where the decision would not change as a result of input where the motivation of people to carry out subsequent actions would not be affected whether they were or were not involved in the decision-making (Ganesh as cited by Aminao, 2020).

However, school heads must be clear on the leadership style they are implementing to the school and the teachers because this situation may lead to misunderstanding and confusion. School heads must let their teachers learn the difference between each leadership style they employ at work better understanding and interpretations.

This reaffirms the study of Janubas (2019) revealed that to maintain high teacher performance, all aspects of work must be held at a reasonable level. The needs of teachers must be addressed accordingly via utilizing various leadership styles. Additionally, Oshionebo et al. (2022) found a strong correlation between teachers' participation in decision-making and their professional effectiveness. Teachers should be involved in school decision-making since they are the front-line personnel in the educational system and are aware of how to affect student behavior. To achieve the goals and objectives of the school, which are the conception of high-quality output that will support the domestic development of the nation, school administrators must adopt various leadership styles as needed and make sure teachers are treated well and motivated for effective job performance in the school. Teachers are stimulated when they are involved in the school's decision-making process; it helps them grow professionally and personally as it develops their self-esteem, so school administrators should include teachers in all necessary activities in schools and keep them updated. Principals must be aware of the significance of the behavioral point of view style they adopt. As a result, school principals must be adaptable and situational in their leadership approach.

Further, Parveen et al., (2022). aims to show how three leadership ideologies considerably impact the work output of public secondary school teachers in Faisalabad, Pakistan. First, the main conclusion presents empirical proof that the investigated principal leadership styles have a real and considerable impact on teacher job performance, both favorably and unfavorably. In particular, the study's findings show that, in the viewpoint of the teachers, the principal's autocratic leadership style was the most common type of leadership practice. The democratic leadership style trailed this. The findings also showed that autocratic leadership was a leadership style that was frequently used and had a substantial impact on teacher job performance. Therefore, it is recommended that the authoritarian leadership style be sustained due to its frequent/preferred practice by the investigated public secondary school principals and its significant and positive association with teacher job performance, according to several recommendations provided in the perspective of the study's findings.

Thus, administrators with an autocratic management style impede teachers from doing their tasks correctly and negatively influence performance. Instead, school administrators should embrace servant leadership and integrate teachers' involvement into management programs (Polatcan, 2020).

Problem 2. What are the teachers' performance in terms of:

- 2.1 Outstanding;**
- 2.2 Very Satisfactory;**
- 2.3 Satisfactory;**
- 2.4 Unsatisfactory; and**
- 2.5 Poor?**

Table 7 shows the teachers' performance. The data revealed an overall Mean of 4.683 (SD=0.96), equivalent to an Outstanding Level. Moreover, One hundred eighty-one (181) out of 259 (70%) of the teachers' performance was outstanding. It was followed by the Very Satisfactory level with 65 out of 259 or 25% and lastly Satisfactory level with 13 out of 259 or 5%. This data means that most teachers achieved very high performance or performed better in their duties and responsibilities. This implies that high-performance teachers are likely productive, resulting in higher performance.

This reaffirms the study of Janubas (2019) that to maintain high teacher performance, all aspects of work must be held at a reasonable level. Furthermore, the needs of teachers must be addressed accordingly via utilizing various leadership styles in the same line as Tein (2022), who revealed the same results and findings.

However, Sabado (2018) found that teachers' responses to leadership practices have no significant influence on their performance, while Calibara (2016) study revealed that teachers' responses to leadership styles have a significant relationship with performance.

Table 7

Teachers' Performance

Interval	Description	F	%	Mean	SD	Interpretations
4.500 – 5.000	Outstanding	181	70%	4.683	0.96	Outstanding
3.500 – 4.499	Very Satisfactory	65	25%			
2.500 – 3.499	Satisfactory	13	5%			
1.500 – 2.499	Unsatisfactory	0	0%			
1.000 – 1.499	Poor	0	0%			
Total		259	100%			

Note: F=Frequency, %=Percent

On the contrary, the results of Cuciac's (2016) study showed that the relation between the teachers' responses to leadership styles and their students' achievement was not significant, while the study of Ndiga et al. (2014) indicated that there is a strong positive correlation between the teacher responses towards school head's leadership and teacher performance as well as the study of Wang and Guan (2018) with results indicating that Authoritarian school leadership had moderate but significant indirect effects on teachers. Moreover, Morgan's (2015) study showed significant positive relationships between the leadership styles of school heads and teachers' performance.

Thus, leadership style is linked to job performance. Teachers with low levels of perception of leadership styles can cause decreased productivity (Oco et al., 2022). This was also observed in the study of Catid (2022), who stated that low satisfaction could lead to low performance and outputs of teachers. Finally, it aligned with the investigations of Roxas (2022) and Oco (2022) revealed that leadership style is related to teacher performance and commitment.

Problem 3. Is there a significant difference between the leadership styles of school heads and teachers' performance?

Table 8

Test of difference on school heads leadership styles and teachers' performance

Leadership Styles	t-value	p-value	Decision	Interpretation
Autocratic	2.647	0.001	Reject Ho ₁	Significant
Democratic	4.164	0.000	Reject Ho ₁	Significant
Delegative	2.411	0.001	Reject Ho ₁	Significant
Servant	2.862	0.001	Reject Ho ₁	Significant
Transformational	5.024	0.000	Reject Ho ₁	Significant

Table 8 presents the test difference in teachers' perception of school heads' leadership styles and teachers' performance. The data revealed significant difference for Autocratic Leadership Style with t-value of 2.647 (p-value=0.001), Democratic Leadership Style with t-value of 4.164 (p-value=0.000), Delegative Leadership Style with t-value of 2.411 (p-value=0.001), Servant Leadership Style with t-value of 2.862 (p-value=0.001) and Transformational Leadership Style with t-value of 5.024 (p-value=0.000) all of which were significant at 0.05 level of significance. This means that the null hypothesis was rejected.

This data implies that school heads' leadership styles significantly influenced the teachers' performance. It further implies that this study's five leadership styles significantly impact the teacher's performance. Thus, school heads' leadership styles in managing the teachers can improve their level of performance. This means that the null hypothesis was rejected. Leadership significantly impacts teachers' performance; therefore, selection and timing on when it will be used are crucial. Although leadership is one of the topics considered the most used in research, its importance for success and failure is undeniable.

The study by Saguig (2019) and Amino (2020) found that teachers' responses to leadership styles have a significant influence on their performance, reaffirming the study of Calibara (2016) revealed that teachers' responses to leadership styles have a significant relationship on performance. Thus, leadership styles are linked to job performance. Teachers with low levels of perception of leadership styles can cause decreased productivity (Oco et al., 2022). This was also observed in the study of Catid (2022), who stated that low satisfaction with leadership could lead to low performance and outputs of teachers. Finally, it aligned with the studies of Roxas (2022), and Oco (2022) revealed that leadership styles are related to teacher performance and commitment.

A leader should be flexible, observant, clear, and consistent in performing the tasks. The leader can make or break the performance of the school. Therefore, the leader must possess comprehensive knowledge of leadership styles that can be applied and used in various school scenarios.

Conclusions

Based on the findings, the following conclusions were obtained:

Democratic leadership style was rated highest. The school heads or leaders present their ideas and plans to the entire school community. Further, such action could create ownership of their projects by allowing them to make sound decisions. This means that the school heads enable teachers to identify priorities, especially in teaching and learning.

2. Teachers' performance was at an outstanding level. Teachers achieved very high performance or performed better in their duties and responsibilities. This further implies that high-performance teachers were because they were allowed to participate in the school decision-making, thereby honing their different potentials and talents, thus making them more productive.

3. The data revealed a significant difference; thus, the null hypothesis was rejected. In addition, the school heads' leadership styles significantly influenced the teachers' performance; therefore, five leadership styles in this study greatly impacted the teacher's performance.

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