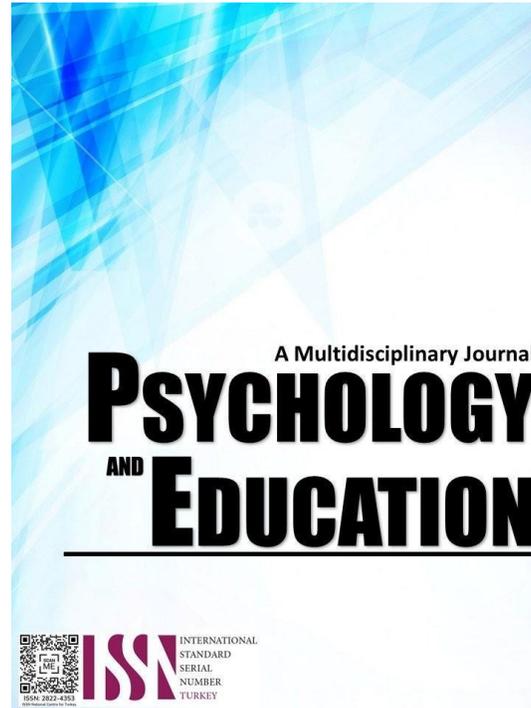


# LEADERSHIP STYLES OF SCHOOL HEADS ON THE MOTIVATION, JOB SATISFACTION AND JOB PERFORMANCE OF TEACHERS



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## Leadership Styles of School Heads on the Motivation, Job Satisfaction and Job Performance of Teachers

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### Abstract

This study examined the impact of school leadership styles on teachers' motivation, job satisfaction, and job performance, highlighting the crucial role of school heads in fostering a positive educational environment. Using a quantitative descriptive-correlational research design, data were collected through structured surveys from 118 teachers in the Pilar District. The findings revealed that democratic leadership significantly enhanced teacher motivation and job satisfaction by promoting collaboration, open communication, and shared decision-making. Authoritative leadership provided structure and direction but had mixed effects, as it maintained order while sometimes limiting teacher autonomy. In contrast, laissez-faire leadership negatively influenced performance due to a lack of active guidance and involvement. The study found that teachers were primarily motivated by achievement, professional growth, and recognition, yet limited access to career advancement and professional development opportunities hindered their performance. While most teachers were rated "Very Satisfactory," few reached the "Outstanding" level, emphasizing the need for continuous skill development, structured mentorship, and leadership-driven support. Statistical analysis confirmed weak but positive correlations between structured leadership approaches and teacher engagement, reinforcing the importance of effective leadership in improving motivation and job satisfaction. The research underscores the necessity for school heads to adopt leadership strategies that balance democratic and authoritative approaches while minimizing laissez-faire tendencies. By fostering a supportive work culture, providing professional development, and implementing mentorship programs, school administrators can enhance teacher effectiveness and overall educational outcomes. These findings offer valuable insights for policymakers and educators, guiding leadership training, career growth initiatives, and structured evaluation systems to improve school leadership practices. Ultimately, strengthening school leadership can lead to higher teacher motivation, improved job satisfaction, and enhanced student learning outcomes, contributing to a more dynamic and effective educational system.

**Keywords:** *leadership, motivation, job satisfaction, performance, education*

### Introduction

Educational leadership had a significant influence on teachers' professional lives, especially in terms of motivation, job satisfaction, and performance. School principals were the central authorities in policy implementation, instructional guidance, and organizational climate building. The leadership behaviors they exhibited—authoritative, democratic, and laissez-faire—had a direct impact on teacher commitment, morale, and classroom effectiveness (Bass & Riggio, 2021; Bush, 2022). Knowledge of these leadership styles was critical in creating supportive and effective school climates that maximized both teacher and student performance.

Authoritative leadership combined high expectations with strong support. This style was defined by clear goal-setting, structured guidance, and a focus on professional development (Leithwood et al., 2020). School administrators who embraced this style established a setting in which expectations and rules were clearly defined while providing teachers with constructive criticism and well-defined professional development routes (Nguyen & Springer, 2023). Teachers working under authoritative leadership experienced direction and meaning, leading to motivation and job satisfaction. Nevertheless, if too strict, this style of leadership could have stifled creativity and flexibility in teaching methods (Hallinger & Heck, 2021; Hitt & Tucker, 2022). Effective implementation made teachers feel appreciated and motivated to perform at their best (Robinson et al., 2023)

Democratic leadership facilitated cooperation, mutual decision-making, and transparent communication. School leaders who employed this approach sought teachers' feedback actively, supported innovation, and created a feeling of belonging (Spillane & Coldren, 2022). Studies showed that democratic leadership increased job satisfaction since teachers felt heard and their inputs informed school policies (Fullan, 2023). This leadership approach strengthened teacher autonomy, professional collaboration, and workplace motivation (Podsakoff et al., 2022). However, it also presented challenges such as inefficiencies in decision-making and potential conflicts when reaching consensus (Nguyen & Springer, 2023). In spite of these issues, democratic leadership was still effective in establishing strong professional relationships and promoting a positive school climate (Spillane & Coldren, 2022).

Laissez-faire leadership was a hands-off leadership style where school administrators gave little guidance, and teachers were left to work on their own. This type of leadership suited highly experienced and self-driven teachers, encouraging creativity and adaptability (Leithwood et al., 2020; Bass & Riggio, 2021). In schools where teachers needed direction, though, laissez-faire leadership tended to result in reduced motivation, uneven instructional quality, and a lack of accountability (Podsakoff et al., 2022; Hallinger & Heck, 2021). Lacking direct leadership engagement, certain teachers had difficulty with decision-making and classroom management, eventually impacting job satisfaction and performance (Hitt & Tucker, 2022).

Teachers in Pilar District faced various hardships that significantly impacted their job satisfaction. These challenges stemmed from leadership behaviors, workload expectations, and limited professional development opportunities. Many teachers expressed concerns regarding inadequate administrative support, unclear performance expectations, and limited avenues for professional growth.

In particular, teachers working under laissez-faire leadership reported feelings of isolation and uncertainty, as they lacked clear direction and constructive feedback. Conversely, teachers under authoritative leadership felt pressured by rigid policies, leaving little room for instructional creativity. Democratic leadership was often preferred, but inefficiencies in decision-making sometimes led to frustration.

The assessment of teacher job performance was based on the Results-Based Performance Management System (RPMS). However, data collection limitations prevented the acquisition of specific Key Result Areas (KRAs) and overall performance results. This posed a challenge in fully understanding the impact of leadership styles on teacher performance.

The lack of comprehensive data highlighted gaps in evaluating leadership effectiveness and its influence on teaching outcomes. Without clear indicators, it became difficult to determine the precise areas that needed intervention and improvement.

Strong leadership had a direct impact on teacher motivation, job satisfaction, and performance. Motivation determined whether a teacher was willing to participate in professional development and retain passion for teaching (Deci & Ryan, 2021). Supportive school principals developed work climates that encouraged intrinsic motivation and professional satisfaction, whereas ineffectual leadership led to teacher burnout and disaffection (Podsakoff et al., 2022).

Teachers' job satisfaction influenced retention and student academic achievement, with studies showing that school principals who offered recognition, open communication, and development opportunities improved teacher well-being and effectiveness (Hallinger & Heck, 2021). Teacher performance was also directly related to leadership behaviors. School administrators who communicated well, offered professional growth opportunities, and emphasized responsibility helped facilitate effective classroom teaching (Fullan, 2023). In contrast, too much control or not enough direction frustrated teachers from achieving their potential (Nguyen & Springer, 2023).

Even with much research on leadership in schools, there were knowledge gaps to discern the impact of certain styles of leadership on teacher experience in different school environments. The purpose of this research was to examine the leadership behaviors of school heads and their impact on teachers' motivation, job satisfaction, and performance (Robinson et al., 2023). Finding the leadership behaviors that helped teachers do their jobs better helped school administrators, policymakers, and teachers come up with leadership strategies that supported an active and effective teaching force (Spillane & Coldren, 2022).

Since there was a renewed emphasis on teacher development and quality education, understanding the role that school leadership played in influencing the experiences of teachers was critical. Through an examination of the effects of various forms of leadership, this research hoped to contribute to the improvement of educational leadership practices and policies to ultimately enhance teacher retention, instruction quality, and student achievement (Fullan, 2023).

The study aimed to examine school heads' leadership styles as perceived by teachers, their motivation level, job satisfaction, and performance according to the Key Result Areas (KRAs) of the Results-Based Performance Management System (RPMS). The research also examined the interconnection between school heads' leadership styles and teachers' motivation and performance, hence the creation of an intervention plan to improve school leadership and teachers' outcomes. However, the lack of complete RPMS data posed challenges in establishing definitive links between leadership styles and teacher performance, further emphasizing the need for more comprehensive data collection and analysis to bridge this gap.

## Research Questions

The study examined the school heads' leadership styles, teachers' motivation, job satisfaction, and job performance. Specifically, this study sought to address the following research questions:

1. What is the level of leadership styles demonstrated by school heads, in terms of;
  - 1.1 Authoritative
  - 1.2 Democratic
  - 1.3 Laissez-faire
2. What is the level of teachers' motivation?
3. What is the level of teachers' job satisfaction?
4. What is the level of teachers' job performance of teachers according to the key result areas of RPMS?
5. Is there a significant relationship between the leadership styles of school heads and the following;
  - 5.1 Motivation?
  - 5.2 Job satisfaction?
  - 5.3 Job performance?
  - 5.4 Which of the leadership styles influence the three dependent variables?
6. Based on the findings, what intervention plan can be proposed?

## Methodology

### Research Design

A descriptive-correlational research design is a non-experimental method used to identify relationships between variables, like teacher motivation and student performance, without implying cause and effect. It's often used in educational, social, and behavioral research where variable control isn't possible or ethical. This study used a descriptive-correlational research design to examine how school heads' leadership styles relate to teachers' motivation, job satisfaction, and job performance. It aimed to identify patterns and relationships among these variables to better understand their impact within the school setting. Descriptive analysis was used to understand the effects of leadership styles, while correlational analysis examined the connections between leadership, motivation, job satisfaction, and performance.

### Respondents

The respondents in this current research undertaking comprised of one hundred eighteen (118) elementary and secondary school teachers from the Pilar District Pilar, Camotes. Universal sampling was employed, with the exclusion of teachers who had less than three (3) years of teaching experience to ensure relevant and valid insights. Schools were selected based on their willingness to participate and the availability of qualified teachers to complete the questionnaire.

### Instrument

This study gathered information on school heads' leadership styles and their effects on teachers' motivation, job satisfaction, and job performance using a self-administered questionnaire. Two sections, each covering important facets of the investigation, made up the questionnaire. We developed the instrument from existing tools, pilot-tested it with 15 respondents then checked and analyzed its reliability index before the final conduct of the survey to ensure its validity.

The pilot testing reliability index generated the following results on the leadership instrument; for autocratic- 0.93 (excellent), democratic- 0.72 (acceptable), laissez-faire – 0.84 (good), motivation -0.88 (good), satisfaction – 0.88 (good).

These data, after subjecting them to a software for reliability index validation manifested the authenticity of the research instrument, thus considered survey-ready. Participants could mark their degree of agreement or disagreement with different assertions using a five-point Likert scale, thereby measuring responses. We sent the poll according to participant availability, rigorously protecting absolute confidentiality and anonymity. The following research instruments utilized in this research undertaking are the presented in the succeeding paragraphs.

**Leadership Style Survey.** Inspired by Northouse, P. G. (2009), *Introduction to Leadership: Concepts and Practice*, this part of the instrument assessed school heads' leadership approaches. Based on participant replies, it divided leadership styles into three categories: Laissez-faire Style ( Items 3, 7, 9, 12, 13, and 17); Authoritative Style ( Items 1, 2, 6, 10, 15, and 17); Democratic Style ( Items 4, 5, 8, 11, 14, and 18).

A five-point Likert scale was used for the scoring; five signified the highest degree of agreement or leadership inclination and one the lowest. Total scores for every leadership style were categorized into descriptive equivalents with matching verbal interpretations in order to guarantee a clear interpretation of the findings.

A score between 4.21 to 5.00 was classified as Strongly Agree and Very Highly Demonstrated, implying the head of the school regularly and powerfully demonstrated this leadership style.

Agree and Highly Demonstrated ratings with scores ranging from 3.41 to 4.20 indicated that the method was regularly used. Interpreting a score between 2.61 and 3.40 as Neutral and Slightly Demonstrated, it suggested that the leadership style was sometimes shown but not dominant. The leadership style was seldom clear in the behaviors of the school head since scores ranging from 1.81 to 2.60 fell under the category of Disagree and Less Demonstrated.

Finally, ratings ranging from 1.00 to 1.80 were categorized as Strongly Disagree and Not Demonstrated, suggesting that the behavior of the school head virtually never displayed the leadership quality.

The findings shed important light on the leadership styles most often displayed by school heads, therefore enabling an analysis of their management strategies and effects on teachers. Ensuring its validity and reliability in evaluating leadership behaviors in educational environments, the widely known instrument utilized in this study was publicly available as the Leadership Style Questionnaire.

**Teacher Motivation and Job Satisfaction Survey.** Adapted from Mertler, C. A. (2001), this part of the questionnaire evaluated teacher motivation and work satisfaction and was based on his studies on these constructs. Aimed at analyzing teachers' general opinions of their work, it was split into two subsections: Overall Job Satisfaction, which included Items 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 16, 17, 21, 23, 24, 25, and 28; Motivation Perceptions, which included Items 2, 9, 13, 14, 15, 18, 19, 20, 22, 26, and 27. Based on accepted research, the survey instrument—accessible via the ERIC database (ERIC Document ED4616)—ensures its validity and credibility in evaluating teacher motivation and work satisfaction in an educational environment.

Using a five-point Likert scale, responses were scored; five (5) signified the highest degree of agreement or satisfaction and one (1) the lowest. The scale was broken out into descriptive counterparts with matching spoken interpretations.

With a score of 5.00, teachers were classified as Outstanding and Very Highly Motivated/Satisfied, meaning they were quite content and very driven in their professions. With a score of 4.00, one may classify it as Highly Motivated/Satisfied or Very Satisfactory, therefore expressing a strong favorable view on job satisfaction and motivation. With a score of 3.00, which indicated Satisfactory and Slightly Motivated/Satisfied, one had a balanced viewpoint with some opportunities for development.

A score of 2.00 was classified as Unsatisfactory and Less Motivated/Satisfied, therefore expressing teachers' discontent or lack of drive. At last, a score of 1.00 was categorized as Poor and Not Motivated/Satisfied, which reflected notable discontent or a lack of interest in the teaching career.

The study guaranteed the gathering of accurate and consistent data by using validated instruments, so offering insightful analysis of the link between teacher motivation and work satisfaction and school leadership styles. The methodical methodology made it possible to thoroughly examine how various leadership styles affected teachers' professional experiences, therefore helping to clarify good school administration and its effects on educators.

### **Procedure**

The research tools were pilot tested to guarantee their validity and dependability prior to the actual poll. A vital phase of the research process, pilot testing helps find any instrument flaws including confusing questions, vague language, or respondent comprehension challenges.

Like the actual participants, a small group of respondents was chosen for this study to complete the survey. Their comments were compiled and examined to hone the instrument, therefore making required changes to increase efficacy and clarity. By looking for consistency in replies, the pilot test findings let the researcher also evaluate the dependability of the instrument. The pilot testing of the survey instruments on types of leadership generated the following results, for autocratic indicators- 0.93 (excellent), democratic- 0.72 (acceptable), laissez-fair - 0.84(good), motivation – 0.88 (good), satisfaction – 0.88 (good).

Pilot testing before the actual survey guaranteed the researcher that the data collecting process would be seamless and that the responses acquired would be accurate and significant for the goals of the study. This stage reduced possible mistakes in data collecting and improved the general caliber of the study. Data were collected from August to September 2024 through face-to-face surveys in all schools within the Pilar District.

*Pre-data Collection.* After the Graduate School of Education approved the research title, the researcher was appointed an adviser qualified to oversee and help with the manuscript's progress. Chapters 1, 2, and 3 were completed; the design hearing came next. A panel of professionals carefully went over the document during this hearing, and their helpful comments the researcher painstakingly included into the work.

Then the researcher asked the heads of the schools in the District of Pilar and the District Supervisor permission to distribute the questionnaire. This approach took place face-to-face, with the researcher personally delivering the questionnaire to the assigned institutions.

Also, this research used a methodical strategy throughout the whole procedure, getting required licenses, looking for ongoing direction, and included insightful comments from the Review Board and panelists to guarantee the study was thorough and carried out precisely.

*Actual Data Collection.* Teachers in elementary and high schools were found and contacted to be involved in the study. All participants received an informed consent form detailing the goal of the study, the method of data collecting, and the possible hazards and rewards of their participation before they started. Before the study could begin, participants had to give written permission and given the chance to ask any questions.

Under direction from the researcher, the respondents answered a series of Likert scale questions. These questions were meant to evaluate how different management approaches affect teacher motivation, job satisfaction, and performance. The data were gathered once the surveys were completed, and the researcher then tallied and coded the answers for additional study.

*Post Data Collection.* Responses to the survey form were gathered and kept in a private and safe way. We carefully looked over the surveys' completeness and accuracy. Any differences or missing data were resolved to guarantee data integrity. Once confirmed, the finished surveys were compiled, totaled, and coded for statistical study.

Above all, the integrity and security of the data were critical. The gathered surveys were scanned and kept in a safe database only accessible to authorized staff in order to preserve anonymity. Data loss was avoided by means of backup mechanisms. Maintaining records in line with ethical standards and data protection rules also helped to safeguard participants' information.

### **Data Analysis**

The data of this study was analyzed using both descriptive and inferential statistical instruments in order to derive significant findings

on the correlations among leadership styles, teacher motivation, job satisfaction, and job performance. The traits of the gathered data from the respondents were compiled and explained using descriptive statistical approaches.

The average responses for every category were calculated by means of measures of central tendency, including the mean, therefore offering a clear picture of general trends in teacher motivation, job satisfaction, job performance, and perceived leadership styles.

Furthermore computed to evaluate the distribution or dispersion of responses were measures of variability, including standard deviation, so guiding the consistency or variability in teachers' opinions of their school heads' leadership styles and their own degrees of job satisfaction and motivation.

These descriptive studies revealed important new angles on the overall trends in the data. Inferential statistical instruments were applied in order to investigate correlations and test hypotheses even more. Two groups—that of instructors under democratic versus authoritative leadership styles—were compared using the independent t-test with regard to mean scores. This test let one know whether the groups differed significantly in terms of teacher motivation, job satisfaction, and job performance, thereby enabling a better knowledge of whether leadership styles really affected these results.

Additionally, Pearson's correlation study looked at the direction and intensity of the relationships between job performance, job satisfaction, and teacher motivation as well as leadership styles. This study evaluated the degree of relationship between these factors as well as whether they were positively or negatively associated. A high Pearson's *r* value indicated a strong relationship; a lower value denoted a less-strong link.

Furthermore used was regression analysis to project how much job performance, job satisfaction, and teacher motivation were influenced by leadership styles. The combined influence of several leadership styles on various teacher-related variables was ascertained by use of multiple regression analysis.

While the R-squared ( $R^2$ ) value assessed how much diversity in teacher motivation, job satisfaction, and performance could be explained by leadership styles, the regression coefficients— $\beta$  values—indicated the intensity and direction of influence of each predictor variable. This statistical method gave a more thorough knowledge of how particular leadership behaviors affected teachers' professional experiences and efficacy in their responsibilities.

The study guaranteed a thorough and accurate analysis of the data by combining descriptive statistics, inferential tests, and regression analysis, thereby guiding well-informed conclusions regarding the larger population of teachers. The results advanced knowledge of how job performance, teacher motivation, and general job satisfaction are affected by school leadership. These studies were conducted using statistical tools such Excel or SPSS, so guaranteeing validity and correctness in the outcomes.

### **Ethical Considerations**

Throughout the study, the researcher followed all guidelines and policies set by the university. Before the initiative started, the ethics committee of the institution, the Research Committee, examined and authorized it.

Ethical values drove the research to solve both initial and continuous issues resulting from quantitative research, so guaranteeing the fulfillment of the goals of the study and the defense of the rights of the research participants..

**Informed Consent.** In this study, informed consent was obtained by providing participants with a clear explanation of the research purpose, procedures, confidentiality measures, and their voluntary participation, ensuring they fully understood and agreed before completing the survey.

**Respect for Privacy.** Respect for privacy was ensured in the study by keeping all participant responses anonymous and confidential, with data used solely for research purposes and securely stored to prevent unauthorized access.

**Confidentiality Procedure.** In the study, confidentiality procedures were strictly followed by ensuring that all data collected from participants were anonymized and stored in secure, password-protected files.

**Confidentiality Pledge.** A confidentiality pledge was upheld in the study by assuring participants that all collected data would be handled with strict confidentiality, with no identifying information disclosed and results reported in aggregate form only.

**Authorization to Access Private Information.** Authorization to access private information was obtained by requesting formal permission from school authorities to gather relevant data, ensuring transparency and compliance with institutional protocols throughout the research process.

**Right to Withdraw and Withhold Information.** The right to withdraw and withhold information was respected by informing participants that they could decline to answer any question or discontinue their participation at any time without any negative consequences.

### **Results and Discussion**

This section presents the compiled data from the study, analyzed using appropriate statistical methods and subsequently examined and interpreted in alignment with the research questions. It highlights the correlation between teachers' motivation, job satisfaction, job

performance, and the leadership approaches of school heads.

### Leadership Styles demonstrated by School Heads

The results on the leadership styles exhibited by school heads were presented in the table, highlighting their approaches to team management, teacher motivation, and the promotion of a positive school environment. The data were categorized into key leadership styles—authoritative, democratic, and laissez-faire—along with their corresponding frequencies and percentages. These statistical findings provided valuable insights into the predominant leadership styles within the institutions and their potential impact on teacher effectiveness and motivation. Furthermore, this study laid the foundation for understanding the broader influence of leadership on the overall efficiency of educational administration.

**Authoritative Leadership Style.** Authoritative leadership is a results-driven approach that combines clear direction, strong vision, and motivation to inspire teams. Leaders who adopt this style set high expectations while providing structured guidance to ensure efficiency and success. This leadership approach is particularly effective in strategic decision-making and challenging situations, as it fosters teamwork, accountability, and commitment to organizational goals. By balancing firm leadership with encouragement, authoritative leaders create an environment where individuals feel motivated to perform at their best while aligning with the organization's vision. (Brown & Patel, 2023)

Table 1. *Level of Authoritative Leadership Style Demonstrated by School Heads*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Members need to be supervised closely or they are not likely to do work.	3.04	1.024	Slightly Demonstrated
It is fair to say that most members in the general population are lazy.	2.09	.978	Less Demonstrated
As a rule, members must be given rewards or punishments in order to motivate them to achieve organizational objectives.	3.34	.908	Slightly Demonstrated
Most members feel insecure about their work and need direction.	2.71	.979	Slightly Demonstrated
The leader is the chief judge of the achievements of the members of a group.	3.72	.923	Highly Demonstrated
Effective leaders give orders and clarify procedures.	4.28	.715	Very Highly Demonstrated
<b>Overall</b>	<b>3.20</b>	<b>.577</b>	<b>Slightly Demonstrated</b>

*Legend: 4.20 – 5.00- Very highly demonstrated; 3.40 – 4.19- Highly demonstrated; 2.60 – 3.39- demonstrated; 1.80 – 2.59- slightly demonstrated; 1.00 – 1.79- Not At All*

Table 1 illustrated the degree of authoritative leadership style exhibited by school heads, with a mean score of 3.20 (SD = 0.577), signifying that this leadership style was only marginally exhibited. This indicated that although school leaders demonstrated certain authoritative characteristics, they did not entirely depend on this leadership style in team management.

The top-rated criteria, "Effective leaders give orders and clarify procedures," achieved a mean score of 4.28, indicating that school leaders emphasized structure and clarity in their leadership approach. Likewise, "The leader is the chief judge of the achievements of the members of a group" yielded a mean of 3.72, indicating that school leaders actively participated in evaluating staff performance. The elevated ratings suggested that school leaders saw direction and evaluation as fundamental components of their leadership. Conversely, the indication with the lowest rating, "It is fair to say that most members in the general population are lazy," yielded a mean of 2.09, indicating that school leaders did not view their workers as indolent, but rather as responsible and competent. The assertion that "Most members feel insecure about their work and need direction" garnered a mean score of 2.71, indicating that although some advice was offered, school leaders did not strongly see their workers as lacking confidence.

The findings indicated that although school leaders exhibited certain characteristics of authoritative leadership—especially in providing explicit directives and assessing performance—they did not employ a stringent or domineering style. Their leadership style seemed to harmonize structure with trust and autonomy, aligning more closely with a democratic approach. This equilibrium was essential in cultivating a constructive and cooperative workplace, wherein educators felt both directed and empowered. Through the implementation of organized leadership and the promotion of autonomy, school administrators elevated staff motivation, accountability, and professional development. The findings indicated that explicit guidance and performance evaluation enhanced efficiency without undue oversight, resulting in increased job satisfaction and improved employee performance.

Research from Faisalabad schools revealed that, when used contextually, a mix of autocratic and democratic leadership styles enhanced teacher effectiveness when autocratic styles worked best for events requiring great direction and responsibility (Frontiers, 2022). These results underlined how leaders should change to fit the particular needs of educators and institutional settings in order to maximize performance and enhance professional growth. These findings confirmed the theory that, as Table 1 shows, organized yet flexible leadership promoted a balanced environment that supported both teacher autonomy and goal alignment.

**Democratic Leadership Style.** Democratic leadership stresses group projects, involvement, and shared decision-making. Those who follow this strategy appreciate team efforts, therefore promoting open communication, trust, and inclusiveness. Teams that value creativity especially will benefit from this approach since it promotes innovation, involvement, and leadership growth. Applied effectively, democratic leadership improves team interactions, raises morale, and produces well-informed judgments. Though it is a very successful long-term plan, it depends on good communication and a balanced approach to stop delays in decision-making. (Chen

et al., 2021)

Table 2 showed the degree of democratic leadership style school chiefs displayed. With an overall mean of 4.00 (SD = 0.414), this leadership approach was clearly highly expressed. This implied that, in their leadership style, school heads actively promoted involvement, open communication, and group decision-making.

Table 2. *Level of Democratic Leadership Style Demonstrated by School Heads*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Members want to be a part of the decision-making process.	3.71	1.227	Highly Demonstrated
Providing guidance without pressure is the key to being a good leader.	4.25	.826	Very Highly Demonstrated
Most members want frequent and supportive communication with their leaders.	4.33	.654	Very Highly Demonstrated
Leaders need to help members accept responsibility for completing their work.	4.27	.609	Very Highly Demonstrated
It is the leader's job to help members find their "passion".	3.36	1.090	Slightly Demonstrated
People are basically competent and if given a task will do a good job.	4.08	.791	Highly Demonstrated
Overall	4.0	.414	Highly Demonstrated

*Legend: 4.20 – 5.00- Very highly demonstrated; 3.40 – 4.19- Highly demonstrated; 2.60 – 3.39: demonstrated; 1.80 – 2.59: slightly demonstrated; 1.00 – 1.79- Not At All*

With a very high mean of 4.33, "Most members want frequent and supportive communication with their leaders," obtained the highest rating among the indicators, underlining the tremendous relevance school heads gave in preserving open and continuous communication with their personnel. Reflecting that school heads gave support and guidance above strong authority, "Leaders need to help members accept responsibility for completing their work" (4.27) and "Providing guidance without pressure is the key to be a good leader" (4.25) were also quite highly demonstrated. These findings suggested that school leaders thought in empowering their employees, encouraging independence, and so supporting responsibility inside the company. (Brown & Patel, 2023)

Conversely, the lowest-rated indicator, "It is the leader's role to help members identify their "passion," had a mean of 3.36, which was just barely shown. This showed that even if school leaders understood the need of inspiration, they might not have given it top priority as a main role for leadership. On the other hand, the high mean of 4.08 for the remark "People are basically competent and if given a task will do a good job" indicates that school leaders had a great degree of faith in the capacity and work ethic of their staff.

The very high values in the data exposed important consequences for school leadership. The high marks on communication, direction, and responsibility suggested that school leaders established conditions in which staff members felt appreciated, guided, and accountable for their efforts. These democratic leadership qualities probably helped to improve professional development among teachers, boost morale, and promote more cooperation.

On the other hand, the less focus on guiding members toward their passion meant that, even while motivation was valued, pragmatic skills like responsibility and communication took front stage. This suggests that school administrators might have paid more attention to methodical leadership than to customized motivating techniques. (Lavelle et al., 2021)

The results suggested that school leaders particularly supported democratic leadership, therefore promoting a culture of trust, inclusiveness, and group decision-making. This strategy probably resulted in a more involved and efficient workforce where educators felt free to help the institution to flourish. School leaders may have had to include more customized motivating techniques, nevertheless, to improve leadership effectiveness and make sure staff members felt not just accountable but also very close to their work.

The results matched Laghari et al. (2021), who observed that school administrators who gave open communication and participative decision-making top priority produced a positive school environment, which raised teacher performance and work satisfaction. These observations showed that while more attention on individual teacher development could help to maximize school performance, democratic leadership was necessary for creating a motivated and cooperative teaching environment.

**Laissez-faire Leadership Style.** A hands-off style known as laissez-faire leadership gives people the freedom to complete tasks and make independent judgments. Applied to capable, self-driven people who can manage their obligations without continual oversight, this approach is most successful. Laissez-faire leadership promotes invention and autonomous problem-solving by supporting personal responsibility and creativity. But its performance mostly depends on the team's capacity since a lack of structure and direction could cause uncertainty, inefficiencies, or a drop in output should team members be not sufficiently qualified to operate independently.

Table 3 illustrates the extent of laissez-faire leadership exhibited by school heads, with an overall mean of 3.20 (SD = 0.538), signifying a slight demonstration of this leadership style. This indicated that although school administrators permitted a certain level of autonomy among their workers, they did not entirely adopt a laissez-faire leadership style.

The highest-rated statement among the indicators, "Leaders should grant members complete autonomy to resolve issues independently," earned a mean score of 3.71, indicating that school leaders predominantly endorsed independence in problem-solving. Likewise, "As a rule, leaders should permit members to assess their own work," yielded a mean of 4.06, suggesting a modest preference for self-evaluation among staff members. The results indicated that although school leaders appreciated autonomy, they retained a degree of control to ensure accountability.

Table 3. *Level of Laissez-faire Leadership Style Demonstrated by School Heads*

Indicators	Mean	SD	Interpretation
In complex situations, leaders should let members work out problems on their own.	2.84	1.101	Slightly Demonstrated
Leadership requires staying out of the way of members as they do their work.	3.06	.936	Slightly Demonstrated
As a rule, leaders should allow members to appraise their own work.	4.06	.631	Slightly Demonstrated
Leaders should give members complete freedom to solve problems on their own.	3.71	.878	Highly Demonstrated
In most situations, members prefer little input from the leader.	3.14	.908	Slightly Demonstrated
<b>In general, it is best to leave members alone.</b>	<b>2.33</b>	<b>1.055</b>	<b>Slightly Demonstrated</b>
<b>Overall</b>	<b>3.20</b>	<b>.538</b>	<b>Slightly Demonstrated</b>

Legend: 4.20 – 5.00- Very highly demonstrated; 3.40 – 4.19- Highly demonstrated; 2.60 – 3.39: demonstrated; 1.80 – 2.59: slightly demonstrated; 1.00 – 1.79- Not At All

In contrast, the indication with the lowest rating, "In general, it is best to leave members alone," earned a mean score of 2.33, indicating that school leaders did not endorse a wholly hands-off leadership style. The assertion "In complex situations, leaders should allow members to resolve problems independently" yielded a mean of 2.84, further substantiating the notion that school leaders offered guidance when required, especially in difficult circumstances. The statement "In most situations, members prefer little input from the leader" garnered a mean score of 3.14, suggesting that although some degree of autonomy was favored, staff members still desired leadership assistance in their responsibilities.

The outlier values in the data indicated significant consequences for educational leadership. The elevated score for the provision of problem-solving autonomy indicated that school leaders acknowledged the need of empowering personnel and promoting self-sufficiency. The low score on fully relinquishing leadership responsibilities indicated that they continued to actively provide guidance and support. This equilibrium suggested that school administrators appreciated both autonomy and direction, providing staff with independence while yet delivering essential leadership support when required.

The findings indicated that school leaders exhibited a restricted use of laissez-faire leadership, favoring a balance between granting autonomy and exercising control. This strategy may foster creativity and individual problem-solving; but, excessive autonomy without adequate supervision could result in uncertainty, inefficiency, or a lack of direction. The little exhibition of laissez-faire leadership by school administrators indicated that, although autonomy was promoted, organized leadership was crucial for maintaining productivity, accountability, and overall institutional performance.

Likewise, the results suggested that school leaders kept an active involvement in some circumstances but leaned toward giving their staff some degree of autonomy, especially in decision-making and evaluation.

The little display of laissez-faire leadership might have reflected the necessity of striking a balance in school management between autonomy and direction. It also suggested that school leaders might have been wary about handing over all authority over difficult issues and instead opted for a more involved leadership role when called for.

As example, even if some features of laissez-faire leadership were valued, there seemed to be an underlying inclination for direction in important decisions (Northouse, 2019; Avolio & Bass, 2020).

In summary, based on the above data, the participants believed that their school heads highly demonstrated a kind of democratic leadership that paved the way to a fair and just kind of leadership. These school heads provided an avenue for teachers to share their insight and inputs to improve school's performance. It is supported with idea of Farouk and Shahin (2021), that democratic leadership styles were connected to greater teacher motivation and performance.

A school where openness and transparency reigns and truly demonstrated by the teachers, staff and students because of a democratic school heads who leads by noble example and concern to the school organization. (Singh et al. , 2023)

Table 4. *Summary table of the Leadership Style Demonstrated by School Heads*

Leadership Style	Weighted Mean	SD	Interpretation
Authoritative	3.20	.577	Slightly Demonstrated
Democratic	4.00	.414	Highly Demonstrated
Laissez-faire	3.19	.538	Slightly Demonstrated

Legend: 4.20 – 5.00- Very highly demonstrated; 3.40 – 4.19- Highly demonstrated; 2.60 – 3.39: demonstrated; 1.80 – 2.59: slightly demonstrated; 1.00 – 1.79- Not At All

### Level of Teachers' Motivation Towards Leadership Styles

Teachers' motivation greatly affect quality of instruction in the district. Understanding instructors' enthusiasm and dedication helps improve learning environments. This study examined the teachers' motivation by leadership style and factors such district leadership support, professional development, recognition, and instructional materials. The study analyzed these components to see how district-wide policies and activities affect teacher motivation and performance. Knowledge of these motivators helps build tactics to improve educational efficiency and instruction settings.

Moreover, leadership shapes educational institutions' motivating environment. Supportive leadership that ensures access to resources, recognizes professional growth, and fosters development can boost teachers' morale and performance. Accordingly, Farouk and Shahin (2021), posited that democratic leadership styles were connected to greater teacher motivation and performance. Discontent and disengagement might result from executives ignoring teachers' contributions or limiting their authority.

Knowing which leadership styles motivate teachers helps schools improve student learning and educator commitment. Rewards, professional development, and thanks from officials and students can also motivate teachers. Teachers who feel their work matters and see student progress are often happier. (Yang, et al., 2021). Available professional development programs are vital since continual education and skill improvement boost job satisfaction and career advancement. Dealing with these motivational factors holistically helps improve teacher and student learning environments.

Also, a participatory environments created by democratic leadership give teachers a voice in decision-making, thereby enhancing their motivation and job effectiveness. It is because motivated teachers are therefore usually more successful since they are more suited to fulfill institutional aims and deliver high-quality instruction (Varghese & Xavier, 2021).

Table 5. *Teachers' Motivation Towards Leadership Styles*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Potential for professional growth (e.g., possibility of improving one's own professional skills)	4.16	.715	Highly Motivated
Sense of achievement (e.g., experiencing success)	4.33	.526	Highly Motivated
Responsibility (e.g., autonomy, authority, and responsibility for own work)	4.33	.555	Highly Motivated
Potential for advancement (e.g., possibility of assuming different positions in the profession)	4.05	.670	Highly Motivated
Work itself (e.g., aspects associated with the tasks of teaching)	3.95	.672	Highly Motivated
Sense of accountability (e.g., being held directly responsible for student learning)	3.98	.584	Highly Motivated
A one-time monetary award (supplemental to the step increase)	4.08	.661	Highly Motivated
Being selected as 'Teacher of the Year' in the district	4.07	.669	Highly Motivated
Having students thank a teacher for aiding in the understanding of a difficult concept	3.59	.819	Highly Motivated
Observing vast improvement in the achievement levels of one's students since the beginning of the year	4.13	.626	Highly Motivated
Being awarded a plaque by students	4.11	.664	Highly Motivated
Potential for professional growth (e.g., possibility of improving one's own professional skills)	3.69	.852	Highly Motivated
<b>Overall</b>	<b>4.04</b>	<b>.399</b>	<b>Highly Motivated</b>

*Legend: 4.20 – 5.00- Very highly motivated; 3.40 – 4.19- Highly motivated; 2.60 – 3.39- moderately motivated; 1.80 – 2.59- less motivated; 1.00 – 1.79- Not At All*

Table 5 presented the level of teachers' motivation towards leadership styles, with an overall mean of 4.04 (SD = 0.399), indicating that teachers were highly motivated by various leadership-related factors. This suggested that the leadership approaches employed by school heads played a significant role in influencing teachers' enthusiasm, job satisfaction, and commitment to their profession.

Among the indicators, the highest-rated "Sense of achievement (e.g., experiencing success)" and "Responsibility (e.g., autonomy, authority, and responsibility for own work)," both showed a mean of 4.33 interpreted as very highly motivated. These implied that teachers were particularly driven by their ability to take ownership of their work and by the fulfillment that came from professional accomplishments through a school head who truly motivated and encourage them to perform at their best. Additionally, "Observing vast improvement in the achievement levels of one's students since the beginning of the year", with a mean of 4.13, and "Potential for professional growth (e.g., possibility of improving one's own professional skills)", with a mean of 4.16, further suggested that teachers found strong motivation in ongoing learning, career progression, and witnessing tangible results in student success.

On the other hand, the lowest-rated factor, "Having students thank a teacher for aiding in the understanding of a difficult concept," had a mean of 3.59, while "Work itself (e.g., aspects associated with the tasks of teaching)" had 3.95. Although both still fell within the highly motivated category, their slightly lower ratings.

This suggested that while teachers appreciated verbal appreciation and the daily tasks associated with teaching, they found greater motivation in broader professional and career-oriented aspects. This indicated that intrinsic motivators, such as responsibility, professional growth, and student achievement, played a more significant role in sustaining motivation than momentary expressions of gratitude or routine teaching activities. (San-Jose et al., 2020)

The extreme values in the data had important implications for leadership in schools. The high ratings for professional growth, responsibility, and student achievement suggested that teachers thrived in an environment where they had autonomy, meaningful career development opportunities, and clear indicators of success.

This underscored the importance of democratic and transformational leadership styles, which emphasized empowerment, collaboration, and professional development.

Conversely, the lower-rated factors suggested that while appreciation from students and routine teaching duties were meaningful, they were not the primary sources of sustained motivation. This meant that school heads needed to go beyond simple recognition and routine support, ensuring that teachers had access to mentorship programs, leadership roles, and opportunities for professional advancement. (Tanaka & Lee, 2023).

Overall, the findings reinforced that effective school leadership should focus on fostering a culture of growth, responsibility, and achievement. By prioritizing long-term career development, autonomy, and recognition of meaningful accomplishments, school heads could ensure higher teacher satisfaction, improved retention, and better student outcomes.

Kim and Kim (2023) conducted a study on the relationship between teacher motivation and professional development opportunities and found that the availability of career advancement and skill-building programs significantly increased teachers' job satisfaction and performance. Similarly, Thompson et al. (2022) found that achievement-based rewards and autonomy improved teacher motivation, implying that intrinsic factors such as personal growth and recognition for professional success drove teachers more than extrinsic rewards such as student appreciation.

### Level of Teachers' Job Satisfaction Towards Leadership Styles

Teacher job satisfaction affects educator motivation, performance, and retention, which is vital to educational achievement.

A nice and supportive workplace boosts job satisfaction and motivates teachers to provide outstanding instruction. Leadership styles, especially, shape teachers' work experiences and interactions with administrators, colleagues, and students. Teachers are more engaged and dedicated when school leaders use supportive and effective management practices (Kim et al., 2021).

Table 6 revealed that, with an overall weighted mean of 4.04, teachers were rather happy with the several elements affecting their job satisfaction. With a rating of 4.45, "Salary" had the highest mean score, implying that keeping teacher satisfaction depended much on financial reward. This implied that competitive pay helped to support employment stability, motivation, and professional dedication, therefore fostering better performance and retention in the teaching field. "Job Security" (4.43), which demonstrated that teachers' sense of security and general well-being depended on tenure and stability in employment, came in second highest rating, followed by "interpersonal relationship with colleagues" (4.38) posited a better relationship among teachers and other stakeholders in the school, then "status" (4.31) which coincided with better interpersonal relationship suggesting that these teachers as truly contented and safe of their current professional status and job appointment.

Table 6. Teachers' Job Satisfaction Towards Leadership Styles

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Recognition (e.g., receiving praise from administrators, parents, students, or others)	4.16	.712	Highly Satisfied
Supervision by superiors (e.g., overall competence of superiors)	3.93	.623	Highly Satisfied
Interpersonal relationships with colleagues (e.g., interaction with other teachers)*	4.38	.590	
Salary (e.g., financial compensation)*	4.45	.565	Very Highly Satisfied
Job security (e.g., tenure)*	4.43	.562	
Status (e.g., professional status of teaching)*	4.31	.580	
Interpersonal relationships with administrators (e.g., interaction with administrators)	4.15	.579	Highly Satisfied
Working conditions (e.g., building conditions, amount of work, facilities available)*	4.27	.580	Very Highly Satisfied
District policies (e.g., overall effects of the district as an organization)	3.90	.654	Highly Satisfied
Teacher evaluation (e.g., appraisal of classroom instruction by evaluator)	3.78	.783	Highly Satisfied
Factors in personal life (e.g., effects of teaching on one's personal life)	3.91	.711	Highly Satisfied
Interpersonal relationships with students (e.g., interaction with students)	4.04	.672	Highly Satisfied
An instructional workshop offered by the district for a fee	3.51	.855	Highly Satisfied
An instructional workshop offered and paid for by the district	3.77	.812	Highly Satisfied
Being given the opportunity to participate in teacher projects (e.g., research, curriculum development)	3.98	.654	Highly Satisfied
Early retirement/contract buy-out	3.62	.835	Highly Satisfied
Being permitted to purchase additional equipment and supplies for the classroom	3.98	.806	Highly Satisfied
<b>Overall Mean</b>	<b>4.04</b>	<b>.357</b>	<b>Highly Satisfied</b>

Legend: 4.20 – 5.00- Very highly demonstrated; 3.40 – 4.19- Highly demonstrated; 2.60 – 3.39: demonstrated; 1.80 – 2.59: slightly demonstrated; 1.00 – 1.79- Not At All

The final highest among the five indicator statements is "working conditions" (4.27) that real provided a picture that the provision of better physical and working condition in school has been evident. Further, a safe workplace probably helped to lower stress and promote long-term professional dedication.

Conversely, the lowest mean score was for "an instructional workshop offered by the district for a fee," with a score of 3.51, suggesting that although teachers valued professional development, paying for participation might have deterred them from fully engaging in such possibilities. This implied that career progression and skill improvement might have been hampered by budgetary limitations. Should

professional development initiatives have been more easily available and free of cost, instructors would have been more driven to engage, therefore improving the quality of instruction. Although, such indicator may not garnered lowest among the highly satisfied category, it still indicated better perception towards school heads' leadership in the district. In summary, very highly satisfied and highly satisfied interpretation among teachers were still demonstrated.

Additionally, recognition, job stability, compensation, working conditions, and professional advancement possibilities boost teacher job satisfaction. Leaders' praise and constructive criticism affect instructors' job satisfaction. Fair policies, proper facilities, and career development improve the work experience and job satisfaction. A school climate that encourages collaboration and strong relationships between teachers, administrators, and students can boost instructors' dedication, thus, effective leadership styles shape teachers' job experiences. (Baqir & Ahmed (2019)

Relatively, leaders that focus support, recognition, and professional growth motivate and appreciate teachers. Dissatisfaction can lower performance and retention if these characteristics are absent. Thus, educational institutions must constantly evaluate and improve their leadership styles to meet teachers' demands. (Garcia & Martires, 2023)

The findings suggested that since maintaining high degrees of teacher satisfaction depends on these elements, school officials and legislators should plan and implement competitive compensation and guaranteed job security a top priority. Furthermore, providing free training courses to address issues about professional development accessibility would have improved teachers' competencies and general job satisfaction even more. Schools could have created a more motivating and fulfilling workplace for their teachers by concentrating on these important areas. (Guzmán & de la Torre, et al. 2019)

Finally, (Smith and Johnson (2023) found that teacher satisfaction was strongly linked to supportive relationships with colleagues and administrators, as well as job security and compensation. They stated that while salary was important, fostering a positive work environment and providing opportunities for professional development were also crucial for maintaining high teacher morale.

#### Level of Teachers' Job Performance based on RPMS Result

This evaluation of teachers' job performance in the Pilar District, conducted through the Results-Based Performance Management System (RPMS), delineated various performance categories, their respective frequencies, and percentage distributions, thereby providing a systematic analysis of teachers' efficacy in fulfilling professional standards. This evaluation offered significant insights into the overall performance patterns across the district, emphasizing areas of excellence and possibilities for continued improvement to improve instructional quality and professional growth.

The data in Table 7 indicated that the majority of teachers in the Pilar District demonstrated a high level of job performance based on the Results-Based Performance Management System (RPMS). The results showed that 90.7% of the teachers received a "Very Satisfactory" rating, while only 9.3% achieved an "Outstanding" rating. This distribution suggested that most educators met or exceeded performance expectations, though relatively few reached the highest level of distinction.

Table 7. Teachers' Level of Job Performance Towards Leadership Styles

Interpretation	F (118)	%	R
Outstanding	11	9.3	2
Very Satisfactory	107	90.7	1
Overall		Very Satisfactory	

The dominance of the "very satisfactory" rating implied that teachers consistently performed well, fulfilling their professional responsibilities effectively. However, the smaller proportion of those rated as "outstanding" suggested that while excellence was present, it was not widespread. This might have indicated the need for further professional development, mentorship, or leadership support to help more teachers reach the highest level of performance.

The extreme values in the data underscored areas for reflection. The relatively high percentage of "very satisfactory" ratings suggested that most teachers maintained competence and effectiveness in their roles, contributing positively to the district's educational outcomes.

However, the lower occurrence of "outstanding" ratings might have signified barriers such as limited access to advanced training, mentorship opportunities, or leadership initiatives that could elevate performance. Addressing these gaps through targeted professional development programs, instructional coaching, and leadership support could have further enhanced the overall quality of teaching and learning in the district. Davis and Miller (2023) found that leadership styles and institutional support systems significantly influenced teacher performance in evaluations. Similarly, Walker and Smith (2022) emphasized that educators in environments with strong mentoring programs and continuous professional development opportunities were more likely to achieve higher performance levels. These studies reinforced the importance of establishing supportive frameworks that align evaluation tools with teachers' needs, fostering both accountability and professional growth.

#### Correlation Analysis on the Relationship of Leadership Styles on Motivation, Job Satisfaction and Job Performance

This section examined the connection between school principals' leadership styles and their impact on teachers' motivation, job performance, and job satisfaction. The discussion provided a detailed analysis of the significant

Table 8. Relationship Between Leadership Styles and Teachers' Motivation

Leadership Styles	r	p	Level of Correlation	Remarks
Authoritative	.205*	.026	Weak Positive Relationship	Reject H <sub>0</sub>
Democratic	.229*	.012	Weak Positive Relationship	Reject H <sub>0</sub>
Laissez-faire	.123	.186	Weak Positive Relationship	Accept H <sub>0</sub>
Overall Leadership Style	.239**	.009	Weak Positive Relationship	Reject H <sub>0</sub>

\*\* Correlation is significant at the 0.05 level (2-tailed). If  $p < 0.05$ , then reject H<sub>0</sub>

approaches influence teachers' engagement, effectiveness, and overall workplace fulfillment. Table 8 illustrated the relationship between the leadership relationships among these variables, highlighting how different leadership styles of school heads and teachers' motivation, highlighting the correlation coefficients derived from Pearson correlation analysis. The results indicated that both authoritative and democratic leadership styles showed weak positive relationships with teachers' motivation, satisfaction, and overall performance, with correlation coefficients of 0.205 and 0.230, respectively. The significance values for these correlations were below the 0.05 threshold, specifically 0.026 for the authoritative style and 0.012 for the democratic style, allowing for the rejection of the null hypothesis (H<sub>0</sub>). This implied that there was a statistically significant relationship between these leadership styles and teachers' motivation.

In contrast, the laissez-faire leadership style presented a correlation coefficient of 0.123, which did not achieve significance ( $p = 0.186$ ), indicating that this style did not have a meaningful impact on teachers' motivation. The lack of a significant correlation with the laissez-faire style suggested that a more hands-off approach might not have effectively enhanced teacher motivation.

The implications of these findings suggested that school administrators should have prioritized developing democratic leadership practices to support teacher engagement and effectiveness. By doing so, schools could have created a more motivating environment that might have ultimately enhanced both teacher performance and student learning experiences.

Table 9 illustrated the correlation between job satisfaction and the leadership styles of school heads using Pearson correlation analysis. The results indicated that both authoritative leadership ( $r = .189$ ,  $p = .041$ ) and democratic leadership ( $r = .212$ ,  $p = .021$ ) had weak positive correlations with job satisfaction at the .05 significance level, leading to the rejection of the null hypothesis (H<sub>0</sub>). This suggested that while these leadership styles were positively associated with teachers' job satisfaction, other factors in the work environment may have played a more significant role. Additionally, laissez-faire leadership ( $r = .214$ ,  $p = .060$ ) also showed a weak positive correlation, but it was not statistically significant as the p-value exceeded .05. This implied that a hands-off leadership approach did not significantly contribute to increased teacher satisfaction. However, when all leadership styles were analyzed collectively, the correlation remained weak but statistically significant ( $r = .267$ ,  $p = .003$ ), confirming that leadership approaches as a whole had some impact on teacher job satisfaction.

Table 9. Relationship Between Leadership Styles and Teachers' Job Satisfaction

Leadership Styles	r	p	Level of Correlation	Remarks
Authoritative	.189*	.041	Weak Positive Relationship	Reject H <sub>0</sub>
Democratic	.212*	.021	Weak Positive Relationship	Reject H <sub>0</sub>
Laissez-faire	.214*	.060	Weak Positive Relationship	Accept H <sub>0</sub>
Overall Leadership Style	.267*	.003	Weak Positive Relationship	Reject H <sub>0</sub>

\*\* Correlation is significant at the 0.05 level (2-tailed). If  $p < 0.05$ , then reject H<sub>0</sub>

The findings suggested that factors beyond leadership, such as salary, professional development, career growth opportunities, recognition, and the work environment, may have been more influential in shaping job satisfaction. To enhance teacher satisfaction and retention, school administrators were encouraged to strengthen authoritative and democratic leadership styles by promoting clear communication, support, and participative decision-making. These results aligned with existing literature. Awan and Khan (2020) found that leadership styles influenced certain aspects of teacher behavior but were secondary to predictors like professional development and school climate. Similarly, Ramli et al. (2022) reported that recognition and career growth had a stronger association with teacher motivation than leadership styles.

Garcia and Miralles (2021) emphasized the importance of autonomy and peer support, while Yilmaz and Tasci (2023) highlighted workload and resources as key concerns affecting job satisfaction. These findings reinforced the idea that improving teacher job satisfaction required a holistic approach that addressed leadership styles alongside broader workplace conditions.

Table 10. Relationship Between Leadership Styles and Teachers' Job Performance

Leadership Styles	r	p	Level of Correlation	Remarks
Authoritative	-.005	.959	Very Weak Negative Relationship	Accept H <sub>0</sub>
Democratic	.047	.616	Very Weak Positive Relationship	Accept H <sub>0</sub>
Laissez-faire	-.191*	.038	Weak Negative Relationship	Reject H <sub>0</sub>

\*\* Correlation is significant at the 0.05 level (2-tailed). If  $p < 0.05$ , then reject H<sub>0</sub>

Table 10 presented the relationship between school heads' leadership styles and teachers' job performance, analyzed using Pearson correlation coefficients. The results indicated that the authoritative leadership style exhibited a very weak negative correlation of -0.005, suggesting no significant relationship with teachers' job performance ( $p = 0.959$ ). Similarly, the democratic leadership style

showed a weak positive correlation of 0.047, which also failed to demonstrate a significant relationship ( $p = 0.616$ ).

In contrast, the laissez-faire leadership style revealed a weak negative correlation of -0.191, which was statistically significant ( $p = 0.038$ ). This finding suggested that as the laissez-faire leadership style increased, teachers' job performance tended to decline.

Overall, the correlation of -0.074 for all leadership styles combined indicated a very weak negative relationship, which did not support a significant impact on job performance. The findings suggested that while authoritative and democratic leadership styles did not significantly influence teachers' job performance, the laissez-faire approach may have had a detrimental effect. This indicated that school leaders who adopted a laissez-faire style could have inadvertently hindered teachers' performance, potentially due to a lack of guidance and support. These results implied that school administrators should have reconsidered their leadership approaches and focused on more supportive and engaging leadership styles.

### Regression Analysis of Leadership Styles on Motivation, Job Satisfaction and Job Performance

Regression analysis was used to examine how different leadership styles affected motivation, job satisfaction and performance. This study sought to find whether differences in these significant workplace outcomes would be predictive of authoritarian, democratic, and laissez-faire leadership styles. The regression model assessed the strength and significance of these variables, therefore offering insights on how leadership styles affected teacher motivation, satisfaction, and performance even when it included other occupational factors. The findings provide significant fresh angles on whether leadership styles had the most impact or whether outside factors had a more major influence on general work performance.

This section presents the findings of the study, focusing on leadership practices in multicultural schools and the lived experiences of five school leaders in Lambayong, Sultan Kudarat, Philippines. Using Braun and Clarke's (2006) six-phase thematic analysis, key insights were derived from in-depth interviews, revealing how these leaders manage cultural challenges, promote inclusivity, balance academic achievement with cultural identity, and identify professional development needs.

The findings are analyzed through the lens of three interconnected leadership theories: Culturally Responsive Leadership Theory, the Social Change Model of Leadership Development, and Transformational Leadership Theory. These frameworks provide a comprehensive perspective on leadership in multicultural settings, emphasizing equity-driven governance, inclusivity, and responsiveness to the needs of diverse student populations.

Table 11. *Influence of Leadership Styles on Teachers' Motivation*

Leadership Styles	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision	Conclusion
	B	Std. Error	Beta				
Authoritative	.080	.075	.115	1.074	.285	Retain H0	Not Significant
Democratic	.134	.102	.137	1.311	.192	Retain H0	
Laissez-faire	.023	.073	.030	.311	.757	Retain H0	

Dependent Variable: MOTIVATION

Table 11 presented the results of a regression analysis that examined how different leadership styles—authoritative, democratic, and laissez-faire—affected employee motivation. The findings revealed that none of these leadership styles had a statistically significant impact, as all p-values exceeded the standard 0.05 threshold.

Among them, authoritative leadership ( $B = 0.080$ ,  $p = 0.285$ ) exhibited a small positive effect, but it was not strong enough to be meaningful. Democratic leadership ( $B = 0.134$ ,  $p = 0.192$ ) had a slightly greater influence but remained statistically insignificant. The weakest effect came from laissez-faire leadership ( $B = 0.023$ ,  $p = 0.757$ ), reinforcing the notion that this leadership approach had little to no impact on employee motivation in this particular context.

These results suggested that leadership style alone was not the primary driver of employee motivation. Other elements, such as company policies, job satisfaction, workplace culture, and intrinsic employee factors, might have played a more significant role. Previous research on this subject has produced mixed findings.

For instance, Bass and Riggio (2006) found that transformational leadership, which integrates aspects of various leadership styles, tends to be more effective in enhancing motivation. More recent studies by Khan et al. (2022) and Eva et al. (2021) highlighted that the effectiveness of leadership styles is contingent upon factors such as industry type, organizational structure, and employee expectations.

Given the lack of significant impact from leadership style in this study, companies may need to explore alternative strategies to drive employee motivation. Organizations could benefit from implementing tailored incentive programs, fostering a culture of recognition, and providing professional development opportunities. Additionally, adopting a more holistic approach that considers individual employee needs, career aspirations, and workplace well-being may yield better results. Future research could further investigate how leadership styles interact with other workplace factors to influence motivation, ensuring a more comprehensive understanding of employee engagement dynamic.

Table 12. Influence of Leadership Styles on Job Satisfaction

Leadership Styles	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision	Conclusion
	B	Std. Error	Beta				
	Authoritative	.044	.065				
Democratic	.117	.089	.136	1.310	.193	Retain H <sub>0</sub>	Significant
Laissez-faire	.101	.064	.152	1.566	.120	Retain H <sub>0</sub>	

Dependent Variable: JOB SATISFACTION

Table 12 showed the outcomes of a regression analysis on how work satisfaction among teachers related to leadership styles—authoritative, democratic, and laissez-faire. Since all p-values in the results exceeded the 0.05 level, none of these leadership approaches exhibited a statistically significant influence. With a standardized beta coefficient ( $\beta = 0.136$ ) and unstandardized coefficient ( $B = 0.117$ ), democratic leadership had the highest among the leadership styles suggesting a rather larger positive link with job satisfaction than the others. But with a  $p = 0.193$ , this link was not statistically significant, hence insufficient data existed to show whether democratic leadership directly raised job satisfaction.

Unstandardized coefficient of  $B = 0.101$  and a standardized beta coefficient of  $\beta = 0.152$  were displayed by laissez-faire leadership. Although this style had a moderate positive connection with job satisfaction, it did not reach statistical significance ( $p = 0.120$ ), meaning that a hands-off leadership style had not clearly affected teachers' job satisfaction. Showing the weakest link with job satisfaction, authoritative leadership had the lowest coefficients ( $B = 0.044$ ,  $\beta = 0.071$ ). It was a poor predictor of job satisfaction in this study with a p-value of 0.507 since it had no appreciable influence. These results suggested that teachers' work satisfaction was not mostly influenced by leadership styles by themselves. Salary, chances for professional development, recognition, workload, and general work atmosphere are other elements of the workplace that might have been more important. School officials could have needed a more all-encompassing strategy combining good leadership with more general workplace improvements to raise teacher happiness as none of the leadership styles greatly affected job satisfaction.

Recent research validated this opinion. While transformative leadership increased motivation and commitment, Hadijah (2024) discovered that teacher satisfaction more depended on elements like professional development and a supportive work environment. Alonderiene and Majauskaite (2016) also emphasized how servant leadership—which emphasizes caring and encouragement—increased job satisfaction. These results underlined how a good work atmosphere and excellent leadership are both prerequisites for raising teacher satisfaction.

These realizations should guide next studies on how different workplace elements interact with leadership styles to affect teacher satisfaction. Examining if factors like school culture, administrative support, and teacher autonomy influence leadership effectiveness, for example, would help one to better grasp job satisfaction dynamics. The regression analysis in Table 13 examined how different leadership styles—authoritative, democratic, and laissez-faire—might impact teachers' performance based on their RPMS (Results-Based Performance Management System) ratings. The results showed that authoritative and democratic leadership had no significant effect on RPMS ratings, while laissez-faire leadership had a statistically significant negative impact.

Table 13. Influence of Leadership Styles on RPMS Rating

Leadership Styles	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision	Conclusion
	B	Std. Error	Beta				
	Authoritative	.007	.026				
Democratic	.033	.035	.097	.922	.359	Retain H <sub>0</sub>	
Laissez-faire	-.059	.025	-.228	-2.314	.022	Reject H <sub>0</sub>	

Dependent Variable: RPMS RATING

Positive relationship with RPMS ratings, as shown by a standardized beta coefficient ( $\beta = 0.328$ ) and an unstandardized coefficient ( $B = 0.007$ ). However, with a p-value of 0.796, this effect was not statistically significant, meaning authoritative leadership did not influence teachers' RPMS performance in a meaningful way. Similarly, democratic leadership had slightly higher coefficients ( $B = 0.033$ ,  $\beta = 0.097$ ), suggesting a slightly stronger positive connection with RPMS ratings. However, this relationship was also not statistically significant ( $p = 0.359$ ), meaning democratic leadership had little impact on teachers' RPMS performance. In contrast, laissez-faire leadership had a negative effect on RPMS ratings, with an unstandardized coefficient ( $B = -0.059$ ) and a standardized beta coefficient ( $\beta = -0.228$ ). This effect was statistically significant ( $t = -2.314$ ,  $p = 0.022$ ), meaning teachers under laissez-faire leadership tended to perform worse in RPMS evaluations. These findings suggest that leadership style alone may not be the main factor influencing teachers' performance. Other aspects, such as motivation, workload, institutional support, and access to resources, may play a more significant role in determining RPMS ratings.

However, the negative impact of laissez-faire leadership highlights a key concern. A hands-off leadership style, characterized by little guidance, minimal support, and limited involvement in decision-making, appears to lower teacher performance. This supports the idea that structured leadership, clear expectations, and active engagement are essential for improving teacher effectiveness.

The results also emphasize the importance of accountability and direction in school leadership. Since authoritative and democratic leadership had no significant effect on teachers' performance (RPMS-based ratings) and school administrators and policymakers may need to explore other factors influencing teacher performance, such as professional development, workload management, recognition programs and organizational culture. (He et al. 2021)

Also, recent studies support these findings and (Hadijah, 2024) found that while transformational leadership boosts motivation and commitment, teacher performance and satisfaction rely heavily on professional development and supportive work environments. Similarly, Yuniarti et al. (2023) highlighted that school principals' leadership styles and teachers' job satisfaction significantly affect teacher performance. These studies reinforce the idea that improving teacher performance requires a well-rounded approach that considers both leadership styles and workplace conditions. In this study a Leadership Intervention plan is proposed as a one of the few possible measure to improve leadership of school heads, thus, boost teachers' motivation, job satisfaction and performance.

## Conclusions

The study concluded that a combination of leadership styles, particularly democratic leadership, effectively fostered a supportive school environment. Teachers' high motivation and high job satisfaction were primarily driven by achievement, growth, and recognition, emphasizing the importance of professional development and acknowledgment. Therefore, school heads should focus on creating opportunities for continuous learning and career advancement to maintain high levels of engagement among teachers. Additionally, most teachers performed at a "very satisfactory" level, with fewer reaching "outstanding" ratings. Limited access to advanced education and career growth opportunities was identified as a key barrier to higher performance. Implementing mentoring programs, personalized evaluations, and professional development initiatives can help bridge this gap and improve overall teacher effectiveness and student outcomes.

These findings highlight the need for school heads to adopt supportive leadership approaches that encourage collaboration and professional growth while limiting laissez-faire practices. By prioritizing structured and engaging leadership strategies, administrators can enhance teacher effectiveness, boost job satisfaction, and ultimately contribute to better student outcomes.

School heads should prioritize democratic leadership while balancing authoritative guidance and minimizing laissez-faire approaches. Implementing leadership training in team building, conflict resolution, and motivation can create a more engaging and productive work environment.

Schools should invest in affordable professional development, mentorship, and career growth opportunities while recognizing teacher achievements. A supportive school culture, transparent communication, and regular RPMS evaluation can enhance teacher morale and performance.

Further study which include a Path Analysis should be used to study leadership effects on motivation and performance. Comparing urban vs. rural and public vs. private schools can provide insights, and integrating quantitative and qualitative methods can deepen the understanding of effective leadership.

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