



# Leadership Styles of School Heads and Performance of Teachers in Eastern Samar Division

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## Abstract

This study investigates the school heads' leadership styles and their teachers' individual performance commitment and review-based work performance in the division of Eastern Samar. A survey questionnaire was analyzed for the 50 school head respondents, utilizing interquartile, range, median, and multiple hierarchical regression analysis at a 0.05 significance level. The findings revealed that school heads of all four leadership styles, namely transformational, transactional, authoritative, and laissez-faire are highly evident among school heads. However, it is noted that their perceptions are somehow highly dispersed in terms of authoritative leadership which implies that school heads are somehow moving out from the traditional approach to management. Second, the respondents have shown a very satisfactory level of work performance, despite the prevalence of pandemic and modular distance learning. However, the combinations of all the leadership styles employed by school heads significantly predict the level of work performance. Surprisingly, transactional leadership negatively impacts teachers' work performance despite the models. It can be inferred a direct influence brought by various leadership styles among school leaders to the total performance of their teaching qualities. Therefore, the researcher recommends extending the investigation to secondary school heads to validate the findings further.

## Keywords

Leadership Styles, Teacher's performance, Eastern Samar Division, School Heads

## INTRODUCTION

School heads should possess and employ a range of leadership styles to effectively manage staff members with different qualities, attitudes, and professional needs (Mosbarker, 2009). By utilizing a repertoire of leadership styles, school heads can adapt their staff members and create a conducive work environment. Leadership performance can be broadly categorized into several important phases. These trait theories assumed that successful leaders were born with a certain quality that set them apart from non-leaders. However, the challenge of categorizing and validating these traits led to widespread criticism of this approach, which in turn paved the way for style and behavioral approaches to leadership. The main finding of these studies suggests that leaders who adopt democracy tend to be more successful. This shift in emphasis highlighted the importance of leadership behavior and style in influencing performance outcomes.

Effective leaders should possess good diagnostic leadership styles to meet the demands of the highlights the importance of being flexible and responsive to the changing dynamics of work and the workplace, with advancements in technology and the recognition that employees can contribute more than just following orders and completing tasks, there has been an evolution in the understanding of leadership (Kenneth and Heresy, 2020). Leaders are now realizing the benefits of incorporating the inputs and perspectives of their employees. The shift has led to a departure from traditional leadership forms, where decisions were solely based on the leader's expertise and perspectives. Instead, leaders are embracing a more diverse range of ideas and contributions from their team members.

The school efficiency is managed has a significant impact on the efficiency of employees and ultimately contributes to the achievement of organizational goals. When the schools prioritize and implement effective management practices, it creates an environment that fosters productivity, motivation, and job satisfaction among employees. If this is not carried out, the general performance of the employees suffers due to inappropriate leadership style. There is a lack of quality of learning among elementary and secondary schools in Dolores I District, based on the result of the unified test conducted by the school Division Office of Eastern Samar- School Governance and Operations Division (SGOD) in School Year 2022-2023 in which the said District was tagged to be at the bottom five in the whole division for having low mean percentage Score (MPS) in the test. This can be associated with the leadership style practiced by the school needs. Effective leadership is needed to improve teachers' output rather than improving their performance, levels of participation and engagement, as well as their relationship to overall school performance, must be empirically determined, as this will serve as a basis for making decisions in the coming year. As a result, empirical research is required to determine how school involvement affects program success.

## **OBJECTIVES OF THE STUDY**

This study aims to uncover the following research objectives;

1. To determine the leadership styles employed by school heads of secondary school teachers in the division of Eastern Samar.
2. To determine the level of work performance of secondary school teachers in the division of Eastern Samar, as assessed through their individual performance commitment and review form (IPCRF).
3. To predict the level of work performance of secondary school teachers in terms of the leadership styles employed by school heads in the Division of Eastern Samar.

## **RESEARCH METHODOLOGY**

### **Research Design**

Correlation research design was employed to address the primary aim of understanding the relationship between and among the variables of the study. Initially, the study will use the descriptive aspect through the survey method to collect information on school heads' leadership styles as perceived by teachers and teachers' performance. Finally, it advanced to the correlation aspect to identify if the established models of leadership styles can predict the teacher's work performance. The school heads leadership styles are transformational, transactional, authoritative, and laissez-faire.

### **Research Design**

This study was conducted among 50 public secondary schools in the schools division of Eastern Samar. A total of 50 respondents consented to fill out the adopted survey questionnaire, while a copy of their 2023 IPCRF was requested from the school LIS coordinator. The researcher employed simple random sampling. The research participants are regular permanent teachers who are willing to be respondents to the study.

### **Data Collection Method**

A two-part survey questionnaire via google form was utilized. The first part dealt with the profile of the respondents. The second part was taken from a ready-made questionnaire on the Leadership Style of Bass and Avolio (1992) to measure the school heads' perception of their leadership styles and practices, as perceived by secondary school teachers, particularly on transformational leadership, transactional leadership, laissez faire leadership, and authoritative leadership. On the other hand; to assess the teacher's performance, the researcher will make use of secondary data from the respondents' IPCR rating for the School Year 2022-2023, which reveal teacher's performance on their different Key Result Areas: Content Knowledge and Pedagogy, Diversity of Learners & Assessment and Reporting, Curriculum and Planning, and Community Linkages and Professional Engagement and Personal Growth and Professional Development.

### **Analysis of Data**

In this study, both descriptive and inferential analyses were employed to analyze the data. Indicating that any observed effects or relationships with a probability of occurring by chance less than 5% would be considered statistically significant. The researcher made use of frequency count and percentage. Finally, the multiple hierarchical regression analysis was employed to predict which model can significantly predict the criterion variable.

### **Ethical Consideration**

The study adhered to the relevant research ethics guidelines, and consent forms were provided to the participants and collected accordingly. Additionally, a permit was obtained from the Schools Division Superintendent of Eastern Samar Division. The respondent was assured that their data would be treated confidentially.

## **FINDINGS AND DISCUSSION**

### **School heads' leadership style in Eastern Samar, Philippines**

Results show the leadership styles in transformational, transactional, authoritative, laissez faire employed perceived by school teachers in the division of Eastern Samar. The data was analyzed using the median and interquartile range, as

shown in Table 1 below. Results from the analysis revealed that all four leadership styles are highly evident among school heads ( $\bar{x} = 4$ ), with authoritative leadership having the highest measure of dispersion (IR = 2.313) while both transformational and Laissez Faire got the lowest interquartile range of 1 as perceived by their teachers. The result appears to support the notion of Smith and Squires (2016). The responsibilities of principals as innovative and administrative managers: creating an environment within the school that is conducive to teaching and learning; implementing the school curriculum and being accountable for higher learning outcomes; introducing new and innovative models of instruction to achieve higher learning outcomes; and encouraging staff development (Perez & Lumaad, 2021 and Anabo, 2023). This finding implies that school heads agreed that Transformational and Laissez-faire leadership styles are the most observed leadership styles employed in the school. Also, these entail that the majority perform various leadership styles depending on society's situation and needs. School heads must value the participation of the teachers in all the affairs concerning teaching and learning. Finally, they should also recognize that decisions may not be effective with internal and external stakeholders.

**Table 1** Leadership style of school heads as perceived by secondary school teachers

Leadership Styles	Median	Interquartile range	Interpretation
Transformational Leadership	4	1	Highly evident
Transactional Leadership	4	1.75	Highly evident
Authoritative Leadership	4	2.313	Highly evident
Laissez Faire Leadership	4	1	Highly evident

*Legend:* 1-Not evident, 2 – Partially evident, 3 – Moderately evident, 4 – Highly evident, 5 – Very highly evident

### Secondary school teachers work performance in Eastern Samar, Philippines

The second objective covers the level of work performance of the respondents as embedded in their approved 2022-2023 Individual Performance Commitment and Review rating on the four key result areas. The collected data were analyzed using frequency and percentage, as shown in Table 2. Results reveal that around 100% or 50 respondents acquired a very satisfactory rating. Similarly, Baluyos, Rivera and Baluyos (2019) reported a very satisfactory performance in terms of teaching-learning, community involvement, and professional growth and development. On the other hand, Salingkat (2017) stated that teachers' performance in teaching and learning was low. The school managers should continue investing and allocating adequate amounts for the professional development program of all teachers. Lastly, they should be updated on some technological advancements in teaching to address academic issues and problems in the new normal.

**Table 2** Level of work performance of secondary school teachers

Adjectival rating	Description	Frequency	Percent
3.500-4.499	Very Satisfactory	50	100
<b>Total</b>		<b>50</b>	<b>100</b>

### PREDICTABILITY OF SCHOOL HEADS' LEADERSHIP STYLE TOWARD TEACHERS' LEVEL OF WORK PERFORMANCE IN THE DIVISION OF EASTERN SAMAR

The last objective deals with analyzing the predictability of school head leadership styles, hierarchically using multiple hierarchical regression analysis towards the level of teachers' work performance in the division of Eastern Samar. Four different models were derived with regression results shown in Table 3. The increasing value of r-squares from models 1 to 4 shows a sense of conducting hierarchical regression analysis. The four constructs, as seen in Model 4, described 24.50% of the teachers' level of work performance. The results on beta value per indicator show transactional leadership as a negative regressor to the teachers' work performance. Finally, two models referring to model 3 (R-square = .129; p-value = .018) and model 4 (R-square = .245; p-value = .012) both have shown significant regressions to that of the criterion variable. This entails that both models showing a combination of different leadership styles practiced by schools' heads of secondary schools affect teachers' work performance. The findings contradict Buenvinida and Ramos (2019) result since the combination of various leadership styles could not significantly influence the teachers' and students' performance. On the other hand, the findings share the same view of Nyenyembe et al. (2016) that teachers were more satisfied with their jobs when their school heads worked closely with them by mentoring them as well as paying attention to their well-being. Principals are education providers, coordinators, coaches, utilization, administrators, facilities, and infrastructure in carrying out the process of teaching and learning activities to achieve the goal of successfully improving the quality of education and producing graduates who have the skills and abilities independently to carry out a decent and better life (Aisayah et. al., 2022). However, Anabo (2024) and Saleem et al. (2020) handled that the combinations of Four well-being outlined in the path-goal theory significantly predict teachers' performance. Finally, the negative result of fewer performing teachers needs attention and concern in the educational process for them to gain more knowledge in continuous learning development. In addition, Guzman (2022) results indicate that school performance is very good, and it does not differ regardless of the type of school.

**Table 3** Multiple hierarchical regression analysis on the predictability of school heads' leadership style toward teachers' level of work performance in the division of Eastern Samar

Leadership Styles	R-square	B	p-value	Interpretation
Model 1				
• Leadership Transformational	.015	.026	.392	Not significant
Model 2				
• Leadership Transformational	.016	.034	.880	Not significant
• Leadership Transactional		-.008		
Model 3				
• Leadership Transformational	.129	.032	.018	Significant
• Leadership Transactional		-.051		
• Leadership Authoritative		.069		
Model 4				
• Leadership Transformational		.023		
• Leadership Transactional	.245	-.063	.012	Significant
• Leadership Authoritative		.051		
• Leadership Laisses Faire		.088		

$\alpha = .05$

## CONCLUSIONS AND RECOMMENDATIONS

To understand how different leadership styles may impact their work performance. It yielded several encouraging findings. The study seeks to determine whether certain leadership approaches have a significant influence on the work performance of teachers. First, all four leadership styles, namely transformational, transactional, authoritative, and laissez-faire are highly evident among school heads. However, it is noted that their perceptions are somehow highly dispersed in terms of authoritative leadership which implies that school heads are somehow moving out from the traditional approach to management. Second, the respondents have shown a very satisfactory level of work performance, despite the prevalence of pandemic and modular distance learning. Lastly, the combinations of all the leadership styles employed by school heads significantly predict the level of work performance of the respondents. Surprisingly, transactional leadership negatively impacts teachers' work performance despite the models.

Therefore, the reconceptualized, contextualized, and cultural settings will influence teachers to validate the possible reasons behind the present study's surprising leadership and work performance outcome. Secondly, the current study is limited to the four leadership styles, and work performance, other mediating variables, or research designs could yield insightful results in future studies. All these leads the researcher to recommend more stringent leadership training to be given to school heads, especially those that positively impact teachers' performance. Finally, this can be replicated using additional variables that can provide a different perspective and results.

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## CONFLICT OF INTEREST

The author declares that they have no conflict of interest.

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