

Predictive role of school heads' decision-making practices on holistic job fulfillment and teaching performance of public elementary school teachers in Bambang I district

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Abstract

This study examined the predictive role of school heads' decision-making practices on the holistic job fulfillment and teaching performance of public elementary school teachers in Bambang I District during the Academic Year 2025–2026. Specifically, it analyzed decision-making approaches in terms of autocratic, consultative, and group practices, and their relationship with teachers' job fulfillment—measured through job engagement, job satisfaction, job motivation, and job enrichment—and teaching performance across key professional domains. A quantitative descriptive-correlational research design was employed, utilizing validated and pilot-tested survey instruments to ensure reliability and accuracy of data. The respondents consisted of public elementary school teachers whose perceptions were analyzed using mean and regression analysis at the 0.05 level of significance. Findings revealed that school heads' decision-making practices were generally perceived as good, with participative approaches such as consultative and group decision-making rated very good, while autocratic practices were minimal. Teachers demonstrated a very good level of holistic job fulfillment, indicating strong engagement, motivation, satisfaction, and professional enrichment. Moreover, teaching performance was rated outstanding across all domains, reflecting high levels of professional competence. However, regression analysis showed that school heads' decision-making practices had a very weak and statistically non-significant influence on both holistic job fulfillment and teaching performance. The study concludes that while participative leadership is evident and teachers exhibit high levels of fulfillment and performance, these outcomes are influenced more by other factors beyond decision-making practices. Consequently, the study proposes targeted training programs to enhance inclusive leadership practices and sustain teachers' professional growth and effectiveness.

Keywords: decision-making practices, holistic job fulfillment, teaching performance

Predictive role of school heads' decision-making practices on holistic job fulfillment and teaching performance of public elementary school teachers in Bambang I district

1. Introduction

School heads play a critical role in shaping the work environment and overall performance of teachers through the quality of their decision-making practices. In educational institutions, particularly at the secondary and integrated school levels, decision-making influences not only administrative functioning but also the professional satisfaction and productivity of teachers. When school heads implement decisions that are participatory, transparent, and aligned with teacher needs, teachers feel valued and empowered, which enhances their job fulfillment and professional commitment. Conversely, when decision-making is centralized, dismissive, or inconsistent, teachers are more likely to feel demotivated, disengaged, and disconnected from institutional goals. This implies that decision-making practices are not merely administrative routines, but determinant factors shaping the climate of human relations and professional growth in schools.

In the context of Bambang, where schools accommodate diverse teachers across public elementary school settings, decision-making dynamics become even more crucial. Teachers differ in their professional experiences, expectations, and generational orientations. Some respond well to collaborative decision-making structures, while others may work effectively under directive approaches with clear policies and structured expectations. Thus, understanding how school heads' decision-making practices influence both holistic job fulfillment and teaching performance is necessary to ensure a harmonious organizational climate. This research is rooted in the belief that effective school leadership is not measured solely by compliance and task accomplishment, but also by the degree to which teachers experience meaningful engagement, motivation, and professional well-being.

Globally, numerous studies have emphasized leadership accountability and shared decision-making as essential drivers of teacher satisfaction and performance in the 21st-century school setting. Inclusive leadership and distributed governance have been shown to increase teacher motivation and sense of belonging, leading to improved classroom outcomes and reduced turnover (Bush & Ng, 2022). Similarly, participative decision-making strengthens teachers' sense of ownership and aligns institutional reforms with actual classroom realities (Harris & Jones, 2020). These global trends highlight that educational leadership is not simply administrative management, but a relational practice that shapes teacher morale, identity, and agency. At the regional level, research in Asian educational systems suggests that leadership practices grounded in collaboration and consultative engagement enhance teacher commitment more effectively than hierarchical or authoritarian models (Zein & tens Rietje, 2021). In developing countries, where educational reforms heavily rely on teacher initiative, the role of school leaders in fostering an empowering work environment has been increasingly underscored (Rahman & Singh, 2023). Such findings stress that teachers perform better when they are involved in school-wide decisions that affect their instructional autonomy and well-being.

Locally, Philippine studies affirm that school heads' decisions influence teacher morale, professional commitment, and instructional effectiveness. Shared governance, faculty consultation, and trust-building practices correlate strongly with higher levels of job satisfaction and improved teaching performance (Ballada et al., 2022). Particularly in rural and developing municipalities like Bambang, effective administrative decision-making can bridge gaps in resources, staff relations, and instructional support. Thus, exploring the determinant role of school heads' decision-making practices in shaping holistic job fulfillment and teaching performance among public elementary school teachers is both timely and necessary, as it addresses leadership factors that directly influence educational quality at the grassroots level.

This study is strongly anchored on several national and international education development frameworks, highlighting its relevance and alignment with global, national, institutional, and college-level research priorities.

By investigating the determinant role of school heads' decision-making practices in shaping holistic job fulfillment and teaching performance, the study supports sustainable teacher development, learner outcomes, and overall school effectiveness. Leadership and governance in education are fundamental components of quality instruction, which makes this research highly responsive to current development mandates.

At the global level, the study is aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education, which underscores the need for inclusive and equitable quality learning environments driven by effective school leadership. Teacher motivation and performance are critical indicators of school quality, and these are heavily influenced by how school leaders make decisions and manage teacher relations (UNESCO, 2021). The study is also linked to SDG 8: Decent Work and Economic Growth, which views job fulfillment as an essential element of dignified employment where workers experience well-being and workplace satisfaction. Effective decision-making practices contribute to a positive school climate, promoting teacher retention, productivity, and psychosocial wellness—all of which support sustainable human development in education systems.

At the national level, the study supports the National Research Agenda for Teacher Education (NRATE), which highlights teacher professionalism, school leadership, and well-being as strategic research themes essential in enhancing teacher competence and retention (Teacher Education Council, 2021). The NRATE calls for evidence-based research on organizational and psychological factors that affect teacher performance and job satisfaction, particularly in public basic education settings. By focusing on leadership practices, this study contributes to strengthening teacher support systems, decision-making structures, and leadership-development mechanisms within schools, thereby promoting a more responsive and enabling environment for teachers.

Locally, the research is aligned with the Nueva Vizcaya State University (NVSU) Research Agenda, which prioritizes education, governance, and institutional innovation as development pillars contributing to regional transformation (NVSU, 2022). NVSU underscores research initiatives that improve leadership practices in basic and higher education institutions, particularly those that influence human resource climate, workplace performance, and community empowerment. Through its focus on school heads' administrative decision-making and teacher fulfillment, the study contributes to institutional efforts toward educational excellence and leadership capacity-building within the province. Further, the study directly responds to the College of Teacher Education (CTE) Research Agenda, which promotes inquiries on teacher development, instructional quality, school leadership, and workplace well-being. One of the key research thrusts of CTE is leadership for improved teacher performance and learner outcomes. The study provides empirical grounding on how decision-making practices shape not only teacher productivity but also their holistic well-being—a priority area in contemporary teacher education reforms, especially within community-based public schools. Thus, it reinforces the role of educational research as a tool for policy enhancement and organizational transformation at the grassroots level.

It is noted that this study embodies a multidimensional alignment with global, national, institutional, and college-level research priorities. By examining how leadership in decision-making influences teaching performance and job fulfillment, it produces actionable insights for educational governance, strengthening school climate, and supporting sustainable teacher productivity. The motivation for this study emerged from the researcher's direct observations of recurring concerns faced by public elementary school teachers in Bambang I District with respect to leadership practices and workplace fulfillment. One of the most pressing challenges noted is the inconsistency in school heads' decision-making styles, which often affects teachers' morale and sense of professional value. In some schools, decisions involving instructional planning, workload distribution, and professional development are made without adequate consultation, leading to feelings of exclusion and disengagement among teachers. Teachers who feel that their voices are not considered tend to experience reduced motivation and diminished sense of belonging within their institution.

Another observed concern is the emotional and psychological strain teachers encounter when school-based decisions are perceived as abrupt, unclear, or unfair. Teachers have expressed concerns regarding communication

gaps, lack of transparency in administrative directives, and shifting expectations that compromise their ability to plan instruction effectively. Such leadership inconsistencies lead not only to professional dissatisfaction but also to the erosion of trust between teachers and administrators. Teachers often reported feeling overstressed and underappreciated—factors that weaken their job fulfillment and eventually affect their teaching performance.

The researchers also observed that generational differences among teachers further complicate the leadership-teacher dynamic. Younger teachers, particularly digital natives, prefer collaborative and participatory styles of administration, whereas more experienced teachers often value clarity, structure, and directive decision-making. School heads who fail to balance these generational expectations inadvertently create a workplace environment that is either too controlling or too fragmented. This mismatch in expectations affects collegiality, teamwork, and overall workplace harmony. Finally, another concern lies in how leadership practices impact teachers' willingness to innovate and engage in professional growth activities. When decision-making is top-down and rigid, teachers tend to become compliance-driven rather than reflective and empowered practitioners. These conditions highlight the critical need for leadership approaches that not only govern but also inspire. These observed realities motivated the researcher to conduct an empirical investigation to better understand how school heads' decision-making practices shape holistic job fulfillment and teaching performance—an inquiry that is both timely and relevant in strengthening the educational climate of public elementary schools in Bambang I District. Hence, this study.

2. Related Literature

This study is grounded on three major theoretical perspectives that collectively explain the interactions among decision-making practices, holistic job fulfillment, and teaching performance. These theories provide the conceptual foundation for understanding how emotional, organizational, and behavioral mechanisms influence teachers' performance and work-related experiences in the educational context.

First, Holistic Job Fulfillment is examined through the lens of Stakeholder Theory by Freeman (1984). This theory asserts that organizations must not only satisfy internal operational outcomes but also consider the needs, well-being, and perceptions of stakeholders who are directly or indirectly affected by institutional policies and practices. In the context of educational organizations, teachers serve as primary stakeholders whose satisfaction and sense of fulfillment contribute significantly to the realization of institutional goals. Stakeholder Theory posits that when the interests and welfare of stakeholders are prioritized, their organizational commitment, intrinsic motivation, and engagement improve. Thus, holistic job fulfillment is not merely a matter of salary or workload; it encompasses relational equity, professional recognition, supportive leadership, and psychological well-being. This theoretical framing highlights that teachers perform better when they feel valued, supported, and meaningfully integrated into decision-making processes within the school system.

Second, Decision-Making Practices are anchored on Herbert Simon's (1947) Decision-Making Theory, which emphasizes that organizational effectiveness is largely contingent on the quality and timeliness of decisions made by individuals in authority. Simon argued that decision-making is the essence of administrative behavior, as it embodies judgment, policy interpretation, and problem resolution. In the educational setting, teachers are not only implementers of policies but also decision-makers in daily instructional and classroom management routines. Their decisions—whether related to pedagogy, learner assessment, or professional judgment—directly shape learners' outcomes and institutional efficiency. Simon's theory also recognizes bounded rationality, suggesting that teachers make decisions within limits imposed by experience, available information, and environmental conditions. This makes the decision-making process a crucial determinant of their confidence, adaptability, and ultimately, their professional performance.

Finally, Teaching Performance is grounded on the Performance-Based Theory of Gilbert (1978). Gilbert proposed that effective performance is the result of measurable competencies applied within supportive organizational conditions. Performance, therefore, is not merely the outcome of effort but a reflection of how competencies (knowledge, skills, dispositions) are translated into observable outputs aligned with established

standards. Within the education sector, this theoretical foundation aligns strongly with the Results-Based Performance Management System (RPMS) of the Department of Education, which defines teacher performance through key result areas (KRAs), classroom practices, and professional behaviors. By anchoring teaching performance on Gilbert's Performance-Based Theory, the study underscores that teacher effectiveness is achieved when institutional systems provide clear standards, adequate support, and meaningful feedback mechanisms.

Collectively, these three theories create a coherent framework for understanding how teachers' decisions (Simon), their sense of fulfillment and value as stakeholders (Freeman), and their demonstrated professional outputs (Gilbert) interact in shaping overall teaching effectiveness. Thus, the study situates teaching performance not as an isolated outcome, but as a product of rational decision-making embedded within a supportive stakeholder-centered environment that enables professional competence to flourish.

The first construct of this study is decision-making practices which refer to the systematic process by which leaders or organizational actors select courses of action to address emerging issues, allocate resources, and guide operational direction. In the educational context, decision-making is a crucial managerial and instructional function that shapes teacher performance, organizational climate, and institutional effectiveness. Contemporary literature recognizes that decision-making among school leaders and teachers is not monolithic but varies according to leadership style, situational demands, and participatory mechanisms (Almalki, 2021). Three commonly identified dimensions of decision-making practices are autocratic, consultative, and group-based decision-making. Autocratic decision-making involves centralized authority, where the leader independently formulates and finalizes decisions without engaging subordinates in the process. This approach emphasizes efficiency, clarity, and control, particularly in situations requiring quick resolution or when organizational stability is at stake (Hussain et al., 2021). Although often perceived as rigid, autocratic decision-making can be functional in crisis or highly structured environments where delegation may compromise consistency. However, prolonged use may suppress teacher autonomy and innovation, leading to decreased morale and ownership of institutional goals (Adeyeye et al., 2020).

Consultative decision-making represents a more participatory approach in which leaders seek input from members before arriving at a final judgment. In this model, the leader retains decision authority but incorporates insights, experiences, and perspectives of stakeholders as part of evaluation. Recent studies emphasize that consultative decision-making enhances professional trust, strengthens relational leadership, and promotes reflective practice among faculty members (Alharbi & Yusoff, 2021). Consultation also fosters psychological safety, allowing teachers to voice concerns without fear of reprimand, which, in turn, elevates commitment and alignment with institutional priorities (Badu-Nyarko et al., 2022). This dimension acknowledges that collaborative thought enriches the quality of decisions and increases their acceptance among implementers.

Group or participative decision-making extends participation further by allowing the collective to share—not just influence—final decision outcomes. In this dimension, decisions are co-created through collaborative dialogue, consensus-building, or shared governance mechanisms. Researchers have found that group decision-making strengthens professional empowerment, develops collective accountability, and nurtures democratic school culture (Nguyen & Duong, 2021). Within educational institutions, this form is strongly associated with teacher agency and distributed leadership, where decisions reflect collective insight rather than top-down directives. Group decision-making also enhances organizational learning by integrating multiple knowledge sources during problem-solving processes (Bashir & Verma, 2022). It is noted that decision-making practices serve as the behavioral and structural mechanism through which authority is operationalized and participation is enacted within schools. The differential use of autocratic, consultative, and group-based approaches shapes not only the quality of administrative outcomes but also the psychological climate experienced by teachers. As recent scholarship suggests, flexible and context-responsive decision-making practices are central to strengthening institutional effectiveness, stakeholder trust, and professional accountability in contemporary educational systems (Khan et al., 2023).

On the other hand, holistic job fulfillment as the second research construct refers to an employee's overall sense of meaning, value, and well-being arising from multiple aspects of their work experience. Rather than being confined to economic or material rewards, holistic job fulfillment encompasses psychological, emotional, cognitive, and relational dimensions of work. Contemporary scholars emphasize that fulfillment at work is achieved when individuals feel engaged, satisfied, motivated, and supported in opportunities for personal and professional growth (García-Chas et al., 2021). In the field of education, holistic fulfillment is especially critical as teachers' emotional well-being and commitment are closely tied to instructional quality and student outcomes.

The first dimension, job engagement, reflects the degree of cognitive and emotional investment an individual directs toward their job. Engaged employees demonstrate enthusiasm, dedication, and sustained effort, often going beyond minimum expectations (Bakker & de Vries, 2021). For teachers, engagement manifests through active lesson delivery, learner-centered practices, and continuous pedagogical reflection. The second dimension, job satisfaction, pertains to a teacher's affective evaluation of their work experience in relation to expectations, organizational support, and professional recognition (Aguado et al., 2020). Satisfied teachers are more likely to remain committed, display positive attitudes, and sustain long-term career dedication. The third dimension, job motivation, reflects the internal and external drivers that stimulate persistence and productivity. Motivation influences the willingness of teachers to innovate, adapt, and respond positively to work demands (Demir, 2021). Intrinsic motivation—rooted in purpose and passion—is particularly relevant in education, where emotional labor is high and rewards are often intangible. The fourth dimension, job enrichment, involves the extent to which roles provide autonomy, career development opportunities, and meaningful task variety (Froiland & Worrell, 2021). Enriched work conditions empower teachers through professional autonomy, constructive feedback, and continuous learning opportunities.

Together, these four dimensions illustrate that holistic job fulfillment is a multifaceted construct grounded not only in satisfaction, but also in engagement, purpose, growth, and workplace meaning. When these elements are present, teachers are more likely to remain resilient, emotionally balanced, and professionally effective within their institutions. Teaching performance which is the third research variable of this study is a multidimensional construct that reflects a teacher's professional competence and effectiveness across several key domains of practice. In the Philippine education sector, teaching performance is evaluated through the Results-Based Performance Management System (RPMS), which is anchored on the Philippine Professional Standards for Teachers (PPST). These standards define excellence in teaching based on content knowledge and pedagogy, learning environment, curriculum and planning, assessment and reporting, community linkages, professional growth and ethics, and personal and professional attributes.

Content knowledge and pedagogy refer to the teacher's mastery of subject matter and their capacity to deliver instruction using appropriate methods and strategies. Effective teachers demonstrate accurate and updated content knowledge while employing pedagogies that support learner engagement and transfer of learning (Ko & Sammons, 2021). The learning environment domain pertains to how teachers establish safe, inclusive, and supportive spaces that promote student participation and respect. A positive learning environment fosters psychological safety, discipline, and motivation, creating conditions necessary for student success (Tran, 2022). Curriculum and planning involve translating curriculum standards into structured instructional plans. High-performing teachers design well-sequenced lessons aligned with learning competencies, integrate differentiated strategies, and use learner-centered objectives (Darling-Hammond & Hyler, 2020). Assessment and reporting encompass the use of formative and summative assessment tools to monitor learner progress and inform instruction. Effective teachers apply fair, valid, and developmentally appropriate assessment methods while communicating results clearly to stakeholders (Schleicher, 2020).

Teachers also perform a broader social role through community linkages, which include collaboration with parents, community partners, and local institutions to reinforce student learning and well-being (Kurniawan et al., 2023). Meanwhile, professional growth and ethics refer to ongoing self-improvement, engagement in professional development, and adherence to ethical and legal standards in teaching. Teachers demonstrate reflective practice

and integrity in their roles (Bui & Le, 2022). Lastly, personal and professional attributes relate to values, responsibility, work ethic, and interpersonal skills that shape a teacher's professionalism and character. These attributes contribute to credibility, trust, and inspiration among learners. Collectively, these seven domains affirm that teaching performance is not limited to instructional delivery alone but extends to mindset, conduct, leadership role, and community engagement, making it a holistic measure of teacher effectiveness.

3. Methodology

Research Design. This study employed a quantitative descriptive-correlational research design to determine the influence of school heads' decision-making practices on the holistic job fulfillment and teaching performance of public elementary school teachers in Bambang I District during School Year 2025–2026. The descriptive component was used to assess the prevailing levels of decision-making practices, job fulfillment, and teaching performance, while the correlational component examined the degree of association among these variables. Guided by deductive reasoning, the study was anchored on leadership, organizational decision-making, and teacher motivation theories, particularly examining how autocratic, consultative, and group-based decision-making styles relate to teacher outcomes. No variables were manipulated, allowing the investigation of naturally occurring conditions within the school setting.

Research Locale and Participants. The study was conducted in 16 public elementary schools in Bambang I District, Nueva Vizcaya, Philippines, comprising 141 teachers serving 3,482 learners. The district provides a diverse educational environment characterized by varying school sizes, leadership approaches, and organizational cultures, making it an appropriate setting for examining leadership influence on teacher outcomes. Using Slovin's Formula, a sample of 104 public elementary school teachers (73.76% of the total teacher population) was determined. To ensure representativeness, stratified random sampling was employed, with teachers grouped according to school assignment and respondents randomly selected from each stratum proportionate to school population. This sampling strategy ensured balanced representation across schools with diverse administrative and instructional contexts.

Research Instruments. Data were gathered using three structured survey questionnaires:

- **Decision-Making Practices Questionnaire.** School heads' decision-making practices were measured using a 30-item standardized instrument adapted from Abdulrahem et al. (2024), assessing autocratic, consultative, and group decision-making dimensions. Responses were measured on a 4-point Likert scale ranging from 1 (*Never*) to 4 (*Always*). The instrument demonstrated acceptable reliability (Cronbach's $\alpha = 0.796$).
- **Holistic Job Fulfillment Questionnaire.** Teachers' job fulfillment was measured using a 24-item validated instrument developed by Apostol et al. (2024), covering job engagement, job satisfaction, job motivation, and job enrichment. Responses utilized a 4-point Likert scale, with reliability established at Cronbach's $\alpha = 0.803$, indicating strong internal consistency.
- **Teaching Performance Questionnaire.** Teaching performance was assessed using a 42-item researcher-developed questionnaire aligned with the Philippine Professional Standards for Teachers (PPST), covering seven domains: content knowledge and pedagogy, learning environment, diversity of learners, curriculum planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. The instrument underwent expert validation and pilot testing, yielding excellent reliability (Cronbach's $\alpha = 0.998$).

Data Collection Procedure. Upon securing approval from the District Supervisor and school heads, the researcher administered the questionnaires to the selected teacher-respondents. Prior to data collection, participants were oriented regarding the purpose, procedures, and significance of the study. Informed consent was obtained, emphasizing voluntary participation, confidentiality, anonymity, and the right to withdraw at any stage without

consequence. Completed questionnaires were retrieved, coded, tabulated, and prepared for statistical analysis.

Statistical Analysis. Descriptive and inferential statistics were employed in analyzing the data:

- **Mean** was used to determine the extent of school heads' decision-making practices and the levels of teachers' holistic job fulfillment and teaching performance.
- **Pearson Product-Moment Correlation Coefficient (Pearson r)** was used to determine the significance, strength, and direction of the relationship between school heads' decision-making practices and teachers' holistic job fulfillment and teaching performance.

Ethical Considerations. Ethical standards were strictly observed throughout the study. Participants were provided full disclosure regarding the study's objectives and procedures, and written informed consent was secured prior to participation. Confidentiality was maintained through anonymized responses and secure handling of research data. Institutional ethical protocols were observed to safeguard participants' rights, privacy, and welfare.

4. Results and Discussion

The findings of this study provide substantial insights into the prevailing decision-making practices of school heads in Bambang I District and their relationship to teachers' holistic job fulfillment and teaching performance. The results reveal a generally positive leadership climate characterized by participatory management, high teacher well-being, and exemplary professional performance, although the predictive influence of school heads' decision-making practices on teacher outcomes appears statistically weak. These findings generate important implications for educational leadership, teacher development, and organizational management in public elementary schools.

First, the study established that school heads' decision-making practices in Bambang I District are generally perceived as good, as evidenced by the overall mean score of 2.92. This indicates that teachers view the administrative leadership of school heads as generally effective, responsive, and functional in guiding school operations and instructional direction. The findings further demonstrate that among the three dimensions of decision-making, group decision-making emerged as the most dominant practice, obtaining the highest mean score of 3.64, interpreted as very good. This suggests that school heads highly value collective deliberation, shared accountability, and collaborative leadership processes. Teachers appear to be significantly involved in school-level decisions, creating a professional environment where shared governance is recognized and practiced. Such a participatory leadership approach strengthens trust, enhances communication, and promotes organizational commitment among faculty members.

Similarly, consultative decision-making obtained a mean score of 3.59, likewise interpreted as very good, indicating that school heads actively seek teacher input before implementing decisions. This finding reflects a leadership orientation that recognizes teachers as important stakeholders in school governance. When teachers are consulted on issues affecting instruction, student welfare, and school improvement initiatives, they develop a stronger sense of ownership, professional dignity, and commitment to institutional goals. Consultation also promotes transparency in leadership, reduces resistance to change, and strengthens professional relationships between administrators and teachers.

In contrast, autocratic decision-making recorded the lowest mean score of 1.52, interpreted as fair, indicating that unilateral decision-making is relatively minimal in the district. This result is significant because it reflects a departure from rigid hierarchical leadership models toward more democratic and inclusive school governance practices. The limited use of autocratic approaches suggests that school heads generally avoid imposing decisions without teacher involvement, thereby cultivating a more collegial organizational climate. However, the fair rating also implies that isolated instances of centralized decision-making may still occur, particularly in urgent or policy-driven situations where immediate administrative action is required.

Second, the study found that teachers in Bambang I District demonstrate a very high level of holistic job

fulfillment, reflected in the grand mean of 3.62, interpreted as very good. This indicates that teachers generally experience positive professional well-being characterized by engagement, satisfaction, motivation, and enrichment in their work. Among the dimensions of job fulfillment, job motivation ranked highest (3.65), suggesting that teachers possess strong internal and external drivers that sustain commitment to teaching despite the increasing demands of the profession. This high motivational level may be influenced by supportive leadership, professional recognition, meaningful teaching experiences, and a strong sense of purpose in shaping learners' development.

Closely following motivation is job engagement (3.64), which indicates that teachers are emotionally, cognitively, and professionally invested in their responsibilities. Engaged teachers are more likely to demonstrate enthusiasm, resilience, and commitment to instructional excellence. Likewise, job enrichment (3.63) reflects teachers' perceptions that their work provides meaningful opportunities for professional growth, skill enhancement, and expanded responsibilities that contribute to personal fulfillment. Meanwhile, job satisfaction (3.54), while ranking lowest among the four dimensions, still falls within the very good category, signifying that teachers generally feel content with their work environment, leadership support, and professional conditions. Collectively, these findings portray Bambang I District as a professional setting where teachers experience a healthy balance of motivation, engagement, satisfaction, and growth.

Third, the study revealed that teachers' teaching performance is perceived at an outstanding level, as reflected by the grand mean score of 4.77. This finding indicates that teachers in Bambang I District exhibit exemplary professional competence and consistently demonstrate high standards in instructional practice. The highest-rated domain, personal and professional attributes (4.81), suggests that teachers strongly embody professionalism, ethical conduct, commitment, and positive dispositions necessary for effective teaching. This reflects a workforce characterized by responsibility, dedication, and professional integrity.

The learning environment domain (4.80) also received a remarkably high rating, indicating that teachers effectively create supportive, inclusive, and learner-centered classrooms conducive to academic and socio-emotional development. Similarly, curriculum and planning (4.79) demonstrates strong instructional preparedness, strategic lesson design, and alignment of teaching practices with curricular goals. Professional growth and ethics (4.77) indicates that teachers maintain commitment to lifelong learning, reflective practice, and ethical standards. The strong ratings in content knowledge and pedagogy (4.75), community linkages (4.75), and assessment and reporting (4.71) further confirm broad competence across all domains of the Philippine Professional Standards for Teachers (PPST). These findings collectively suggest that Bambang I District possesses a highly capable teaching workforce that consistently delivers quality instruction.

Fourth, despite positive leadership and strong teacher outcomes, the regression analysis revealed that school heads' decision-making practices exert only a very weak and statistically non-significant influence on both holistic job fulfillment and teaching performance. For holistic job fulfillment, the regression coefficient ($\beta = 0.074$) and coefficient of determination ($R^2 = 0.005$) indicate that decision-making practices explain only 0.5% of the variation in teachers' job fulfillment, with a non-significant probability value ($p = 0.458$). Similarly, for teaching performance, the regression coefficient ($\beta = 0.148$) and coefficient of determination ($R^2 = 0.022$) show that decision-making practices account for only 2.2% of performance variation, with a non-significant result ($p = 0.135$).

These findings suggest that while participatory leadership contributes positively to organizational climate, it is not a strong standalone predictor of teacher fulfillment or instructional effectiveness. Other factors—such as compensation, workload, school resources, professional development opportunities, organizational culture, teacher self-efficacy, interpersonal relationships, and intrinsic motivation—may exert greater influence on teachers' professional outcomes. This highlights the complexity of educational performance and reinforces the understanding that teacher well-being and effectiveness are multidimensional constructs shaped by numerous interacting variables.

Finally, based on these findings, the development of targeted training designs for both school heads and teachers is both timely and appropriate. Although participative leadership is already practiced, school heads may

further strengthen consultative and collaborative mechanisms by ensuring equitable teacher participation, transparent communication, and inclusive consultation on workload distribution, school planning, and instructional initiatives. For teachers, intervention programs may focus on enhancing professional engagement, career progression planning, motivational reinforcement, instructional innovation, collaborative learning, reflective teaching, research-based pedagogy, and stronger professional networking aligned with PPST standards. These development initiatives can sustain existing strengths while addressing subtle gaps in professional growth and organizational effectiveness.

Overall, the findings affirm that Bambang I District demonstrates strong participatory leadership, high teacher fulfillment, and outstanding teaching performance, providing a robust foundation for continuous educational improvement and leadership excellence.

5. Conclusions

Based on the significant findings of this study, the following conclusions were derived.

- The school heads' decision-making practices in Bambang I District are perceived as good, indicating that school leaders generally demonstrate effective leadership approaches characterized by participative and consultative practices that support a collaborative school environment, although certain aspects of inclusive decision-making may still require further strengthening.
- The respondents reported a very good level of holistic job fulfillment, indicating that teachers experience a strong sense of engagement, satisfaction, motivation, and professional enrichment in their roles, reflecting a generally positive work environment that supports their professional well-being and commitment to their responsibilities.
- The respondents perceived their teaching performance at an outstanding level, indicating that teachers consistently demonstrate high competence across key domains of professional practice, including instructional delivery, classroom management, curriculum implementation, assessment practices, and professional growth.
- The school heads' decision-making practices have a very weak and statistically non-significant influence on teachers' holistic job fulfillment and teaching performance, showing that these outcomes are largely influenced by other factors beyond leadership decision-making, such as individual motivation, professional experience, institutional support, and the broader work environment.
- Based on the salient findings of the study, the researcher developed two training designs: one aimed at strengthening school heads' decision-making practices to promote more inclusive and participatory leadership, and another designed to enhance teachers' holistic job fulfillment and teaching performance through targeted professional development interventions.

Recommendations - Based on the significant findings and conclusions of this study, the following recommendations were offered.

- School heads may further strengthen participatory decision-making practices by consistently engaging teachers in consultative and group-based discussions, particularly in matters involving workload distribution, school policies, and instructional planning, in order to foster a more inclusive and collaborative school management environment.
- School heads and district supervisors may implement professional development programs that support teachers' holistic job fulfillment, focusing on enhancing job engagement, motivation, career development, and opportunities for professional autonomy in instructional practices.
- Teachers may continuously enhance their instructional competencies by actively participating in

professional learning communities, training programs, and collaborative activities that promote research-based teaching strategies, learner-centered approaches, and effective assessment practices.

- School leaders may encourage a supportive organizational climate that promotes collaboration, recognition of teachers' efforts, and opportunities for professional growth, thereby sustaining teachers' high levels of job fulfillment and teaching performance.
- The Department of Education and district leadership may institutionalize the proposed training designs for both school heads and teachers to strengthen leadership practices and instructional effectiveness, ensuring continuous capacity-building within the schools of Bambang I District.
- Future researchers may replicate this study in other educational settings by incorporating additional variables related to school leadership, teacher well-being, or organizational climate, and by employing qualitative research designs to gain deeper insights into the experiences and perspectives of school leaders and teachers regarding decision-making practices and professional outcomes.

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