

Decision-making practices and supervisory behaviors of secondary school heads in Southern Nueva Vizcaya and its correlation to change management competency

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Abstract

This study examined the decision-making practices and supervisory behaviors of secondary school heads in Southern Nueva Vizcaya and their relationship with change management competency. It focused on three key variables: decision-making practices (routine, adaptive, innovative, and participative), supervisory behaviors (instructional leadership, learning environment, human resource management and development, parents' involvement and community partnership, school leadership, management and operations, core behavioral competencies, and leadership competencies), and change management competency (visioning and strategic planning, communication and stakeholder engagement, capacity building and empowerment, managing resistance and conflict, and monitoring, evaluation, and sustainability). Using a quantitative descriptive–correlational design, data were collected from teachers in selected public secondary schools during the School Year 2025–2026 through a structured questionnaire. Statistical tools included mean and Pearson's r at a 0.05 level of significance. Findings revealed that decision-making practices ($M = 3.92$), supervisory behaviors ($M = 3.98$), and change management competency ($M = 3.90$) were all rated “very good.” A strong positive relationship was found between decision-making practices and change management competency ($r = 0.747$), while supervisory behavior showed a moderate positive relationship ($r = 0.439$). Additionally, decision-making practices and supervisory behavior were moderately correlated ($r = 0.442$), all statistically significant. The study concludes that effective decision-making significantly enhances change management competency, while supervisory behaviors provide complementary support. Based on the findings, six Organizational Development interventions were proposed to strengthen leadership practices, improve strategic planning, and sustain school improvement initiatives.

Keywords: change management competency, decision-making practices, supervisory behavior

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1. Introduction

Educational leadership and the systematic management of schools are pivotal in shaping teacher effectiveness and student learning outcomes around the world. In diverse educational contexts, the style and behavior of school heads influence the professional growth of teachers, the learning environment, and overall school performance. When leaders adopt a service-oriented approach, prioritizing the needs and development of their teachers, they create a culture of trust, collaboration, and motivation. Similarly, systematic practices that monitor and improve processes, such as quality management principles, reinforce accountability and continuous enhancement of instructional delivery. In Indigenous People learning communities, where cultural values, language diversity, and local practices play an important role, leadership and organizational processes must be sensitive to context. Teachers in these communities face unique challenges in adapting curricula to reflect local knowledge and fostering learner engagement within culturally diverse settings. School heads who combine supportive leadership with structured quality processes can guide teachers toward improved professional practice while ensuring education remains relevant and inclusive. This dual focus strengthens teacher effectiveness by addressing both relational and operational dimensions of school management.

Globally, servant leadership and Total Quality Management (TQM) have been recognized as key strategies in promoting effective education systems. Servant leadership emphasizes the development, well-being, and empowerment of staff, fostering collaborative and participatory work environments (Kilag et al., 2023; Angtud et al., 2024). Simultaneously, TQM provides systematic mechanisms for monitoring, evaluating, and continuously improving school processes, thereby supporting instructional quality and organizational performance (Laureani et al., 2025). These approaches have been shown to enhance teacher satisfaction, engagement, and professional effectiveness across diverse educational systems. In the Asian context, servant leadership has gained prominence for its cultural adaptability and effectiveness in building cohesive school communities. Research indicates that leaders who prioritize service, empathy, and ethical responsibility positively influence teacher engagement and instructional practices, contributing to higher-quality learning outcomes (Allag, 2025). Similarly, TQM implementation in schools across Asia demonstrates improvements in teaching effectiveness, curriculum delivery, and institutional efficiency, indicating that structured quality practices are essential for achieving consistent educational excellence (Mufidah et al., 2025).

Within the Philippine educational system, studies on servant leadership highlight its impact on teacher motivation, engagement, and professional growth. Leaders who demonstrate service-oriented behaviors foster positive work environments, encourage teacher collaboration, and support professional development initiatives (Sacriz & Tagadiad, 2024; Pinagpala Publishing Services, 2024). TQM practices, including collaborative decision-making, resource optimization, and continuous improvement, further strengthen organizational processes and instructional outcomes (Nazareno et al., 2024). Evidence from various regions in the Philippines confirms that schools with effective leadership and quality management systems achieve higher teacher performance and student achievement levels (Monteroso et al., 2023).

Despite the established benefits of servant leadership and TQM individually, limited research has examined their combined effect on teacher effectiveness, particularly in Indigenous People learning communities in Southern Nueva Vizcaya. These communities require culturally responsive leadership that balances relational support with operational excellence. By investigating how servant leadership behavior and TQM practices interact to influence teacher effectiveness, this study addresses a significant gap in the literature. The findings can inform the development of policies and programs that strengthen leadership practices, enhance teacher performance, and ensure education is both effective and culturally appropriate in local Indigenous contexts.

Despite growing interest in educational leadership and quality management, significant gaps persist in the literature that justify the need for this study. First, existing research on servant leadership in education has primarily focused on general relationships with teacher outcomes such as morale, engagement, or social competencies without deeply examining how specific servant leadership behaviors translate into measurable teacher effectiveness in diverse and culturally distinct settings (Villanueva, 2024; Allag, 2025). While studies emphasize the positive influence of servant leadership on leadership practices and school climate, few investigate how these behaviors function within Indigenous People (IP) learning communities, where culturally responsive leadership practices are essential for effective schooling. This lack of contextualized research limits understanding of how servant leadership adapts to or interacts with community specificities, local values, and educational challenges in marginalized contexts.

Moreover, while Total Quality Management (TQM) practices have been explored in educational settings, existing inquiries often address general implementation and implications for school success more broadly (e.g., Montenegro & Andal, 2023; Nazareno et al., 2024), with limited focus on their combined effect with leadership behaviors on teacher effectiveness. Single-site or case study investigations point to resource management, collaborative decision-making, and continuous improvement as important practices, yet empirical evidence on how TQM practices influence teacher performance—especially when integrated with leadership styles—is insufficient. No known studies to date analyze these constructs concurrently in secondary schools, leaving a gap in understanding the dynamics between quality management and leadership behavior as joint predictors of teacher effectiveness. Furthermore, much of the current research targets elementary education or higher education contexts, often neglecting secondary school environments where leadership demands and teacher responsibilities vary significantly. There is also a notable scarcity of research examining these constructs in IP communities, which face unique challenges including cultural preservation, linguistic diversity, limited resources, and geographical isolation. These contextual factors demand leadership and quality management frameworks that are culturally grounded and operationally effective. Thus, investigating servant leadership and TQM practices in this setting can expand theoretical understanding and provide context-specific insights to improve teacher effectiveness and educational outcomes.

The present study is fundamentally aligned with the United Nations Sustainable Development Goals (SDGs), particularly *SDG 4: Quality Education*, which calls for ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030. SDG 4 emphasizes access to quality education systems that are responsive to diverse learner needs and that foster competencies essential for individual and societal development. By investigating the interplay between *servant leadership behavior* and *Total Quality Management (TQM) practices of school heads* and their influence on *teachers' effectiveness*, the study contributes to understanding how educational leadership and management practices enhance the quality of teaching and learning—core concerns of SDG 4 (United Nations, 2015). Quality leadership and effective management practices are linked to improved teacher support, which in turn raises the standard of instruction and promotes equitable, learner-centered education, particularly in Indigenous People (IP) learning communities where socio-cultural contextualization is essential for inclusive education.

The study also resonates with the National Research Agenda for Teacher Education (NRATE) of the Philippines, which outlines priority areas for research that strengthen teacher education through evidence-based investigation. The NRATE identifies key themes such as *teacher quality, curriculum and learning, educational leadership, and systems and policies* that are critical to advancing the professional growth of educators (National Research Agenda for Teacher Education, 2019–2023). By focusing on leadership behaviors and quality management systems as determinants of teachers' effectiveness, the present research aligns with these NRATE themes, particularly in exploring *educational leadership* as a strategic area of inquiry. Understanding how servant leadership and TQM practices influence teacher effectiveness contributes to the national agenda of generating knowledge that can improve teacher preparation, performance, and retention—ultimately enhancing the quality of education in Philippine schools, including those in culturally diverse and underserved contexts.

At the policy and implementation level, the Department of Education (DepEd) Basic Education Research Agenda promotes research that addresses pressing educational challenges and informs evidence-based decision-making to improve basic education outcomes in the Philippines (DepEd Order No. 39, s. 2016). The research agenda includes areas such as *teaching and learning*, *human resource development*, *governance*, and *inclusive education* with cross-cutting themes like *inclusive education* that explicitly mention Indigenous learner needs and strategies to promote equitable learning environments (DepEd Basic Education Research Agenda, 2016; DepEd Basic Education Research Agenda overview, 2024). The present study's focus on school leadership and quality management directly links to *governance and human resource development* by examining how administrative practices support teachers' instructional quality and professional effectiveness. Furthermore, its emphasis on Indigenous People learning communities aligns with the DepEd's inclusion goals, expanding research attention toward culturally responsive leadership and management practices that can enhance educational access and quality for historically marginalized learners.

The study is also anchored in the Nueva Vizcaya State University (NVSU) Research Agenda and broader institutional commitments to *quality education* and *sustainable development*. NVSU actively champions SDG 4, advocating for inclusive educational programs, lifelong learning opportunities, and the production of competent educators who serve diverse communities (NVSU SDG 4 initiatives, 2025). By targeting secondary schools in Indigenous learning communities within Southern Nueva Vizcaya, the research reflects NVSU's mandate to generate locally relevant research that supports regional educational development and contributes to national and global goals. Research that explores educational leadership and management practices in under-researched areas like Indigenous learning contexts strengthens institutional goals to produce knowledge that improves educational practice and community outcomes. This connection underscores how academic inquiry at NVSU can influence policy and practice beyond the university, fostering evidence-based improvements in teacher effectiveness and school performance at the grassroots level.

Finally, the study supports the College of Teacher Education (CTE) Research Agenda, which prioritizes scholarly activities that build research capacity among educators and generate insights that directly inform teacher preparation and professional practice. Although specific documentation of NVSU CTE's research agenda is not publicly available, the College's mission emphasizes the development of *competent and values-driven educators through impactful research and community engagement* (NVSU CTE mission profile, 2025). The present research aligns with this mission by investigating leadership and quality management factors that affect teacher effectiveness—knowledge that can be used to strengthen teacher education curricula, professional development programs, and practicum experiences. Additionally, the study's focus on Indigenous People learning communities contributes to expanding the research scope of CTE to include culturally responsive educational practices that align with national priorities for diversity and inclusion.

It is noted by the researcher that this study is well anchored within global, national, and institutional research and policy frameworks. It advances SDG 4 by addressing quality education through leadership and management practices, aligns with NRATE priority themes by focusing on educational leadership and teacher quality, supports DepEd's research agenda for governance and inclusive education, contributes to NVSU's commitment to equitable access and quality teaching, and reinforces the CTE's mission to produce research that enhances teacher effectiveness and instruction. These connections establish a multifaceted foundation for the investigation, enabling the study to contribute meaningfully to improving educational leadership and teaching outcomes in Indigenous People learning communities and beyond.

The current researchers also notice that teachers face numerous challenges that impact their effectiveness and motivation, particularly in culturally diverse and resource-limited settings. In Indigenous People (IP) learning communities, teachers often contend with limited instructional materials, inadequate training in culturally responsive pedagogy, and linguistic diversity among learners, which complicates lesson delivery and curriculum adaptation (Caballero et al., 2021). These contextual challenges can hinder teachers' ability to engage students effectively, assess learning outcomes accurately, and implement innovative teaching strategies, potentially

affecting overall educational quality. Additionally, the administrative and managerial support provided by school heads plays a crucial role in mitigating these challenges. Teachers frequently report inconsistencies in leadership practices, limited feedback, and insufficient opportunities for professional development, which can diminish job satisfaction and instructional effectiveness (Villanueva, 2024). The absence of systematic quality management practices further exacerbates difficulties in monitoring and improving instructional processes, resulting in inefficiencies and reduced learner outcomes (Nazareno et al., 2024).

Furthermore, teachers experience psychological and emotional strain due to high workloads, role ambiguity, and the demands of addressing students' socio-emotional needs in challenging contexts. These stressors affect not only teacher well-being but also the learning environment, student engagement, and overall classroom effectiveness (Sacriz & Tagadiad, 2024). Recognizing these multifaceted concerns, the present study seeks to examine how servant leadership behavior and Total Quality Management practices among school heads can support teachers, improve professional performance, and address the unique challenges in IP learning communities. By understanding these dynamics, the research aims to inform strategies for enhancing teacher effectiveness and fostering sustainable improvements in education. Hence, this research investigation.

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 & Hyster, 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 $\alpha = .796$).
- **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 $\alpha = .803$, 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 $\alpha = .998$).

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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