

## School heads' leadership styles in relation to the teachers' performance in San Jose West District elementary schools

Topado, Ruth P.✉

*Divine Word College of San Jose, Philippines* ([topadoruth15@gmail.com](mailto:topadoruth15@gmail.com))

Rayton, Maria Pura C.

*Divine Word College of San Jose, Philippines* ([maria.pura.crayton@gmail.com](mailto:maria.pura.crayton@gmail.com))

Galay-Limos, Jenny A.

*Divine Word College of San Jose, Philippines* ([jennygalay05@gmail.com](mailto:jennygalay05@gmail.com))



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### ***Abstract***

The study was conducted in the elementary schools of the San Jose West District, Occidental Mindoro. It examined the level of leadership styles—authoritarian, bureaucratic, democratic, instructional, servant, and transformational—and teachers' performance in terms of work motivation, work discipline, and interpersonal communication. It also determined the relationship between leadership styles and teachers' performance and proposed a development plan to improve teaching performance. An exploratory sequential design was used with 139 elementary school teachers from 23 schools as respondents. Data were gathered through a validated survey questionnaire with a five-point Likert scale and analyzed using thematic analysis, weighted mean, and Partial Least Squares Structural Equation Modeling (PLS-SEM) through WarpPLS 7.0. The study found that school heads in San Jose West District demonstrate multiple leadership styles, with democratic, instructional, servant, and transformational leadership rated very high, and servant leadership receiving the highest rating. Teachers' performance was also very high, particularly in interpersonal communication. Out of 18 tested relationships, 15 were statistically significant, indicating that leadership styles, especially transformational leadership, positively influence teachers' motivation, discipline, and communication. The study concluded that effective leadership played a key role in improving teacher performance and recommended strengthening leadership practices and continuous professional development.

***Keywords:*** leadership styles, teachers' performance, school heads, servant leadership, development plan

## School heads' leadership styles in relation to the teachers' performance in San Jose West District elementary schools

### 1. Introduction

Every educational institution's leadership is crucial in establishing the overall effectiveness of instruction, influencing teacher motivation, and forming the school climate. The head of the school serves as the instructional leader, giving guidance by defining expectations, demonstrating leadership characteristics, and assisting instructors in achieving school objectives (Tom-en & Managuas, 2025). However, different leadership philosophies may lead to varying levels of professional development, dedication, and teacher performance. The primary concern at the San Jose West District elementary schools is the relationship between teachers' performance and school leaders' leadership styles, specifically regarding professional responsibilities, classroom management, and instructional delivery. It is crucial to understand this relationship, as better teacher performance and the provision of high-quality education to students are directly related to successful leadership practices (Leithwood & Sun, 2021).

Different leadership styles, such as authoritarian, bureaucratic, democratic, instructional, servant, and transformational, significantly influence how teachers behave, perform, and interact within the school environment. The manner in which a school head leads can either motivate teachers to give their best or hinder their enthusiasm and collaboration. (Thoonen et al., 2011). For instance, democratic and servant leadership often promote teamwork and trust, whereas authoritarian and bureaucratic leadership may result in rigid control and efficient rules enforcement (Bangura, 2023). Servant leadership has also been shown to foster a positive school climate and improve teacher job satisfaction (Kilag & Sasan, 2023). Teachers' performance is a vital factor in the success of the educational system. It encompasses various aspects, including work motivation, work discipline, and interpersonal communication—all of which directly affect instructional delivery and student learning. Studies indicate that servant and transformational leadership positively influence teacher motivation, discipline, and collaborative communication (Swart et al., 2022).

In the context of the San Jose West District elementary schools, the relationship between school heads' leadership styles and teachers' performance remains an important area of investigation. By understanding which leadership approaches most positively influence teacher behavior and productivity, school heads and education policymakers can formulate strategies that foster a more supportive and efficient educational environment. Hence, this study sought to examine the relationship between the school heads' leadership styles and the teachers' performance in San Jose West District Elementary Schools.

**Statement of the Problem** - The primary purpose of this study is to determine the school heads' leadership styles in relation to the teachers' performance in San Jose West District elementary schools. In particular, the study seeks to answer the following questions: (1) What are the leadership styles of the school heads in San Jose West District elementary schools? (2) What is the level of school heads' leadership styles in terms of authoritarian leadership, bureaucratic leadership, democratic leadership, instructional leadership, servant leadership, and transformational leadership? (3) What is the level of teachers' performance in terms of work motivation, work discipline, and interpersonal communication? (4) Is there a significant relationship between the level of school heads' leadership styles and the level of teachers' performance in San Jose West District elementary schools? (5) What development plan may be proposed to enhance teaching performance through effective leadership styles??

**Significance of the Study** - The researcher believes that the study's findings will benefit teachers by helping them understand how various leadership styles affect their motivation, discipline, and communication at work. Such understanding can lead to better collaboration, adaptability, and professional growth. The results will guide school leaders in identifying effective leadership approaches that can enhance teacher performance and school

productivity. This may encourage the adoption of more participative, supportive, and transformative leadership practices. For the district supervisor, the findings can serve as a guide to the effectiveness of leadership practices across schools within the San Jose West District. They can provide specialized support and professional development programs that meet the goals of school leaders and teachers by understanding how different teaching approaches affect teaching effectiveness. This promotes a culture of ongoing development and higher academic standards. For learners, this will create a more engaging and supportive learning environment, resulting in improved performance, motivation, and well-being. For the Department of Education (DepEd) in Occidental Mindoro, the study will serve as a valuable basis for policy formulation and leadership development programs to strengthen effective school management and improve teacher performance. For parents, the study's findings will provide a deeper understanding of leadership dynamics in their children's schools and how these dynamics affect teaching quality. Empowered with this knowledge, parents can engage more effectively in conversations with school staff and advocate for practices that support their children's academic success. For the Local Government Unit (LGU) of San Jose, the findings may help them understand the role of educational leadership in improving teaching and learning outcomes. This knowledge can inform local educational policies and community initiatives that support schools in addressing socio-economic challenges faced by students. Future researchers will find the findings of this research a helpful guide. It will serve as a foundation for further study, highlight gaps in the relevant literature, and offer suggestions for enhancing research techniques. Future researchers could use the findings to compare different districts or investigate how leadership affects teaching and learning over the long run. The study's conclusions can also increase educational leadership practices and enhance policies.

**Scope and Delimitation of the Study** - This study involved 139 teachers who served as respondents from elementary schools in the San Jose West District, Division of Occidental Mindoro. It examined the following leadership styles among school heads: authoritarian, bureaucratic, democratic, instructional, servant, and transformational. Teachers' performance was assessed specifically in terms of work motivation, work discipline, and interpersonal communication. Other dimensions of performance were not included in this study. The study was limited to elementary school teachers within the San Jose West District; therefore, the findings may not be generalizable to teachers in other districts or schools within the Division of Occidental Mindoro. Additionally, only the identified leadership styles and selected aspects of teachers' performance were considered, excluding other possible leadership approaches and performance indicators. The study was conducted during the 2025–2026 school year and aimed to provide insights into how the leadership styles of school heads may influence teachers' performance in work motivation, work discipline, and interpersonal communication within the selected elementary schools.

## 2. Methodology

**Research Design** - In this study, an exploratory sequential design was adopted, in which qualitative data were first gathered to identify key variables and patterns, which then informed the development of a quantitative instrument to test and generalize the results. The researcher first collected and analyzed qualitative information to inform the design of the subsequent quantitative phase. This initial stage is essential for developing customized surveys, selecting appropriate measurement tools, designing interventions, or creating educational resources such as websites or applications. It also helps identify the specific variables to be measured and tested in the subsequent quantitative stage (Creswell & Creswell, 2017). This research design was chosen to explore leadership styles and their relationship with teachers' performance using both qualitative and quantitative methods.

**Respondents of the Study** - For the qualitative phase, 15 teachers were randomly selected to share and describe their school heads' leadership styles. Moreover, for the quantitative phase, the respondents of this study were elementary school teachers in the San Jose West District. The total population of 216 primary teachers was divided into 23 strata, with each stratum corresponding to one school. Using Raosoft's Sample Size Calculator, the overall sample size was determined to be 139 respondents, with a 5% margin of error and a 95% confidence level. This total sample was then distributed across the 23 schools in proportion to the number of primary teachers in each school. A total of 139 teachers participated, chosen through stratified random sampling to ensure fair

representation. They assessed their school heads' leadership styles and evaluated their own teaching effectiveness in terms of work motivation, work discipline, and interpersonal communication.

**Research Instrument** - The first instrument used in this study was the interview guide. An interview was conducted with 15 randomly selected elementary teachers in the San Jose West District, who were asked to assess their school heads' leadership styles. In the quantitative phase, the study used a researcher-developed questionnaire as the secondary instrument to assess leadership styles among school heads and teachers' performance. The questionnaire consisted of two parts: Part I of the questionnaire measured the level of leadership styles exhibited by school heads in terms of authoritarian, bureaucratic, democratic, instructional, servant, and transformational leadership. A total of 42 items were included in this section. The items for each leadership style were carefully arranged to make sure that each construct was properly represented. Part II of the questionnaire focused on evaluating teachers' performance in terms of work motivation, work discipline, and interpersonal communication. This section contained 24 items, with eight items assigned to each subdomain. The items were researcher-made to reflect the professional behaviors and practices of teachers within the school context. Specifically, work motivation measured teachers' enthusiasm and commitment to their teaching responsibilities; work discipline assessed adherence to school policies, punctuality, and preparation; and interpersonal communication evaluated teachers' ability to communicate effectively and maintain positive relationships with students, colleagues, and other stakeholders. Responses in this section also utilized the same 5-point Likert scale as Part I.

To determine the validity of the researcher-made questionnaire, five (5) experts evaluated the instrument, it composed of four graduate school professors from Divine Word College of San Jose and a school principal from San Jose West District who were consulted to use their expertise and perspectives to ensure the appropriateness and clarity of the statements, thereby ensuring the validity of the instrument that the researcher developed and modified. The professors' suggestions and comments were incorporated into the questionnaire design to increase the likelihood of generating useful data for the study.

Also, reliability analysis using Cronbach's Alpha was conducted on nine components encompassing school heads' leadership styles and teachers' performance based on work motivation, work discipline, and interpersonal communication. 30 teacher-respondents completed the 66-item questionnaire, which was administered once; however, these teachers were excluded from the final administration of the instrument. Cronbach's Alpha yielded the coefficients as shown in Table 1.

**Table 1**

*Result of Reliability Analysis*

Items	Number of Items	Reliability Coefficients*	Analysis
I. School Heads' Leadership Style (7 items each)			
A. Authoritarian	7	0.928	Very High Reliability
B. Bureaucratic	7	0.827	High Reliability
C. Democratic	7	0.977	Very High Reliability
D. Instructional	7	0.921	Very High Reliability
E. Servant	7	0.960	Very High Reliability
F. Transformational	7	0.942	Very High Reliability
II. Teachers' Performance (8 items each)			
A. Work Motivation	8	0.816	High Reliability
B. Work Discipline	8	0.824	High Reliability
C. Interpersonal Communication	8	0.899	High Reliability

\*Based on standardized items

The results in Table 1 indicated high internal consistency for the Teacher Performance variable, with Alpha coefficients ranging from 0.816 to 0.899. Work motivation has the lowest alpha, 0.816. The seven indicators of school heads' leadership style showed generally very high reliability, with the Democratic Style scale showing the highest reliability (alpha = 0.977). Since all the values exceeded the recommended threshold of alpha=0.70 (Tavakol & Dennick, 2011), the whole instrument is considered highly reliable for the study. Furthermore, the

instrument showed excellent to good internal consistency across all measured dimensions. A value of 0.70 or higher is generally considered to indicate acceptable internal consistency.

**Data Gathering Procedure** - Letters requesting permission to conduct the study were sent to the Schools Division Superintendent and the Public Schools District Supervisor. After receiving their approval, permission was also obtained from the school heads in the San Jose West District before data collection. In the qualitative phase, the researcher used a single question and collected responses through personal interviews. The question was, "What type of leadership does your school head demonstrate?" The qualitative data came from interviews with the teacher-respondents and were analyzed thematically. The interviews were conducted within seven days. Themes were extracted through recording, organizing, and coding. The final themes were identified by reviewing the initial and final thematic maps. To gather data, the researcher administered the survey questionnaire personally and via an online platform. Completed questionnaires were collected promptly, within five days, to maintain a high response rate. The respondents were oriented to the survey's significance. Responses were elicited from them. They were also informed that their anonymity would be protected.

**Statistical Treatment of the Data** - The qualitative data collected from interviews with teacher-respondents were analyzed using thematic analysis. The process involved recording, transcribing, tabulating, and coding the responses to identify emerging themes. Initial, developing, and final thematic maps were constructed to determine the final set of themes. The quantitative data used to address the descriptive research questions were processed using SPSS version 26. For inferential analysis and hypothesis testing, the Partial Least Squares-Structural Equation Modeling (PLS-SEM) technique was employed, with results generated using WarpPLS version 7.0. The levels of school heads' leadership styles and teachers' performance were measured through a survey questionnaire. The five-point Likert scale was used, and was given the following verbal descriptions: (4.50–5.0) Very Highly Observed; (3.50–4.49) Highly Observed; (2.50–3.49) Moderately Observed; (1.50–2.49) Least Observed; (1.00–1.49) Not Observed.

**Ethical Considerations** - The stated ethical guidelines for conducting educational research were followed in this study. The Schools Division Office, the corresponding district supervisor, and the school heads of San Jose West District were consulted prior to data collection. All participants received a thorough explanation of the study's nature and purpose, and informed consent forms were distributed to ensure their voluntary participation. Respondents were informed that they could refuse or withdraw from participation at any time without facing any consequences. Confidentiality and anonymity were strictly maintained by ensuring that no personal information was disclosed at any stage of the study. The data obtained from questionnaires and interviews were securely stored to prevent unauthorized access and were used solely for the study. To uphold the integrity and validity of the research, all data were handled with care and treated appropriately.

### 3. Results and Discussions

The initial and final thematic maps from the qualitative phase, highlighting the leadership styles, are shown in Figures 1 and 2. The thematic map illustrates six distinct leadership styles in schools, each with unique characteristics that shape teachers' performance, such as work motivation, work discipline, and interpersonal communication. Centralized control, strict rules, and unilateral decision-making define authoritarian leadership. Leaders in this style make decisions independently, emphasizing discipline, obedience, and compliance among teachers. While this can ensure order and clear direction, this could lead to potential drawbacks. In contrast, leadership styles that foster participation and professional growth are increasingly recognized for their positive impact on school performance.

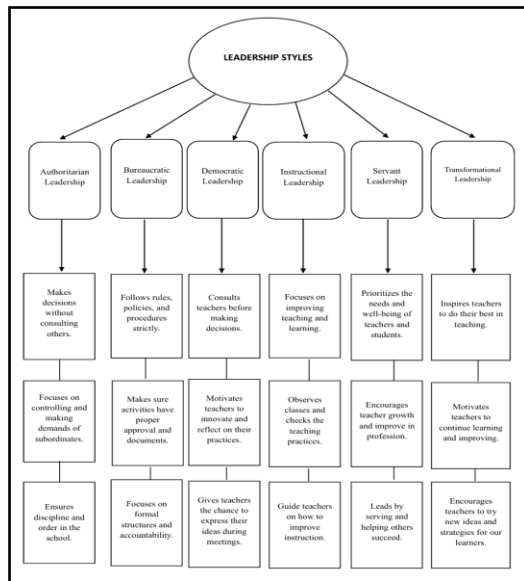


Figure 1. Initial Thematic Map of Leadership Styles

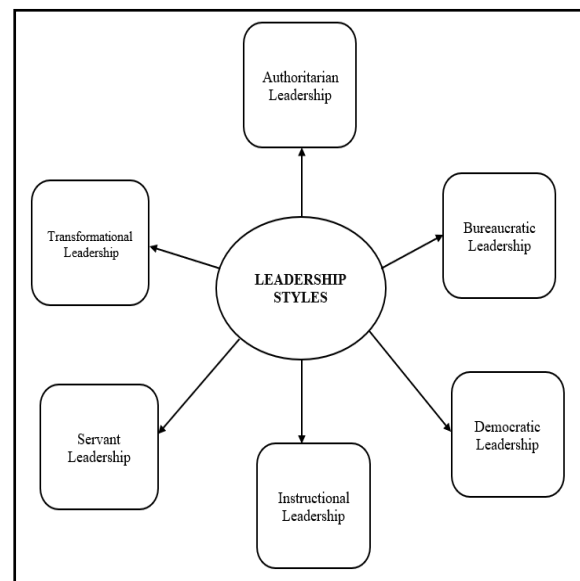


Figure 2. Final Thematic Map of Leadership Styles

Moreover, democratic leadership encourages teachers' involvement in decision-making, promotes open communication, and shares responsibilities between leaders and staff. Nguyen (2022) highlights that democratic leadership improves collective teacher efficacy and morale, creating a more inclusive and collaborative school environment. This style supports professional autonomy, encourages idea-sharing, and allows teachers to contribute meaningfully to school policies and programs. Such engagement has been linked to increased teacher commitment and the development of innovative teaching practices that directly benefit student learning. Another key style is instructional leadership, which centers on improving teaching and learning. Instructional leaders actively observe classrooms, mentor teachers, and guide them to enhance instructional practices. Leithwood (2023) found that schools with strong instructional leadership see higher student achievement, as teachers receive targeted support to refine their skills. Complementing this approach, servant leadership prioritizes the needs and well-being of teachers and students. Gonaim (2025) points out that servant leadership enhances school climate through empathy and collaboration, directly improving teacher morale and professional development. Both servant and instructional styles focus on empowering educators via mentoring and shared goals, leading to higher engagement and innovative teaching. Thus, the final thematic map of leadership styles is a refined, updated version of the initial map, incorporating insights from the analysis. It presents the six core themes identified through the analysis of leadership styles. These themes are authoritarian, bureaucratic, democratic, instructional, servant, and transformational, reflecting the leadership approaches implemented within the elementary schools in the San Jose West District. Empirical research underscores the relevance of these styles, showing that transformational and instructional leadership, in particular, are positively associated with improved teacher performance, motivation, job satisfaction, and student achievement in primary and secondary schools when effectively balanced (Andriadi & Sulistiyo, 2024).

Table 2 shows the mean levels of school heads' leadership styles in terms of authoritarian, bureaucratic, and democratic leadership, with composite means of 3.41, 3.87, and 4.36, respectively, interpreted as high, high, and very high. For authoritarian leadership, findings suggest that school heads apply rules, discipline, and monitoring to guide teachers' work, but decision-making is not entirely centralized. Authoritarian leadership is characterized by leaders retaining most decision-making authority, setting strict guidelines, and closely supervising subordinates to ensure compliance.

**Table 2**

*Mean Level of School Heads' Leadership Styles in terms of Authoritarian, Bureaucratic, and Democratic Leadership Styles*

Authoritarian Leadership	Weighted Mean	Interpretation
1. My school head imposes strict rules that all teachers must follow.	3.92	High
2. My school head makes decisions regarding the school without teacher input.	2.71	Moderate
3. My school head frequently enforces rules through disciplinary measures.	3.55	High
4. My school head seldom consults teachers before significant changes are implemented in the school.	3.15	Moderate
5. My school head maintains clear boundaries regarding teacher responsibilities, with little room for flexibility.	3.59	High
6. My school head gives a little opportunity for teachers to express dissenting opinions regarding school management.	2.99	Moderate
7. My school head often monitors teachers' actions closely to ensure compliance with established rules.	3.97	High
<b>Composite Mean</b>	<b>3.41</b>	<b>High</b>
<b>Bureaucratic Leadership Style</b>		
1. My school head strictly follows school rules and regulations.	4.46	Very High
2. My school head emphasizes procedures more than outcomes.	3.54	High
3. My school head requires teachers to adhere to formal policies in all tasks.	3.99	High
4. My school head rarely approves requests that go against the rules.	3.23	Moderate
5. My school head insists that all school forms and reports be completed according to prescribed formats.	4.39	Very High
6. My school head prefers following standard methods rather than trying new approaches.	3.53	High
7. My school head requires teachers to follow step-by-step procedures for all activities.	4.17	High
<b>Composite Mean</b>	<b>3.87</b>	<b>High</b>
<b>Democratic Leadership Style</b>		
1. My school head involves teachers in decision-making.	4.29	Very High
2. My school head makes teachers feel free to express their ideas as well as their suggestions.	4.32	Very High
3. My school head encourages open discussions during meetings.	4.47	Very High
4. My school head listens carefully to teachers' concerns, including their suggestions	4.33	Very High
5. My school head supports teachers in sharing new ideas along with approaches.	4.42	Very High
6. My school head asks for feedback before making major decisions.	4.30	Very High
7. My school head fosters collaboration among teachers in achieving school goals.	4.43	Very High
<b>Composite Mean</b>	<b>4.36</b>	<b>Very High</b>

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

The composite mean implies that school heads value structure and accountability, using authoritative practices to maintain order while still allowing some flexibility for teacher participation (Northouse, 2022). The highest-rated items, including items 7 and 1, reflect that school heads place strong emphasis on order, structure, and compliance in their schools. These results align with prior research indicating that authoritarian leaders prioritize clear boundaries and consistent supervision to achieve organizational goals (Chiang et al., 2020). In the school context, such practices help ensure that teaching and administrative tasks are carried out in accordance with established policies, thereby reducing ambiguity and promoting efficiency. Conversely, lower-rated items 2 and 6 suggest that teachers retain some voice in decision-making, even under an authoritarian framework. This indicates a more balanced application of authoritarian leadership, in which strict supervision and rules are enforced, but teacher participation is not entirely suppressed. Research supports this observation, noting that extreme authoritarianism can reduce creativity and engagement, whereas moderate application allows subordinates to contribute ideas while maintaining organizational control (Pizzolitto et al., 2023).

Moreover, the mean scores of school heads' bureaucratic leadership across seven indicators suggest that school heads strongly apply bureaucratic approaches in managing their schools, indicating a reliance on formal rules, procedures, and policies to guide administrative actions and decisions. In educational leadership research, such bureaucratic orientation is understood as the tendency of leaders to emphasize routine, standardized

procedures, and formal authority structures in school administration. Recent scholarship argues that bureaucratic structures help ensure consistency, accountability, and adherence to institutional norms, which are important for maintaining stability and order in complex school environments (Balıkcı, 2024).

On the other hand, the relatively lower mean for item 4 suggests that school heads do not apply bureaucratic norms rigidly in all situations; some discretion or contextual judgment is evident. These findings echo research highlighting that bureaucratic systems in schools, while necessary for structure and policy enforcement, can also constrain innovation and responsiveness if applied too rigidly. Recent studies note that excessive procedural rigidity may limit leaders' ability to respond flexibly to emerging needs or unique teacher concerns, underscoring a tension between adherence to formal rules and adaptive leadership practices in educational settings (Kılınc, 2014). Thus, while school heads place clear emphasis on following rules and procedures, they also appear to balance this with some flexibility in implementation.

Regarding democratic leadership, the findings reveal that leaders actively involve teachers in decision-making, encourage open discussion, listen to concerns, support new ideas, solicit feedback, and promote collaboration. The high scores across all items indicate that school heads value participation and shared responsibility, which are key traits of democratic leadership. This aligns with research by Aytekin and Temizkan (2022), who noted that democratic leaders create a sense of community, encourage dialogue, and consider staff input when making decisions. By promoting collaboration and enabling teachers to share ideas, school heads foster a positive, supportive school environment, improve teacher engagement, and enhance professional growth. Uy et al. (2024) and Laghari et al. (2024) highlighted that democratic leadership helps schools more effectively meet students' needs, encourages transparency, and strengthens teacher performance and commitment. Moreover, the very high ratings in this study suggest that these school heads are successfully implementing democratic practices, fostering a collaborative and professional environment in which teachers feel heard and supported. In the final analysis, the findings indicate that democratic leadership is a widely practiced approach among school heads. It encourages participation, trust, collaboration, and teacher engagement, which positively impact both teaching quality and school climate.

Table 3 presents the mean levels of school heads' leadership styles in terms of instructional, servant, and transformational leadership, with composite means of 4.39, 4.41, and 4.35, respectively, interpreted as very high for instructional leadership. This means that school heads actively monitor teaching, provide guidance, give feedback, support professional development, and help teachers implement effective teaching strategies. The very high ratings indicate that school heads focus on improving the quality of instruction and student learning. They observe classrooms, address challenges, and provide constructive feedback to help teachers grow. This supports the idea of instructional leadership, which emphasizes helping teachers improve their teaching methods and creating a positive learning environment (Shaked, 2023; Parveen et al., 2023). By encouraging professional development and collaboration among teachers, school heads foster a supportive and motivating school environment. Research shows that when school leaders engage in instructional leadership, it boosts teachers' skills, confidence, and commitment, ultimately improving student performance (Ahmad et al., 2024; Kilag & Sasan, 2023). Although challenges like heavy workloads, limited resources, and resistance to change exist (Shitana, 2018; Anabo, 2024), the findings suggest that the school heads in this study are effectively practicing instructional leadership. Their actions support teacher growth, improve instructional quality, and help achieve the school's educational goals. Ultimately, this study demonstrates that instructional leadership is a strong practice among school heads, creating a positive learning environment, enhancing teacher performance, and improving overall student learning outcomes.

In terms of servant leadership, findings indicate that school heads focus on serving and supporting teachers, prioritizing their needs, well-being, and professional growth. The very high ratings for items such as "My school head supports teachers in their personal and professional growth" (4.45) and "My school head demonstrates care and concern for teachers' well-being" (4.47) suggest that school heads actively create a supportive and nurturing environment. This aligns with the concept of servant leadership, which emphasizes putting others first,

empowering followers, and fostering trust and commitment (Hailu, 2023; Ng, 2019). By being approachable, providing guidance, and leading by example, school heads encourage teachers to perform better and remain motivated. Research shows that servant leadership enhances teacher performance, motivation, and satisfaction, which in turn benefits students and the overall school environment (Atun et al., 2024; Sudiarti & Sinlae, 2023; Schroeder, 2016). As a final point, the findings indicate that the school heads strongly practice servant leadership. Their focus on support, care, and professional growth helps build a positive school culture, improves teacher effectiveness, and contributes to better educational outcomes for students.

**Table 3**  
*Mean Level of School Heads' Leadership Styles in terms of Instructional, Servant, and Transformational Leadership Styles*

Instructional Leadership Style	Weighted Mean	Interpretation
1. My school head monitors teaching along with learning processes.	4.45	Very High
2. My school head guides to help teachers improve their instructional methods.	4.40	Very High
3. My school head provides constructive feedback on teaching practices.	4.40	Very High
4. My school head observes classroom teaching regularly to ensure quality instruction.	4.35	Very High
5. My school head addresses instructional challenges promptly and effectively.	4.28	Very High
6. My school head encourages professional development to improve teaching skills	4.38	Very High
7. My school head supports teachers in implementing effective teaching strategies	4.48	Very High
<b>Composite Mean</b>	<b>4.39</b>	<b>Very High</b>
<b>Servant Leadership Style</b>		
1. My school head prioritizes teachers' needs to help them succeed.	4.36	Very High
2. My school head supports teachers in their personal growth, along with professional growth.	4.45	Very High
3. My school head is approachable and listens to teachers' concerns.	4.41	Very High
4. My school head values service to others as an important part of leadership.	4.33	Very High
5. My school head leads by example and promotes ethical behavior.	4.40	Very High
6. My school head provides technical assistance whenever teachers face challenges.	4.42	Very High
7. My school head demonstrates care and concern for teachers' well-being.	4.47	Very High
<b>Composite Mean</b>	<b>4.41</b>	<b>Very High</b>
<b>Transformational Leadership Style</b>		
1. My school head inspires teachers to perform beyond expectations.	4.32	Very High
2. My school head encourages innovation and creativity in teaching practices.	4.42	Very High
3. My school head motivates teachers through a shared vision.	4.37	Very High
4. My school head makes teachers feel energized and committed through their leadership.	4.35	Very High
5. My school head encourages professional growth, including new ideas.	4.37	Very High
6. My school head communicates a clear vision that guides teachers' work.	4.35	Very High
7. My school head recognizes and rewards teachers' achievements and efforts.	4.28	Very High
<b>Composite Mean</b>	<b>4.35</b>	<b>Very High</b>

**Scale:** 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Lastly, regarding transformational leadership, findings reveal that it inspires and motivates teachers, encourages creativity, communicates a shared vision, supports professional growth, and recognizes teachers' achievements. The very high scores for items such as "My school head encourages innovation and creativity in teaching practices" (4.42) and "My school head inspires teachers to perform beyond expectations" (4.32) suggest that school heads actively promote motivation, engagement, and a positive work culture. This aligns with studies showing that transformational leaders influence teacher performance by fostering collaboration, innovation, and a shared sense of purpose (Northouse, 2022). By creating a supportive environment and offering professional development opportunities, transformational school leaders enhance teachers' confidence, commitment, and instructional effectiveness. Research also highlights that transformational leadership improves teaching quality by empowering teachers and motivating them to adopt new strategies and approaches (Liu et al., 2025). Ultimately, this study demonstrates that transformational leadership is strongly practiced among school heads. Their ability to inspire, encourage innovation, and recognize achievements helps improve teacher performance, strengthen professional growth, and support better student outcomes.

Table 4 shows that teachers achieved a very high overall mean score of 4.47 for their performance, indicating that they consistently demonstrate strong motivation, discipline, and interpersonal communication skills. Among the indicators, interpersonal communication (4.55) received the highest rating, suggesting that teachers excel at collaborating with colleagues, students, and parents and at maintaining positive relationships within the school. These findings are supported by research showing that effective interpersonal communication improves teacher performance, teamwork, and classroom management. Studies by Norawati et al. (2025) and Dinillah (2023) indicated that open and empathetic communication enhances motivation and instructional quality. Similarly, Grimberg et al. (2024) showed that teachers who communicate well with principals and peers perform better, collaborate more, and adapt effectively to changes. The results indicate that teachers in the San Jose West District excel in interpersonal communication, which strengthens collaboration, trust, and overall teaching effectiveness, making it a key factor in improving school performance and student outcomes.

Moreover, Work discipline (4.47) and work motivation (4.40) also scored very high, showing that teachers are punctual, follow school rules, prepare lessons well, and are dedicated to improving their teaching skills. In terms of work discipline, teachers are highly committed to following school rules, being punctual, preparing lessons, and performing their duties responsibly. These findings are supported by research showing that work discipline is a key factor in teacher performance. Studies by Kii et al. (2024) showed that discipline directly improves teaching effectiveness and contributes to better student outcomes. Leadership style and motivation also play important roles in fostering discipline, as noted by Mallarangan et al. (2024) and Daheri et al. (2024), who found that structured and supportive leadership encourages teachers to maintain high standards of professional conduct. In the Philippine context, research also emphasizes that disciplined teachers are better prepared, more reliable, and more effective in managing classrooms and instructional tasks (Dela Cruz, 2021). Work discipline, therefore, supports both teacher performance and overall school improvement. Taken together, these findings indicate that teachers in this study demonstrate strong work discipline, which contributes to consistent teaching quality, professional behavior, and positive student outcomes, reinforcing the importance of leadership and school support in maintaining high standards. Moreover, regarding work motivation, findings reveal that teachers are highly motivated in their teaching duties, demonstrating enthusiasm, commitment, and a willingness to improve their skills. These findings are supported by research showing that teacher motivation is strongly influenced by leadership, support, and recognition. For example, studies by Setiyaningsih (2020) indicated that motivated teachers are more productive and effective, while Caballero and Bantulo (2023) found that democratic leadership increases teacher engagement and enthusiasm. Supportive school environments, professional development opportunities, and recognition from leaders further enhance motivation and teaching performance (Wiyono, 2018). The results indicate that teachers in the San Jose West District are highly motivated, driven by internal dedication and supported by leadership and school practices. This strong motivation likely contributes to better teaching performance and positive student outcomes.

**Table 4**  
*Mean Level of the Teachers' Performance in terms of Work Motivation, Work Discipline, and Interpersonal Communication*

Work Motivation	Weighted Mean	Interpretation
1. I am enthusiastic about teaching every day.	4.37	Very High
2. I strive to improve my teaching skills regularly.	4.53	Very High
3. I set high expectations for my students.	3.99	High
4. I feel motivated to meet school objectives.	4.36	Very High
5. I willingly participate in school activities beyond teaching duties.	4.45	Very High
6. I feel a sense of fulfillment in my teaching profession.	4.43	Very High
7. I am motivated to prepare my lessons thoroughly.	4.43	Very High
8. I feel encouraged to perform my duties to the best of my ability.	4.62	Very High
<b>Composite Mean</b>	<b>4.40</b>	<b>Very High</b>
<b>Work Discipline</b>		
1. I arrive at school on time consistently.	4.32	Very High
2. I follow school rules and policies diligently.	4.63	Very High
3. I prepare lessons and instructional materials in advance.	4.24	Very High

School heads' leadership styles in relation to the teachers' performance in San Jose West District elementary

4. I keep my classroom activities organized and well-managed.	4.35	Very High
5. I submit required reports, including documents, within the given deadlines.	4.52	Very High
6. I observe professional conduct while performing my duties in school.	4.53	Very High
7. I use my working hours productively for teaching-related tasks.	4.54	Very High
8. I attend meetings, trainings, and school activities as required.	4.66	Very High
Composite Mean	4.47	Very High
Interpersonal Communication		
1. I communicate effectively with students, including colleagues.	4.54	Very High
2. I handle conflicts professionally while remaining calm.	4.37	Very High
3. I listen actively to feedback as well as suggestions.	4.60	Very High
4. I collaborate well with other teachers for school programs.	4.58	Very High
5. I maintain positive relationships with students, parents, and staff.	4.72	Very High
6. I express my ideas along with concerns respectfully during meetings or discussions.	4.44	Very High
7. I encourage open, respectful communication in the school environment.	4.55	Very High
8. I respond appropriately to questions or concerns raised by students or parents.	4.62	Very High
Composite Mean	4.55	Very High
Overall Mean	4.47	Very High

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Thus, these findings are supported by research indicating that high teacher performance is closely linked to both internal and external factors. Studies by Setiyaningsih (2020) and Marlina et al. (2023) showed that motivated and disciplined teachers are more effective in their duties. Similarly, research by Dela Peña (2022) and Norawati et al. (2025) highlighted the importance of interpersonal communication in improving teamwork, classroom management, and instructional outcomes. Leadership styles, school support, and professional development opportunities also contribute to these high-performance levels. As a final point, the data suggest that teachers in the San Jose West District are highly competent, responsible, and collaborative, thereby strengthening the overall quality of education and supporting a positive school environment.

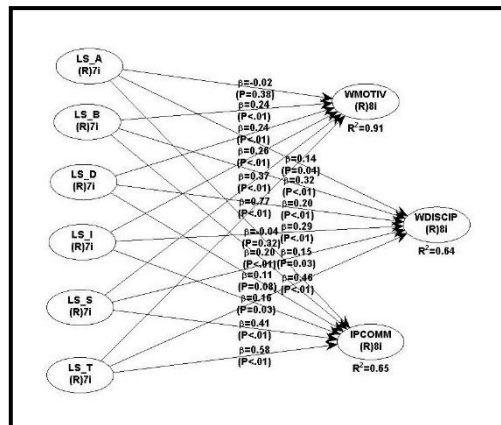


Figure 3. Structural Model of the Relationship Between School Heads' Leadership Styles and Teachers' Performance

The model in Figure 3 uses Structural Equation Modeling (SEM) to examine how six distinct leadership styles predict three key dimensions of teacher performance. Leadership styles are categorized as authoritarian (LS\_A), bureaucratic (LS\_B), democratic (LS\_D), instructional (LS\_I), servant leadership (LS\_S), and transformational leadership (LS\_T). The teachers' performance is characterized by their work motivation (WMOTIV), work discipline (WDISCIP), and interpersonal communication (IPCOMM). Computations generated by WarpPLS version 7.0 are anchored at the .05 significance threshold. The R2 values for work motivation (0.91), discipline (0.64), and interpersonal communication (0.65) indicate the proportion of variance in teacher performance explained by leadership styles. Leadership styles account for 91% of the variance in motivation, suggesting that the school head's behavior is the primary contributor to teachers' motivation. 64% of discipline and 65% of communication quality are explained by leadership. In this model, path coefficients (Beta) represent the strength of the effect, while the p-values < .01 indicate statistical significance.

**Table 5**

*Beta Coefficients of the Paths and p-values for Ho*

Paths	Beta ( $\beta$ ) Coefficient	p-value*	Interpretation
Ho: Leadership Styles→Teachers' Performance			
LS_A→WMOTIV	-0.025	.385	Not Significant
LS_A→WDISCIP	0.145	.040	Highly Significant
LS_A→IPCOMM	-0.039	.320	Not Significant
LS_B→WMOTIV	0.243	.001	Significant
LS_B→WDISCIP	0.316	<.001	Highly Significant
LS_B→IPCOMM	0.199	.008	Significant
LS_D→WMOTIV	0.243	.001	Highly Significant
LS_D→WDISCIP	0.200	.007	Significant
LS_D→IPCOMM	0.115	.084	Not Significant
LS_I→WMOTIV	0.299	<.001	Highly Significant
LS_I→WDISCIP	0.295	<.001	Highly Significant
LS_I→IPCOMM	0.160	.026	Significant
LS_S→WMOTIV	0.369	<.001	Highly Significant
LS_S→WDISCIP	0.155	.031	Significant
LS_S→IPCOMM	0.414	<.001	Highly Significant
LS_T→WMOTIV	0.767	<.001	Highly Significant
LS_T→WDISCIP	0.457	<.001	Highly Significant
LS_T→IPCOMM	0.575	<.001	Highly Significant

\*Significant at  $p < 0.05$

The results of the structural equation modeling, displayed in Table 5, on the relationship between school heads' leadership styles and teachers' performance showed path coefficients ranging from -0.025 to 0.767 and statistical significance values from <.001 to .385. The results show that leadership styles have a strong impact on teachers' motivation, with transformational leadership being the most influential. This means that school heads who inspire, encourage innovation, and provide a clear vision motivate teachers to perform at their best. As supported by studies, Leithwood et al. (2021) found that transformational leaders boost teacher motivation, engagement, and job satisfaction. Hailu (2023) found that other leadership styles, including servant, instructional, bureaucratic, and democratic leadership, also positively influence teacher motivation. Servant leaders who prioritize teachers' needs and support their growth build trust and dedication. Instructional leaders improve motivation by guiding teachers to enhance their teaching skills (Shaked, 2024), while bureaucratic leaders provide clear rules and structure, creating a sense of security and reliability (Lee, 2023; Santos, 2025). The studies by Uy et al. (2024) and Laghari et al. (2024) revealed that democratic leaders promote participation and collaboration, which makes teachers feel valued and empowered. On the other hand, authoritarian leadership showed no significant effect on motivation. This aligns with research by Pizzolitto et al. (2022), which suggests that strict, controlling leadership can discourage creativity and reduce teachers' enthusiasm. When decisions are made without teacher input, it may limit their sense of ownership and engagement in their work. Leaders who inspire, support, guide, and involve teachers tend to increase motivation, while rigid, top-down approaches do not significantly encourage teachers' effort.

Discipline is significantly influenced by nearly all leadership styles, particularly those emphasizing structure and guidance. The results indicate that teachers' work discipline is significantly influenced by most leadership styles, especially those that provide structure, guidance, and clear expectations. Transformational leadership is the strongest predictor, showing that leaders who inspire, set high standards, and recognize achievements encourage teachers to be more disciplined in their work, as supported by Leithwood et al. (2021), which found that transformational leadership improves teachers' commitment, consistency, and professional conduct. Similarly, instructional leadership motivates teachers to be disciplined by guiding their teaching practices and providing feedback for improvement (Shaked, 2024), while democratic leadership promotes participation and accountability, which encourages teachers to follow school norms and responsibilities (Uy et al., 2024). Although authoritarian and servant leadership are significant, their effects are smaller. Authoritarian leaders may enforce rules, but their strict, controlling style may limit motivation for sustained effort (Pizzolitto et al., 2022).

Servant leaders support and care for teachers, fostering a positive environment, but this style relies more on encouragement than on strict enforcement of rules (Hailu, 2023).

In summary, leadership styles that combine inspiration, clear expectations, guidance, and participation strongly promote work discipline, while rigid or overly supportive approaches have smaller but still positive effects. The quality of the teachers' communication within the school is primarily influenced by transformational and servant leadership styles. Bureaucratic and instructional leadership show significant moderate effects. However, authoritarian and democratic leadership styles do not significantly influence interpersonal communication. The results show that teachers' interpersonal communication is mainly influenced by transformational and servant leadership. Transformational leaders inspire, motivate, and recognize teachers, thereby encouraging open dialogue, collaboration, and the sharing of ideas (Leithwood et al., 2021). Servant leaders also positively impact communication by prioritizing teachers' needs, being approachable, and fostering trust and supportive relationships (Hailu, 2023). Bureaucratic and instructional leadership have moderate effects, as clear rules, structured guidance, and feedback help teachers communicate expectations and collaborate effectively (Shaked, 2024; Lee, 2023).

On the other hand, authoritarian and democratic leadership do not show significant influence on communication in this study. Authoritarian leadership, with its strict control and top-down approach, may limit teachers' willingness to share ideas (Pizzolitto et al., 2022). Democratic leadership, though supportive of participation, may not always lead to better communication if power is shared unevenly or if collaborative processes are not effectively managed (Uy et al., 2024; Laghari et al., 2024). Leadership styles that inspire, support, and guide teachers—such as transformational and servant leadership—most effectively enhance interpersonal communication, whereas rigid or inconsistently applied styles have little impact. In general, the path coefficients suggest the rejection of the null hypothesis of no significant relationship between the school heads' leadership styles and the teachers' performance, having 15 links out of 1,8 which showed p-values less than .05. For the majority of the paths, there is enough evidence to claim that the leadership styles significantly influence the teachers' performance. This is most prominent in transformational leadership, which showed highly significant effects across all three performance categories ( $p < .001$ ).

The results indicate that school heads' leadership styles have a significant impact on teachers' performance, as most of the tested relationships (15 out of 18) had p-values below .05. This means that, in general, leadership style matters in shaping teachers' performance in terms of motivation, discipline, and communication. Transformational leadership stands out as the most influential, showing highly significant effects across all three performance areas (motivation, discipline, and interpersonal communication). This aligns with previous studies, such as Leithwood et al. (2016), which found that transformational leaders inspire teachers, set clear expectations, and create supportive environments that enhance performance. Similarly, Yu et al. (2024) highlighted that transformational leadership fosters teacher motivation, professional growth, and collaboration, leading to better instructional outcomes. Other leadership styles, like servant, instructional, and bureaucratic leadership, also significantly influence specific aspects of performance, though to a lesser extent. Servant leadership promotes interpersonal communication and motivation through care and support (Hailu, 2023; Ng, 2019); instructional leadership strengthens discipline and teaching effectiveness by providing guidance and feedback (Shaked, 2024); and bureaucratic leadership encourages adherence to rules and structured processes, thereby positively affecting discipline (Lee, 2023).

In contrast, authoritarian leadership shows little to no effect in most areas, consistent with findings from Pizzolitto et al. (2022), who suggested that overly controlling approaches do not inspire teacher motivation or collaboration. Overall, these findings confirm that effective leadership—especially transformational—plays a crucial role in enhancing teacher performance, supporting the rejection of the null hypothesis that leadership has no effect. Leadership that motivates, guides, and supports teachers creates a positive school environment, fosters professional growth, and improves instructional outcomes.

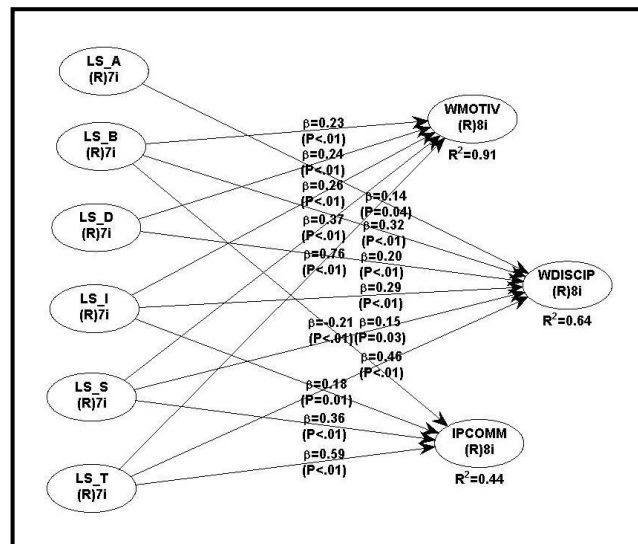


Figure 4. The Emerging Model of the Relationship Between School Heads’ Leadership Styles and Teachers’ Performance

The emerging model in Figure 4 demonstrates strong predictive power across all three endogenous variables: work motivation, work discipline, and interpersonal communication. These are reflected in R2 values of 0.91, 0.64, and 0.44. Leadership styles explain 91% of the variance in teachers’ work motivation, 64% in work discipline, and 44% in interpersonal communication. Beta coefficients that ranged from low to high are supported by significance levels not exceeding the .05 threshold. Based on the emerging model, the analysis provides a clear roadmap of how leadership behaviors directly influence teacher outcomes.

Table 6

Standardized Estimates of the Path in the Emerging Model

Hypothesis	Standardized Estimates ( $\beta$ )	Standard Error	p-value*	Effect Coefficient**	Effect Size
Ho: Leadership Styles→Teachers’ Performance					
LS_A→WDISCIP	0.145	.082	.040	.018	Small
LS_B→WMOTIV	0.230	.080	.002	.100	Small
LS_B→WDISCIP	0.316	.079	<.001	.130	Small
LS_B→IPCOMM	-0.207	.081	.006	.076	Small
LS_D→WMOTIV	0.238	.080	.002	.080	Small
LS_D→WDISCIP	0.200	.081	.007	.057	Small
LS_I→WMOTIV	0.262	.080	<.001	.134	Small
LS_I→WDISCIP	0.295	.079	<.001	.148	Medium
LS_I→IPCOMM	0.182	.081	.014	.084	Small
LS_S→WMOTIV	0.372	.078	<.001	.153	Medium
LS_S→WDISCIP	0.155	.082	.031	.062	Small
LS_S→IPCOMM	0.356	.078	<.001	.131	Small
LS_T→WMOTIV	0.763	.071	<.001	.439	Large
LS_T→WDISCIP	0.457	.076	<.001	.229	Medium
LS_T→IPCOMM	0.592	.074	<.001	.303	Large

\*Significant at  $p \leq 0.05$

\*\* Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

Table 6 presents the standardized path estimates in the emerging model. The emerging model presented in Table 5 demonstrates strong explanatory power for the relationship between leadership style and teacher performance. Three direct links shown in the structural model have been removed because their p-values exceeded the .05 level. Fifteen direct links remain in the new model, with beta coefficients ranging from 0.145 to 0.763 and significance levels from  $p < .001$  to  $p = .040$ . All path coefficients in the emerging model support rejecting the null hypothesis, confirming a significant relationship between leadership styles and teachers’

performance. The very low standard errors, ranging from 0.071 to 0.082, indicate high reliability of the path estimates. Overall, the model suggests that a school head who balances transformational vision with supportive and inspirational behaviors will achieve the highest levels of teacher performance. Ultimately, for school heads to be truly effective, they must transition toward a transformational, servant-leadership model, ensuring that the school's structural rules, as described by bureaucracy, support rather than suppress teachers' professional engagement and communication. The model results strongly support rejecting the null hypothesis, indicating that leadership styles significantly affect teachers' performance. The very low standard errors (0.071 to 0.082) indicate that the path coefficient estimates are highly reliable, strengthening confidence in these results.

The findings highlight that transformational and servant leadership are the most effective styles in improving teacher performance. Transformational leaders inspire and motivate teachers, create a shared vision, and encourage innovation, which boosts motivation, discipline, and collaboration (Leithwood et al., 2021). Servant leaders, on the other hand, support teachers' personal and professional growth, prioritize their well-being, and foster positive relationships, which enhance engagement and communication (Hailu, 2023; Ng, 2019). While bureaucratic leadership provides necessary structure and clear rules, the model suggests that these rules are most effective when they support rather than restrict teachers' professional engagement and communication (Lee, 2023). In contrast, authoritarian leadership was shown to have little to no positive effect, as strict control tends to limit motivation and collaboration (Pizzolitto et al., 2022). Overall, the model indicates that school heads who balance a transformational vision with supportive, servant-oriented behaviors achieve the highest teacher performance. This suggests that effective leadership in schools is not only about enforcing rules but also about inspiring, guiding, and caring for teachers, creating an environment where professionalism, motivation, and communication can thrive.

**Table 7**  
*Proposed Development Plan For Enhanced Teaching Performance*

Objectives	Development Needs	Intervention	Timeline	Resources Needed	Persons Involved	Success Indicator
Encourage school leaders to recognize and apply effective leadership strategies.	School heads need to understand different leadership styles, their benefits, and how they affect teachers' performance.  School leaders should examine their leadership approach and adapt it to support their teachers better.	. Conduct workshops on leadership styles and their relationship with teaching performance during a staff meeting with the district supervisor.  Provide technical assistance to school heads to help them effectively adjust their leadership styles under the guidance of the district supervisor	Quarterly	MOOE	Schools Division Office Personnel  Schools District Supervisor  School Heads	School heads show better understanding of leadership styles and apply them in school practices; teachers notice improved leadership support.
Boost teacher motivation and engagement	Teachers need encouragement, recognition, and clear guidance	Professional development during School Learning Action Cell (SLAC) sessions and feedback mechanisms.  Conduct teachers' recognition during the Teachers' Day celebration.	Year-round	MOOE, observation tools	Schools District Supervisor  School Heads  Teachers	Teachers actively participate in SLAC and trainings, performance improves, and recognition activities are regularly conducted

Improve teacher work discipline	Teachers need clear expectations and structured guidance	Provide organized feedback and technical assistance to the teachers.	Year-round	MOOE, monitoring forms	Schools District Supervisor  School Heads  Teachers	Fewer cases of tardiness and absenteeism, teachers follow rules and meet deadlines
Enhance teacher interpersonal communication	Teachers need better collaboration, feedback skills, and positive interaction	Provide technical assistance to the teachers to enhance their interpersonal communication during the School Learning Action Cell (SLAC)	Year-round	MOOE, training materials, activity resources	Schools District Supervisor  School Heads  Teachers	Teachers work better together, and improved communication is seen during meetings and activities
Support professional growth and innovation	Teachers need to improve their skills and try new ideas.	Recognition of teacher achievements during School-Based.Gawad Parangal.  Send teachers to professional development training.	Year-round	MOOE	Schools District Supervisor  School Heads  Teachers	More teachers attend trainings, teachers apply new strategies, and achievements are recognized
Maintain adherence to rules while allowing for flexibility.	Guide while allowing teachers to try new ideas.	Hold workshops on the following rules while supporting teachers; update policies as needed.	Year-round	MOOE, policy manuals	School Heads  Teachers  Administrative Officer	Teachers follow policies, but are also able to apply flexible and creative teaching methods

The proposed development plan is designed to enhance teaching performance by strengthening the leadership practices of school heads. It emphasizes the importance of understanding and applying various leadership styles and their effects on teachers' performance. School heads are encouraged to conduct self-assessments, peer reviews, and reflective practices to evaluate their current leadership approaches. Workshops on leadership styles provide opportunities to understand their benefits and influence on teaching, allowing school leaders to adapt their approach effectively. Technical assistance from the district supervisor ensures that school heads have the support needed to implement these strategies successfully. The focus on increasing teacher motivation and engagement aligns with the study's results, which showed that motivated teachers performed better across teaching tasks. Activities such as classroom observations, professional development sessions through School Learning Action Cell (SLAC), and recognition events provide the support and encouragement teachers need, reflecting the literature that links leadership behavior, recognition, and clear guidance to higher teacher motivation (Setiyaningsih, 2020; Marlina et al., 2023; Caballero & Bantulo, 2023). These interventions create an environment where teachers feel valued and empowered, reinforcing the positive outcomes of transformational and servant leadership.

Strengthening work discipline and interpersonal communication also reflects the study's findings, which showed that structured leadership practices and supportive guidance improve teacher accountability and collaboration. The use of clear expectations, structured routines, and team-building exercises aligns with the observed influence of bureaucratic, transformational, and servant leadership on discipline and communication. Research indicates that effective interpersonal communication among teachers enhances teamwork, conflict resolution, and professional relationships, all of which are crucial for school success (Norawati et al., 2023; Dinillah, 2023).

Finally, the plan's emphasis on professional growth, innovation, and balancing adherence to rules mirrors the study's conclusion that effective leadership combines structure with flexibility. Teachers are encouraged to develop their skills, try new approaches, and engage in collaborative planning, which supports instructional

improvement and higher teacher performance. By providing workshops and updated policy manuals, the plan addresses the need to maintain accountability while fostering creativity, and it reflects evidence that transformational, instructional, and servant leadership styles optimize teacher effectiveness and student learning outcomes. Overall, the proposed development plan is directly supported by the study's findings and aligns with present-day leadership and educational research.

#### 4. Conclusions

Based on the study's findings, the following conclusion is drawn: There are six leadership styles among school heads in elementary schools in the San Jose West District: authoritarian, bureaucratic, democratic, instructional, servant, and transformational. Each style is practiced to varying degrees, reflecting school heads' commitment to nurturing professional growth, supervising performance, and fostering a positive workplace culture. Level of school heads' leadership styles in relation to teacher performance: In authoritarian schools, leadership involves closely monitoring teachers; however, this has a limited effect on work motivation. For bureaucratic reasons, school heads follow rules, policies, and DepEd memoranda, which positively affect their work. In democratic schools, school heads value participation and shared responsibilities. For instructional purposes, school heads support pupil-centered instruction through active guidance and feedback. For the servant, school heads have a genuine concern for teachers' well-being, both personal and professional. Transformational school heads who inspire and coach their teachers help improve motivation, discipline, and interpersonal communication. The study revealed that teachers in San Jose West District elementary schools demonstrate high levels of performance, including work motivation, work discipline, and interpersonal communication. Teachers in San Jose West District elementary schools exhibit a very high level of work motivation, reflected in their enthusiasm, commitment, and dedication to teaching. Teachers demonstrate strong work discipline by adhering to school rules, being punctual, and completing tasks responsibly, thereby showing professionalism. Teachers possess very high interpersonal communication skills, maintaining positive relationships and communicating effectively with colleagues, school heads, students, and other stakeholders.

Also, different leadership styles affect teachers' performance in different ways: transformational and servant leadership exert the strongest positive effects by boosting work motivation, discipline, and interpersonal communication through inspiration, guidance, and support, thereby fostering productive collaboration. Bureaucratic and instructional styles offer moderate benefits through structure and direction. Still, they are weaker in communication, while authoritarian leadership yields negligible gains due to its rigid control, and democratic leadership provides inconsistent gains. Ultimately, school heads who blend transformational vision with servant-oriented care—alongside essential rules—achieve the highest teacher performance. The study proposes a development plan to enhance leadership effectiveness, strengthen teacher motivation, discipline, and communication, and support continuous professional growth. Leadership strategies focused on transformational and servant approaches, combined with structured guidance through bureaucratic and instructional practices, can create an environment that promotes teacher performance and pupil learning outcomes.

**Recommendations** - The study proposes the following recommendations. School heads may receive training and technical assistance to determine which of the six leadership styles authoritarian, bureaucratic, democratic, instructional, servant, or transformational best improve teacher performance and help achieve school goals. School heads may involve teachers in decision-making, encourage open communication, and recognize their ideas and contributions to boost engagement and collaboration. School heads may promote supportive, balanced supervision by emphasizing guidance and encouragement over control, thereby enhancing teacher motivation and communication. School leaders may continue to follow rules and policies, but should ensure that regulations support teacher engagement and do not become overly restrictive. School heads can encourage participative decision-making, providing teachers with opportunities to contribute ideas and enhance creativity in teaching. School heads can strengthen instructional leadership by providing timely feedback and professional development to improve teaching effectiveness and enhance communication. School leaders can maintain a supportive and caring approach, prioritizing teacher well-being and professional growth to improve preparation and

performance further. School heads may continue to inspire and motivate teachers through coaching, recognition, and vision-setting to sustain high motivation, discipline, and interpersonal communication.

The following strategies are recommended to support work motivation, work discipline, and interpersonal communication. District supervisor and school heads may implement programs and initiatives designed to sustain teachers' enthusiasm, commitment, and dedication, such as recognition, mentorship, and professional development opportunities. School heads and teachers may strengthen policies and routines that encourage punctuality, task completion, and adherence to school regulations while promoting a culture of professionalism. Teachers, school heads, and other stakeholders may foster collaboration and open communication through School Learning Action Cell Sessions (SLAC), team-building activities, regular meetings, and collaborative projects. School heads in San Jose West District elementary schools may focus on strengthening transformational and servant leadership through targeted training and coaching programs. By combining inspiration, guidance, and support with structured practices from bureaucratic and instructional styles, school heads can enhance teachers' motivation, discipline, and interpersonal communication.

Additionally, school heads can regularly monitor and evaluate the effectiveness of their leadership styles, making adjustments as needed to improve teacher performance and overall school outcomes further. If implemented, the proposed development plan is expected to strengthen school heads' leadership skills, support teachers' work motivation, work discipline, and interpersonal communication, and promote professional growth. This will create a more productive and collaborative school environment that responds effectively to the needs of both teachers and learners. It is recommended that future researchers examine how transformational, servant, and other leadership styles interact to improve teachers' performance, foster new ideas, and help schools perform better across different settings.

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