# THE SCHOOL HEADS LEADERSHIP STYLES AND QUALITIES TO THE TEACHERS' EFFECTIVENESS AND SCHOOL PERFORMANCE OF SELECTED PUBLIC ELEMENTARY SCHOOLS IN LAGUNA

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## ABSTRACT

This study aimed to determine the relationship between the school heads' leadership styles to the teachers' effectiveness and school performance in terms of transformational leadership styles, instructional leadership, moral or ethical leadership and multiple leadership styles and to determine the school heads leadership qualities to teacher effectiveness and school performance in terms of visionary, trustworthy, flexible, interpersonal skills, innovative, initiative and empowerment. The study was conducted in the first semester of S.Y. 2022-2023 at Paete, Pakil, Pangil, Liliw and Pagsanjan Sub-office/District in Laguna. The data and information were gathered by using survey questionnaires composing of eighty (80) questions that were answered by the selected teachers at five (5) Sub-office/District.

The school heads leadership styles in terms of transformational leadership styles, particularly their willingness to accept responsibilities, inspire participation, and trust listen actively, and seek feedback, and be open to new thinking and taking risks have a significant impact on the success of schools and their stakeholders. Based on the study by Saleem, Mahmood, Khan (2018) on the relationship between transformational and organizational performance in Pakistani higher education institution found that leader who were open to new thinking and willing to take risks were more successful in promoting innovation and adapting to change. In addition to this, the visionary leadership qualities, visibility, transparency, technical assistance, and empowerment of the school heads leadership qualities was observed to have a significant relationship to the teachers' effectiveness and school performance. This implies that these qualities and interpersonal skills of the school head are important factors in developing positive relationship between principals and teachers to impact student achievement.

The study revealed that there is significant relationship between the transformational leadership styles in terms of planning and preparation, instruction, classroom environment and professional responsibilities and indicate direct relationship among the variables considered. Moreover, there are significant relationship between all the qualities of the school heads concerning (OPCRF) Office Performance Commitment and Review Form and (SBM) School-Based Management in terms of visionary, trustworthy, flexible, interpersonal skills, innovative, initiative and empowerment to teachers' effectiveness and school performance.

Thus, the researcher further concludes that the researcher's null hypothesis "there is no significant relationship between the school head leadership styles to teachers' effectiveness and school performance was rejected and the null hypothesis" there is no significant relationship between the school head qualities to teachers' effectiveness and school performance was rejected too.

The conclusion drawn from the findings, the following recommendations are hereby given: the school heads must be more open to new thinking and willing to takes risks and they must show more empathy not only to their teachers and fellow school heads but to everyone, the school heads must be more open to criticism, and vulnerable in favor of the needs of the people. It also recommends that school heads must share power with the subordinates and give them the authority to decide. Provide more engaging and interactive educational tools. Perform appropriate instructional supervision in the new normal setting of basic education services to achieve the desired learning outcomes and performance standards. Increase Practice of SBM Level from Level 2 to Level 3.

***Keywords:*** *Leadership Styles, Leadership Qualities, School Performance, Teachers' Effectiveness*

## INTRODUCTION

Republic Act 9155, also known as the Governance of Basic Education Act, states that a school must be managed by the school head who has "the authority, responsibility, and accountability for achieving higher learning

outcomes." His roles include but are not limited to leadership, management, teacher evaluation, and enforcing student discipline (DepEd, 2003). With the various functions and duties stipulated above, the weight of the act rests on the shoulders of the principals. Moreover, according to Waheed, Hussin, & Daud (2018) the leadership style has also been found to influence a teacher's motivational level and job satisfaction, design a learning environment,

manage human resources and create school change process. However, all these leadership styles have some pros and cons. If one style isn't working, consider trying another one.

This study wants to determine the relationship between the school heads leadership styles and leadership qualities to teachers' effectiveness and school performance in five (5) selected elementary schools in Sub-office/District and a total of 156 teachers in the Division of Laguna.

Specifically, it seeks answers to the following questions:
1. What is the level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of
    1.1 Transformational leadership.
    1.2 Instructional leadership.
    1.3 Moral or Ethical leadership.
    1.4 Multiple Leadership?
2. What is the level of school heads' leadership qualities in selected public elementary schools in Laguna as to:
    2.1 Vision.
    2.2 Trustworthy.
    2.3 Flexible.
    2.4 Interpersonal Skills.
    2.5 Innovative.
    2.6 Initiative.
    2.7 Empower
3. What is the level of teachers' effectiveness in selected public elementary schools in Laguna:
    3.1 Planning and Preparation.
    3.2 Instruction.
    3.3 Classroom Environment.
    3.4 Professional Responsibilities
4. What is the level of school performance in selected public elementary schools as to their OPCRF (Office Performance Commitment and Review Form)?
5. Do school heads' leadership styles significantly relate to teachers' effectiveness and school performance in selected public elementary schools in Laguna?
6. Do school heads' leadership qualities significantly relate to teachers' effectiveness and school performance in selected public elementary schools in Laguna?

**REVIEW OF RELATED LITERATURE**

The concept of transformational leadership was initially introduced by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation.

According to Anderson, M. (2017) School systems face unprecedented local, state, and federal accountability for school performance and student achievement. School systems and schools themselves have begun to function like business organizations with management complexities and the requirement of bottom-line results. School leadership is a critical component to good performance and student achievement. There is concern over whether school leaders have the proper management skills and leadership styles and approaches necessary to ensure effective operational performance of schools. Schools have become like business organizations and may benefit from leadership styles proven to enhance performance in business organizations and school settings. Education leaders may benefit from training and development in transformational leadership styles proven to enhance performance in business organizations and educational settings.

School Heads' Leadership Styles is an indicator found relevant in this study. Effective education leadership means adapting one's leadership style to suit a situation. Educational leaders take responsibility for their peers and those working under them. They usually rise in a school's hierarchy to senior administrative positions. Due to the way that educational districts design school hierarchies, leaders are responsible for the administration of an entire school or even an entire educational district. In either position, the leadership type the professional displays wildiffer

based on the situation and the type of leader they are. Leaders in the education field have as their main mission the improvement of the education system. To do this, they critically examine issues and propose solutions that can bring about change. However, while they may be the administrators, the task for implementing those changes falls to the teachers that work alongside them. Different leadership styles in education are essential in inspiring teachers to fulfill their mandate to improve the education system. The leadership styles a professional may use will vary distinctly. Another significant variable is instructional leadership in which a principal works alongside teachers to provide support and guidance in establishing best practices in teaching. Principals employing this model of leadership communicate with their staff and together set clear goals related to student achievement. In this model, teachers are supported by the principal. The principal provides coaching and mentoring to those teachers who require it, as well as professional development opportunities that allow teachers to explore best practices in teaching. The goal of instructional leadership is for the principal to work closely with teachers to increase student achievement. The leader of a school has a high level of responsibility to students, teachers, parents, and the community. Classroom teachers need a leader who will be supportive, motivating, and knowledgeable. A well-rounded principal will have a varied style of leadership that will draw on many different leadership models. One model, instructional leadership is a pathway for setting and communicating a clear vision and goals for teachers and students, and supporting teachers through coaching, mentoring and professional development. It is also found that studies and evidence on the relationship between middle leaders to organizational change and student learning are still limited. Therefore, through this contemporary highlight, several articles are listed through modified search settings based on the study by Harris et al. (2019) aimed at exploring the empirical studies that have been carried out on middle leaders in Malaysia between 2010 and 2019.

Additionally, principals who are instructional leaders support teachers to improve their practice by giving them access to the resources that they require, coaching and mentoring them, and providing professional development opportunities, both formal and informal. Instructional leaders act as an instructional resource to support teachers to improve their teaching practice. Instructional leadership does not come without challenges, and principals reported that they do not have enough time and knowledge to be effective instructional leaders or that they are uncomfortable commenting on teachers' classroom practices.

School principal's efficacy has great impacts to school academic outcome a morally leader is providing values or meaning for people to live by inspiration to act and motivation to hold oneself accountable. When you don't see someone stepping up to provide purpose and doing what is best for the greater good, step up. Leaders possess hierarchal authority, allocate valuable resources, and set the standard of social norms within organizations. Through processes including social learning and social exchange, employees' attitudes and behaviors would be profoundly influenced by whether their leaders act with morality. Employee proactivity has attracted increasing research attention due to environmental uncertainty having rendered organizations more reliant on employees' initiatives. Proactive behaviors are discretionary extra-role behaviors not specifically required by the job and may not be rewarded in any form. These behaviors are beneficial to organizations but are risky to the individuals. Proactivity means challenging the status quo. This could be perceived as creating more work or even causing trouble. Out of safety concerns such as avoiding a supervisor's retaliation, individuals may choose to remain inactive or silent instead of taking initiatives. A study by Ayoub and Ahmad (2018) supports the importance of moral and ethical leadership in educational settings. The study found that leaders who demonstrate high ethical and moral standards have a positive impact on teacher motivation and student performance. Furthermore, leaders who prioritize ethics and morality are more likely to inspire trust and respect among their subordinates. No leadership style fits every situation. The best style will be the one you match with circumstances and people. The most successful leaders seamlessly switch among different leadership styles. Combining the two styles enables leaders to engage everyone within the organization. This will create more commitment to the organization and as a result, employees will be more engaged and enthusiastic about their work. The most influential approach will include the use of multiple leadership styles. This article identifies leadership coaching for executives as the ultimate model for the usage of multiple leadership styles. Another study by Avolio et al. (2019) also emphasizes the importance of multiple leadership styles in educational settings. The study found that effective school leaders use a combination of visionary, coaching, affiliative, democratic, pacesetting, and commanding leadership styles to inspire and motivate teachers and improve student outcomes. The study highlights the need for school leaders to be able to adapt their leadership style to the specific needs of their school and to be able to use multiple leadership styles to address different challenges and situations.

Teacher effectiveness is an indicator found relevant in this study. Teachers are crucial to the education system, and schools are only as good as the teachers within them (Darling-Hammond, 2018). Evaluating the effectiveness of teachers has changed over time due to increasing state and federal attention to school-level and classroom-level accountability for student learning. People often emphasize the importance of good teachers, and many local, state, and federal policies are designed to promote teacher quality. Research using student scores on standardized tests confirms the common perception that some teachers are more effective at improving student test scores than others

(Lynn, 2017). In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content (Meador, 2019). Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavor. It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence (Robert and Owan, 2019). There is a large body of research available pertaining to lesson development and delivery and the significance of classroom management. They are skills that must be researched, structured to your individual style, implemented in a teacher, and learning situation, and constantly evaluated and revamped when necessary. Consistency is of the utmost importance in the implementation of a classroom management plan. All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of their schools should be the guiding force behind what takes place in the classroom. The school's code of discipline, which should be fair, responsible, and meaningful, must be reflected in every teacher's classroom management effort (Arop, Owan and Ekpang, 2018). Teachers of all walks of life and subjects can shape opinions and help form ideas about society, life, and personal goals. Teachers can also expand students' limits and push their creativity. Instruction is a tough job, but it is one where you can make the most impact in another person's life (Lesch and Brown, 2018). School and teachers can influence the extent and quality of learning for all students. Teacher's beliefs, practices and attitudes are important for understanding and improving educational processes as well as they are closely linked to teachers' strategies for coping with challenges in their daily professional life. Raising the status of teaching also requires a significant strengthening of teachers' authority in the classroom. It is evident that among undergraduates considering teaching, fear of bad behavior and violence is the most common reason for choosing an alternative career (Obot and Madukwe, 2018). As the best education systems have shown, this power shift to the front line needs to be accompanied by a streamlined and effective accountability system. Furthermore, the state of teaching is stronger because teachers everywhere are leading from their classrooms and taking on new roles to improve education for kids. With the transition to more rigorous achievement standards and better student assessments, a focus on data to drive instruction, and the use of technology to personalize learning, teachers are carrying an incredible amount of responsibility (Duncan, 2017). Being in a classroom a positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioral regulation of students. When educators foster a positive learning culture; learners are more likely to acquire higher motivation that leads to wonderful learning outcomes (Pennington, 2018). The ideal classroom is a positive place where a student can come to work toward specific goals set before them in the class objectives. The teacher is to be positive, organized, outgoing, confident, and compassionate. The instructor often sets the tone for the entire classroom. Moving to the main parts of the surrounding environment of learning, one can say that it is made up of the classroom, the students, the teacher, and the local community which consists mainly of parents. Among these, the classroom and the teacher are the most important for some reasons.Teachers, therefore, can make learning possible through their interactions with their students, and possibly students would learn quicker than they would if they left on their own. However, a good teacher always sets out from the point he learns and experiences through his students. A professional should also build some materials based on the knowledge his students already have. Besides, a positive teacher should always look towards expanding his or her own knowledge and opportunities by admitting that he or she does not know everything about teaching (Alfredo, 2017)	Professional responsibilities are a variable significant in this study.Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving, and decision-making. Professional educators comply with school, district, state, and federal regulations and procedures (Mitchell, 2019). Moreover, Professional responsibility is the area of legal practice that encompasses the duties of attorneys to act in a professional manner, obey the law, avoid conflicts of interest, and put the interests of clients ahead of their own interests. Professional responsibility changes from profession to profession. However, it generally applies to all individuals within the same profession at the same level of responsibility equally. Personal responsibility applies to every area of an individual's life, beyond his professional and work-related responsibilities. Everyone takes personal responsibility for his own life, the choices he makes, the actions he takes, and the actions he fails to take. An individual fails to take personal responsibility when he blames everyone around him for his life circumstances (Mageau, Sarrazin and Morin, 2017).

**METHODOLOGY**

The researcher used a quantitative method (Descriptive Correlational). This method refers to the collection of data from members of the population in which direct contact is made and accurately portraying a population chosen because of some specific characteristics, and to determine the relationship between the school heads leadership styles and school heads leadership qualities to teachers' effectiveness and school performance. The descriptive method is preferred since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources. A survey instrument was used to obtain data from the randomly selected respondents. The respondents of the study with a total of One Hundred Fifty Six (156) randomly selected teachers from five (5) public elementary schools in Sub-office/District in the province of Laguna to gather the needed information and to answer the research problem during the First Semester of School Year 2022-2023.

**RESULT AND DISCUSSION**

This chapter presents, analyses, and interprets the data gathered in this study. The following tabular presentations and discussions will determine the level of the School Heads Leadership Styles and School Heads Leadership Qualities in Selected Public Elementary Schools in the Division of Laguna

**Table 1. Level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of Transformational Leadership**

| The school heads… | MEAN | SD | REMARKS |
|---|---|---|---|
| open to new thinking and willing to take risks. | 4.35 | 0.74 | Strongly Agree |
| do things that can broaden the minds of everyone. | 4.37 | 0.76 | Strongly Agree |
| willing to accept responsibilities and make good decisions. | 4.49 | 0.72 | Strongly Agree |
| an active listener and get feedback from other people | 4.44 | 0.73 | Strongly Agree |
| trust the members and be able to inspire participation. | 4.45 | 0.74 | Strongly Agree |
| **Weighted Mean** | **4.42** | | |
| **SD** | **0.74** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

As shown in Table 1 the respondents strongly agree that the school heads are."*Willing to accept responsibilities and make good decisions*" yielded the highest mean score *(M=4.49, SD=0.72)* and was remarked as Strongly Agree. This is followed by "*Trust the members and be able to inspire participation*" with a mean score *(M=4.45, SD=0.74)* and was also remarked as Strongly Agree. The level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of Transformational leadership attained a weighted mean score of 4.42 and a standard deviation of 0.74 and was Very Great Extent among the respondents. The result of the study was connected to the study by Wang et al. (2019) where they found that transformational leadership had a positive effect on teachers' job satisfaction and organizational commitment in primary schools in China. The authors emphasized the importance of leaders' willingness to accept responsibilities and make good decisions, as well as their ability to inspire participation and trust among team members.

**Table 2. Level of the school heads' leadership styles in terms of Instructional Leadership**

| The school head… SD | MEAN | | | REMARKS |
|---|---|---|---|---|
| make an effective plan before doing each task 0.80 | 4.41 | | | Strongly Agree |
| *foster effective communication with the teachers, parents, and learners.* | 4.42 | 0.77 | | Strongly Agree |
| *visible and accessible always especially during those needs of the time.* 0.77 | *4.42* | | | Strongly Agree |
| *conduct formal observations at regular intervals.* 0.69 | 4.41 | | | Strongly Agree |
| *always look at the bright side of the situation and practice optimism.* 0.71 | 4.40 | | | Strongly Agree |
| **Weighted Mean** **SD** **Verbal Interpretation** **Extent** | **4.41** **0.75** **Very Great** | | | |

Table 2. Based on the statements above "*Foster effective communication with the teachers, parents, and learners*" and "*Visible and accessible always especially during those needs of the time*" both gathered the highest mean score

*(M=4.42, SD=0.77)* and was remarked as Strongly Agree. This is followed by "*Make an effective plan before doing each task*" and "*Conduct formal observations at regular intervals* with same mean score *(M=4.41, SD=0.80)* and was also remarked as Strongly Agree. On the other hand, the statement "*Always look at the bright side of the situation and practice optimism.*" received the lowest mean score of responses with *(M=4.40, SD=0.71)* yet was also remarked Strongly Agree.

In a study by Bai and Xu (2018), it was found that effective planning is a critical skill that instructional leaders should possess. The study emphasized that instructional leaders who make an effective plan before doing each task can promote a culture of excellence and ensure that the school is meeting its academic goals. According to a study by Gao, Zhang, and Huang (2018), conducting regular observations is an essential part of instructional leadership. The study found that instructional leaders who conduct formal observations at regular intervals can identify areas for improvement, provide support to teachers, and enhance the quality of teaching and learning in the school.

**Table 3. Level of the school heads' leadership styles  in terms of Moral and Ethical Leadership**

| The school head… | MEAN | SD | REMARKS |
|---|---|---|---|
| *do not abuse the power of authority instead divide leadership among those capable staff.* | 4.46 | 0.76 | Strongly Agree |
| *guided with values and ethics that develop over time and with experience.* | 4.47 | 0.70 | Strongly Agree |
| *demonstrates superior virtues, self-discipline, and unselfishness.* | 4.42 | 0.75 | Strongly Agree |
| *embed corporate social responsibility into leadership strategies.* | 4.46 | 0.74 | Strongly Agree |
| *provide the optimal setting for employees by inspiring, developing, and establishing a culture of trust and respect.* | 4.42 | 0.76 | Strongly Agree |
| **Overall Mean** | 4.44 | | |
| **SD** | 0.74 | | |
| **Verbal Interpretation** | Very Great Extent | | |

Table 3. Based on the mean scores, it can be interpreted that the respondents strongly agree that the school heads demonstrate moral and ethical leadership in various aspects such as dividing leadership among capable staff, being guided by values and ethics, demonstrating superior virtues, embedding corporate social responsibility, and establishing a culture of trust and respect. The overall mean score of 4.44 and standard deviation of 0.74 suggest that the respondents highly perceive the moral and ethical leadership of their school heads. A study by Ayoub and Ahmad (2018) supports the importance of moral and ethical leadership in educational settings. The study found that leaders who demonstrate high ethical and moral standards have a positive impact on teacher motivation and student performance. Furthermore, leaders who prioritize ethics and morality are more likely to inspire trust and respect among their subordinates. Another study by Brown and Mitchell (2015) emphasizes the importance of ethical leadership in promoting a positive school culture. The study found that leaders who demonstrate ethical behavior and integrity can influence the ethical behavior of their subordinates, thus promoting a culture of ethical behavior in the school. Moreover, leaders who prioritize ethics and morality are more likely to create a sense of belonging and commitment among their subordinates.

Table 4. Level of the school heads' leadership styles in terms of Multiple Leadership

| The school heads | Mean | SD | REMARKS |
|---|---|---|---|
| *put the shoes onto the other and shows empathy.* | 4.35 | 0.80 | Strongly Agree |
| *share clear messages and make complex ideas easy to understand for everyone.* | 4.44 | 0.76 | Strongly Agree |
| *understands the logical connections between ideas to analyze and adapt an approach that would be beneficial to the whole organization.* | 4.44 | 0.73 | Strongly Agree |
| *promote future perspectives and incorporate the learnings from past experiences* | 4.46 | 0.73 | Strongly Agree |
| *Thinking beyond the circumstances and ability to make solutions to every problem accordingly.* | 4.43 | 0.76 | Strongly Agree |
| **Overall Mean** | **4.42** | | |
| **SD** | **0.76** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

Table 4. Mentions the level of the school heads' leadership styles  in terms of Multiple leadership.

From the second to the last statement, "Promote future perspectives and incorporate the learnings from past experiences" given the highest mean score (M=4.46, SD=0.73) and was remarked as Strongly Agree. This was followed by "Share clear messages and make complex ideas easy to understand for everyone" and "Understands the logical connections between ideas to analyze and adapt an approach that would be beneficial to the whole organization." with a mean score (M=4.44, SD=0.73) and was also remarked as Strongly Agree. The statement "Thinking beyond the circumstances and ability to make solutions to every problem accordingly" with a mean score of responses with (M=4.43, SD=0.76) and was also remarked Strongly Agree. On the other hand, the statement" Put the shoes onto the other and shows empathy". Received the lowest mean score of responses with (M=4.35, SD=0.80 yet was also remarked Strongly Agree. A study by Avolio et al. (2019) also emphasizes the importance of multiple leadership styles in educational settings. The study found that effective school leaders use a combination of visionary, coaching, affiliative, democratic, pacesetting, and commanding leadership styles to inspire and motivate teachers and improve student outcomes. The study highlights the need for school leaders to be able to adapt their leadership style to the specific needs of their school and to be able to use multiple leadership styles to address different challenges and situations.

Another study by Gurr et al. (2018) supports the importance of promoting future perspectives and incorporating learnings from past experiences in educational leadership. The study found that leaders who engage in future-oriented thinking and reflection are better able to anticipate and adapt to changing circumstances, which can lead to improved school performance and outcomes. The study emphasizes the need for school leaders to engage in continuous learning and development to improve their ability to think strategically and lead effectively. Overall, these studies support the findings of the table, highlighting the importance of multiple leadership styles, promoting future perspectives, and incorporating past experiences in educational leadership.

**Table 5.  Level of school heads' leadership qualities in selected public elementary schools in Laguna as to Visionary**

| The school heads… | Mean | SD | REMARKS |
|---|---|---|---|
| focused on moving past the status quo and ushering in new projects, acquisitions, or initiatives | 4.44 | 0.66 | Strongly Agree |
| foster resiliency and develop a supportive relationship among all employees. | 4.45 | 0.72 | Strongly Agree |
| demonstrate enthusiasm and determination towards their work. | 4.55 | 0.63 | Strongly Agree |
| collaborate with the staff and practice good communication. | 4.44 | 0.74 | Strongly Agree |
| goal-oriented and resolute with words. | 4.45 | 0.72 | Strongly Agree |
| Overall Mean | 4.46 | | |
| SD | 0.69 | | |
| Verbal Interpretation | Very Great Extent | | |

 Table 5 highlights "Demonstrates enthusiasm and determination  towards their work bring in the highest mean score (M=4.55, SD=0.63) and was remarked as Strongly Agree. This is followed by "Foster resiliency and develop a supportive relationship among all employees and Goal-oriented and resolute with words with same mean score (M=4.45, SD=0.72) and was also remarked as Strongly Agree. A study by Giallonardo et. al. (2020) supports the importance of enthusiasm and determination in leadership. The study found that leaders who demonstrate enthusiasm and passion towards their work have a positive impact on staff motivation and job satisfaction. Additionally, leaders who foster resiliency and develop supportive relationships among employees can help create a positive work environment and promote a sense of community among staff.

**Table 6.  Level of school heads' leadership qualities as to their Leadership Learning Style**

| the school heads… | Mean | SD | REMARKS |
|---|---|---|---|
| *practice discipline and cultivate it in the organization.* | 4.56 | 0.62 | Strongly Agree |
| *learn to follow the rules and regulations and be a role model.* | 4.54 | 0.70 | Strongly Agree |
| *resolve conflicts and address problems.* | 4.43 | 0.74 | Strongly Agree |
| *continue to seek learning and be open to new opportunities.* | 4.54 | 0.69 | Strongly Agree |
| *flexible to change and encourage enhancement.* | 4.50 | 0.74 | Strongly Agree |
| Overall Mean | 4.52 | | |
| SD | 0.70 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 6. Based on the results of Table 6, the level of school heads' leadership qualities in selected public elementary schools in Laguna as to Leadership Learning Style attained a very high mean score of 4.52 and a standard deviation of 0.70, which was interpreted as "Very Great Extent." This means that the respondents strongly agreed that the school heads in these schools possess qualities related to leadership learning styles, such as practicing discipline, being a role model, resolving conflicts, being open to new opportunities, and encouraging enhancement.

Another study by Reilly (2019) emphasizes the importance of school leaders being flexible and open to new opportunities. The study found that effective school leaders are willing to take risks and try new approaches to improve student outcomes. The study highlights the need for school leaders to have a growth mindset and be willing to learn and adapt to changing circumstances.

**Table 7.  Level of school heads' leadership qualities as to Visibility**

| *The school heads…* | Mean | SD | REMARKS |
|---|---|---|---|
| shows passion towards work and job. | 4.61 | 0.66 | Strongly Agree |
| consistent and persistent on the things that have started. | 4.46 | 0.69 | Strongly Agree |
| clearly shows an organization's values and mission while taking colleague and citizen feedback into account. | 4.46 | 0.71 | Strongly Agree |
| build trust and ensure accountability and safety. | 4.49 | 0.68 | Strongly Agree |
| leverage a variety of communication channels to get feedback from the members | 4.43 | 0.71 | Strongly Agree |
| **Overall Mean** | **4.49** | | |
| **SD** | **0.69** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

Table 7.  Mentions the level of the school heads' leadership styles in selected public elementary schools in Laguna as to Visibility Leadership Styles First statement of table 7, " *Shows passion towards work and job" Got the*  the highest mean score *(M=4.61, SD=0.66 )* and was remarked as Strongly Agree. This is followed by "*Build trust and ensure accountability and safety (M=4.49, SD=0.68)* and was also remarked as Strongly Agree.

A study by Kouzes and Posner (2017) supports the importance of school leaders showing passion towards work and job. The study found that effective leaders are passionate about their work and demonstrate a sense of enthusiasm that inspires and motivates others. The study emphasizes the need for school leaders to be passionate about their mission and communicate their vision with clarity and conviction. Lastly, a study by Leithwood et al. (2016) supports the importance of school leaders leveraging a variety of communication channels to get feedback from members. The study found that effective school leaders are skilled at communication and use a variety of channels to gather feedback from stakeholders. The study highlights the need for school leaders to be responsive to feedback and use it to inform their decision-making.

**Table 8.  Level of school heads' leadership qualities as to Transparency**

| The school heads… | MEAN | SD | REMARKS |
|---|---|---|---|
| lead with transparency, openness, and honesty. | 4.43 | 0.78 | Strongly Agree |
| keep the team in the loop and share information freely. | 4.40 | 0.73 | Strongly Agree |
| set a clear direction, be transparent about how to get there, and stay the course. | 4.42 | 0.75 | Strongly Agree |
| see and manage the relationship between the organization and the people in it | 4.41 | 0.73 | Strongly Agree |
| open to criticism, and vulnerable in favor of the needs of the pe | 4.33 | 0.77 | Strongly Agree |
| Overall Mean | 0.44 | | |
| SD | 0.75 | | |
| Verbal Interpretation | Very Great   Extent | | |

Table 8 shows data the level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of Transparency Leadership First statement of table 8, "*Lead with transparency, openness, and honesty.*" yielded the highest mean score *(M=4.43, SD=0.78)* and was remarked as Strongly Agree. This is followed by "*Set a clear direction, be transparent about how to get there, and stay the course".*with a mean score *(M=4.42, SD=0.75)* and was also remarked as Strongly Agree.

A study by Hitt and Tucker (2016) supports the importance of school leaders leading with transparency, openness, and honesty. The study found that transparency is critical to building trust and credibility with stakeholders, and effective school leaders are
transparent in their decision-making and communication. The study emphasizes the need for school leaders to be open and honest about their intentions and to engage in frequent communication with stakeholders. Lastly, a study by Smith and Gorard (2016) supports the importance of school leaders keeping the team in the loop and sharing information freely. The study found that effective school leaders are skilled at communication and are transparent in their decision-making. The study highlights the need for school leaders to be responsive to feedback and to involve stakeholders in the decision-making process.
Overall, these studies suggest that transparency is a critical component of effective school leadership, and school leaders must prioritize transparency in their decision-making and communication with stakeholders.

**Table 9.  Level of school heads' leadership qualities  as to Technical Assistance**

| The school heads… | Mean | SD | REMARKS |
|---|---|---|---|
| communicate with other people in the field before making decisions. | 4.46 | 0.76 | Strongly Agree |
| leverage limited resources to reach new objectives effectively. | 4.44 | 0.68 | Strongly Agree |
| understand the challenges and struggles of the people around you and make higher-quality decisions and trade-offs. | 4.38 | 0.72 | Strongly Agree |
| provide targeted support to an organization with a development need or problem. | 4.42 | 0.69 | Strongly Agree |
| guide and support the employees to be more effective in the performance of their functions. | 4.44 | 0.67 | Strongly Agree |
| **Overall Mean** | **4.43** | | |
| **SD** | **0.70** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

Table 9 reveals that the respondents strongly agree that school heads must
 "*Communicate with other people in the field before making decisions.*" Bring in the highest mean score *(M=4.46, SD=0.76)*. This was followed by "*Leverage limited resources to reach new objectives effectively" and about guide and support the employees to be more effective in the performance of their functions.* with a mean score *(M=4.44, SD=0.67)* and was also remarked as Strongly Agree.
This means that the level of school heads' leadership styles in selected public elementary schools in Laguna in terms of Technical Assistance was Very Great Extent. This can be done an engaging communication with other people in the field before making decisions and provide targeted support to teachers with a development need or problem in the performance of their functions.

**Table 10.  Level of school heads' leadership qualities as to Empowerment.**

| The school heads… | Mean | SD | REMARKS |
|---|---|---|---|
| Share power with the subordinates and give them the authority to decide. | 4.35 | 0.73 | Strongly Agree |
| Builds confidence in employees' capacity to execute collective mission and goals. | 4.42 | 0.70 | Strongly Agree |
| Show appreciation and acknowledgment to every member of the organization. | 4.50 | 0.71 | Strongly Agree |
| Allow employees to live to their fullest potential and to own their own work. | 4.49 | 0.67 | Strongly Agree |
| Make appropriate and reasonable decisions that result in an improved process. | 4.44 | 0.68 | Strongly Agree |
| Overall Mean | 4.44 | | |
| SD | 0.70 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 10. ,"Show appreciation and acknowledgment to every member of the organization." yielded the highest mean score (M=4.50, SD=0.71) and was remarked as Strongly Agree. This is followed by "Allow employees to live to their fullest potential and to own their own work." with a mean score (M=4.49, SD=0.67) and was also remarked as Strongly Agree. The level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of Empowerment Leadership attained a weighted mean score of 4.44 and a standard deviation of 0.70 and was Very Great Extent among the respondents.

**Table 11.  Level of teachers' effectiveness  about Planning and Preparation**

| Statement | Mean | SD | REMARKS |
|---|---|---|---|
| uses different approaches and instructional materials. | 4.44 | 0.67 | Strongly Agree |
| uses differentiated instructions for every activity. | 4.39 | 0.66 | Strongly Agree |
| allow learners to involve on various tasks that can develop their skills. | 4.47 | 0.64 | Strongly Agree |
| let the students reflect on their own understanding. | 4.46 | 0.68 | Strongly Agree |
| engages students with challenges and performance activities. | 4.46 | 0.65 | Strongly Agree |
| **Overall Mean** | **4.44** | | |
| **SD** | **0.66** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

**Table 11**, "*Allow learners to involve on various tasks that can develop their skills.*" yielded the highest mean score *(M=4.47, SD=0.64)* and was remarked as Strongly Agree. This is followed by "*Let the students reflect on their own understanding "*and *Engages students with challenges and performance activities".*with a mean score *(M=4.46, SD=0.65 )* and was also remarked as Strongly Agree. On the other hand, the statement "*Uses differentiated instructions for every activity".*received the lowest mean score of responses with *(M=4.39, SD=0.66)* yet was also remarked Strongly Agree.

The level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of Planning and Preparation attained a weighted mean score of 4.44 and a standard deviation of 0.66 and was Very Great Extent among the respondents. This means that the level of school heads' leadership styles in selected public elementary schools in Laguna in terms of Planning and preparation was Very Great Extent this can be done by allowing learners to involve on various tasks that can develop their habits and skills.

The result of the study was supported by a study by Tomlinson et al. (2018) supports the importance of using differentiated instruction to meet the diverse needs of students. The study found that adapting instruction to students' learning styles and abilities can increase their engagement and improve their academic performance.

**Table 12.  Level of teachers' effectiveness  about Instruction.**

| Statement | Mean | SD | REMARKS |
|---|---|---|---|
| creative and use various designs to make it more attractive and catch the attention of the students. | 4.40 | 0.71 | Strongly Agree |
| made according to the learning targets of every lesson. | 4.46 | 0.69 | Strongly Agree |
| provide engaging and interactive educational tools. | 4.36 | 0.69 | Strongly Agree |
| cater to multiple intelligences of different learners. | 4.46 | 0.68 | Strongly Agree |
| All instructions and materials are relevant to the learning targets of every lesson. | 4.49 | 0.65 | Strongly Agree |
| **Overall Mean** | **4.43** | | |
| **SD** | **0.68** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

Table 12.*"All instructions and materials are relevant to the learning targets of every lesson".*yielded the highest mean score *(M=4.49, SD=0.65)* and was remarked as Strongly Agree. This is followed by "*Made according to the learning targets of every lesson and "Cater to multiple intelligences of different learners".* with a both mean score *(M=4.4, SD=0.69)* and was also remarked as Strongly Agree.
 This means that the level of school heads' leadership styles in selected public elementary schools in Laguna in terms of instruction was Very Great because all instructions are relevant to the learning targets of every lesson and made according to the learning targets of every lesson to cater pupils' interest of different learners having multiple intelligences. The instructional approach referred to as "explicit instruction" has been increasingly mentioned as an instructional method in the learning disabilities literature. Explicit instruction is not a unitary intervention but can be a combination of over a dozen teaching behaviors or components used to design and deliver instruction. This multicomponent aspect likely contributed to the variability of the descriptions and definitions of explicit instruction found in journals, books, and other published documents (Stahl, Flanigan,& McKenna)2019.

**Table 13.  Level of teachers' effectiveness in Classroom Environment**

| Statements | Mean | SD | REMARKS |
|---|---|---|---|
| *Provide a conducive and healthy learning environment.* | 4.57 | 0.63 | Strongly Agree |
| *Displays necessary things that are needed for students' learning.* | 4.48 | 0.68 | Strongly Agree |
| *Secure the safety and protection of the learners.* | 4.60 | 0.67 | Strongly Agree |
| *Provides equipment/tools that can help the students engage in learning.* | 4.44 | 0.71 | Strongly Agree |
| *Design classrooms following the new guidelines for limited face-to-face classes.* | 4.53 | 0.64 | Strongly Agree |
| **Overall Mean** | **4.52** | | |
| **SD** | **0.67** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

Table 13.The level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of Classroom Environment attained a weighted mean score of 4.52 and a standard deviation of 0.67 and was Very Great Extent among the respondents. This means that the level of school heads' leadership styles in selected public elementary schools in Laguna in terms of classroom environment was Very Great because all instructions are relevant to the pupils, Safety and protection is number one concern of the school for conducive and healthy environment of the learners. Providing equipment and tools that can help the students engage in learning.

**Table 14.  Level of teachers' effectiveness about Professional Responsibilities**

| Statements | Mean | SD | REMARKS |
|---|---|---|---|
| identify your own goals and take a step to achieve them. | 4.54 | 0.58 | Strongly Agree |
| openness to learning new skills to help grow in teaching. | 4.51 | 0.64 | Strongly Agree |
| attend seminars/webinars and other programs that can help gain knowledge about your own's career. | 4.58 | 0.65 | Strongly Agree |
| assist school programs and facilitates other activities related to the field. | 4.55 | 0.65 | Strongly Agree |
| take the initiative to do other jobs and experiences for self-improvement. | 4.50 | 0.65 | Strongly Agree |
| Overall Mean | 4.54 | | |
| SD | 0.63 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 14 mentions the level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of Professional Responsibilities
The third statement from table 14, "Attend *seminars/webinars and other programs that can help gain knowledge about your own's career with a mean(M=4.58, SD=0.65)* and was remarked as Strongly Agree. This is followed by "*Assist school programs and facilitates other activities related to the field..*" with a mean score *(M=4.55, SD=0.65) a*nd was also remarked as Strongly Agree. The statement about" *Identify your own goals and take a step to achieve them". (M=4.54, SD=0.58). The statement on "Openness to learning new skills to help grow in teaching". with a mean score (M=4.51, SD=0.64)*
A study by Biesta and Tedder (2017) emphasizes the importance of school leaders creating a shared vision with stakeholders and communicating that vision clearly. The study found that effective school leaders are skilled at involving stakeholders in the visioning process and creating a sense of collective responsibility for achieving goals. The study highlights the need for school leaders to be transparent about the decision-making process and to engage in ongoing communication with stakeholders.

Table 15. Level of school performance in selected public elementary  schools as to their
        OPCRF (Office Performance Commitment  and Review Form)

| Statements | Mean | SD | REMARKS |
|---|---|---|---|
| *Facilitates the implementation and contextualization of K to 12 curriculum that enhance teaching and learning under new normal situations* | 4.48 | 0.65 | Strongly Agree |
| *Applies principles of leadership and management (SBM) to the campus physical plant and support system (DRRM) to ensure safe and effective learning environment in accordance to new normal condition.* | 4.51 | 0.65 | Strongly Agree |
| *Implements staff evaluation and development system (PPST Based - RPMS) to improve the performance of the school personnel.* | 4.51 | 0.67 | Strongly Agree |
| *Creates school culture of shared governance by facilitating the physical facilities development of the school that is shared and supported by the school community.* | 4.49 | 0.65 | Strongly Agree |
| Performs appropriate instructional supervision in the new normal setting of basic education services to achieve the desired learning outcomes and performance standards. | 4.47 | 0.66 | Strongly Agree |
| **Overall Mean** | **4.49** | | |
| **SD** | **0.65** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

The table 15  indicates the level of the school heads' leadership styles in selected public elementary schools in Laguna in terms of their OPCRF(Office Performance Commitment Form) From the statements above "Applies principles of leadership and management (SBM) to the campus physical plant and support system (DRRM) to ensure safe and effective learning environment in accordance to new normal condition" and "Implements staff evaluation and development system". (PPST Based - RPMS) to improve the performance of the school personnel both gathered the highest mean score (M=4.51, SD=0.67) and was remarked as Strongly Agree. This is followed by "Creates school culture of shared governance by facilitating the physical facilities development of the school that is shared and supported by the school community.
with a mean score (M=4.49, SD=0.65) and was also remarked as Strongly Agree. The statement about" *Facilitates the implementation and contextualization of K to 12 curriculum that enhance teaching and learning under new normal situations*" with mean score of (M=4.48, SD=0.65). The statement on *"Performs appropriate instructional supervision in the new normal setting of basic education services to achieve the desired learning outcomes and performance standards.".with a mean score (M=4.47,SD=0.66)*
Every school heads should follow sets performance standards and measures progress of employees based on office and department targets. Provides feedback and technical assistance such as coaching for performance improvement and action planning.
DepEd implements a Results-Based Performance Management System. It is a shared undertaking between the superior and the employee that allows an open discussion of job expectations, Key Results Areas, Objectives and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization. (https://www.teacherph.com/opcrf-school-heads) 2017

Table 16. Level of school performance in selected public elementary schools as to their
SBM (School-Based Management)

| Statements | Mean | SD | REMARKS |
|---|---|---|---|
| show consistency in the implementation of policies. | 4.49 | 0.66 | Strongly Agree |
| build a good relationship with other people that can help the school progress. | 4.47 | 0.69 | Strongly Agree |
| proactive in knowing the community and establishing sustainable relationships. | 4.46 | 0.66 | Strongly Agree |
| the school sbm level of practice increases from level 1 to level 2 | 4.36 | 0.67 | Strongly Agree |
| sbm level of practice increases from level 2 to level 3. | 4.14 | 0.92 | Strongly Agree |
| **Overall Mean** | **4.38** | | |
| **SD** | **0.74** | | |
| **Verbal Interpretation** | **Very Great Extent** | | |

**Table 16.** The School-Based Management System (SBM) addresses improvements in the learning outcomes through effective schools. Based on Table 16, the level of school performance in selected public elementary schools in Laguna as to their School-Based Management (SBM) was found to be at a Very Great Extent among the respondents, with a weighted mean score of 4.38 and a standard deviation of 0.74.

Among the indicators, the respondents strongly agreed on the importance of showing consistency in the implementation of policies, building good relationships with people that can help the school progress, and being proactive in knowing the community and establishing sustainable relationships. On the other hand, the statement with the lowest mean score, but still with a Strongly Agree remark, was about the school's SBM Level of Practice increasing from Level 1 to Level 2.

Studies have shown that implementing SBM can lead to improved student learning outcomes, as it empowers school leaders and teachers to make decisions based on their unique school contexts and needs. For instance, a study by Hargreaves et al. (2018) found that schools that adopted SBM had higher student achievement scores than those that did not. Similarly, a study by Ho et al. (2019) found that SBM was positively associated with teacher collaboration, which in turn led to improved student learning outcomes. Overall, the implementation of SBM can have positive effects on school performance, as long as there are structured mechanisms, processes, and practices in place to ensure its effective implementation. School leaders should be trained on leadership, stakeholder management, school planning and M&E, resource mobilization, and school project management to successfully implement SBM. School heads were trained on leadership and stakeholder management, school planning and M&E, resource mobilization, and school project management.

Table 17. Significant relationship between the school heads' leadership styles and
teachers' effectiveness and school performance in selected public elementary
schools in Laguna.

| School Heads' Leadership Styles | | r value | Degree of Correlation | Analysis |
|---|---|---|---|---|
| | Teachers' Effectiveness | | | |
| Transformational leadership | Planning and Preparation | 0.7587 | Strong relationship | Significant |
| | Instruction | 0.7728 | Strong relationship | Significant |
| | Classroom Environment | 0.7477 | Strong relationship | |
| | Professional Responsibilities | 0.7949 | Strong relationship | Significant |
| Instructional leadership | Planning and Preparation | 0.8035 | Very Strong relationship | Significant |
| | Instruction | 0.8199 | Very Strong relationship | Significant |
| | Classroom Environment | 0.7684 | Strong relationship | |
| | Professional Responsibilities | 0.8127 | Very Strong relationship | Significant |
| Moral or Ethical leadership | Planning and Preparation | 0.8148 | Very Strong relationship | Significant |
| | Instruction | 0.8346 | Very Strong relationship | Significant |
| | Classroom Environment | 0.7917 | Strong relationship | |
| | Professional Responsibilities | 0.8225 | Very Strong relationship | Significant |
| Multiple leadership | Planning and Preparation | 0.8089 | Very Strong relationship | Significant |
| | Instruction | 0.8262 | Very Strong relationship | Significant |
| | Classroom Environment | 0.8152 | Very Strong relationship | |
| | Professional Responsibilities | 0.825 | Very Strong relationship | Significant |
| | School Performance | | | |
| Transformational leadership | OPCRF | 0.7701 | Strong relationship | Significant |
| Instructional leadership | | 0.8095 | Very Strong relationship | Significant |
| Moral or Ethical leadership | | 0.8281 | Very Strong relationship | Significant |
| Multiple leadership | | 0.8317 | Very Strong relationship | Significant |
| Transformational leadership | SBM | 0.7671 | Strong relationship | Significant |
| Instructional leadership | | 0.8131 | Very Strong relationship | Significant |
| Moral or Ethical leadership | | 0.8141 | Very Strong relationship | Significant |
| Multiple leadership | | 0.8292 | Very Strong relationship | Significant |

| Scale | Strength |
|---|---|
| 0.80 – 1.00 | Very Strong |
| 0.60 – 0.79 | Strong |
| 0.40 – 0.59 | Moderate |
| 0.20 – 0.39 | Weak |
| 0.00 – 0.19 | Very Weak |

Table 17 presents the significant relationship between the school heads' leadership styles and teachers' effectiveness and school performance in selected public elementary schools in Laguna.
The *Transformational leadership, Instructional leadership, Moral or Ethical leadership and Multiple Leadership* of the school heads' leadership styles was observed to have a significant relationship to the teachers' effectiveness and school performance in selected public elementary schools in Laguna. This is based on the computed r values obtained from the tests with strong to very strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*Do school heads' leadership styles have a significant relationship with teachers' effectiveness and school performance in selected public elementary schools in Laguna*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

Therefore, the researcher is respectfully accepted the fact the research hypothesis that" There is no significant relationship between the school head leadership style and teacher effectiveness and school performance in selected elementary schools in Laguna" she formulated at the beginning was absolutely rejected; not accepted. Since the results was in favor the significant relationship between School Heads Leadership Styles to the Teachers Effectiveness and School Performance of Selected Public Elementary Schools in Laguna. The researcher made to realize that being a future administrator he/she must possess the Transformational, Instructional, Moral or Ethical with Multiple Leadership Styles and be more accountable to always apply all of those.

Several studies support the finding that school leaders' leadership styles have a significant relationship with teachers' effectiveness and school performance. For instance, a study by Day and Sammons (2013) suggests that instructional leadership is positively related to teachers' effectiveness and school performance. They argue that instructional leaders promote a culture of continuous learning and improvement, which in turn leads to better teaching practices and improved student outcomes.

Moreover, a study by Owens and Valesky (2015) found that ethical leadership positively influences teacher efficacy, job satisfaction, and organizational commitment, which, in turn, impact school performance.

Similarly, a study by Mitonga-Monga et al. (2018) suggests that multiple leadership styles, including transformational, instructional, and distributed leadership, have a positive impact on school performance, particularly in disadvantaged schools.

In summary, these studies support the finding that school leaders' leadership styles, particularly transformational, instructional, moral, or ethical, and multiple leadership styles, have a significant relationship with teachers' effectiveness and school performance.

Table 18. Significant relationship between the school heads' leadership qualities and teachers' effectiveness and school performance in selected public elementary schools in Laguna

| School Heads' Qualities | | r value | Degree of Correlation | Analysis |
|---|---|---|---|---|
| **Teachers' Effectiveness** | | | | |
| Vision | Planning and Preparation | 0.806 | Very Strong relationship | Significant |
| | Instruction | 0.8379 | Very Strong relationship | Significant |
| | Classroom Environment | 0.8017 | Very Strong relationship | Significant |
| | Professional Responsibilities | 0.826 | Very Strong relationship | Significant |
| Trustworthy | Planning and Preparation | 0.7954 | Strong relationship | Significant |
| | Instruction | 0.8156 | Very Strong relationship | Significant |
| | Classroom Environment | 0.8053 | Very Strong relationship | Significant |
| | Professional Responsibilities | 0.8245 | Very Strong relationship | Significant |
| Flexible | Planning and Preparation | 0.811 | Very Strong relationship | Significant |
| | Instruction | 0.857 | Very Strong relationship | Significant |
| | Classroom Environment | 0.8 | Very Strong relationship | Significant |
| | Professional Responsibilities | 0.8388 | Very Strong relationship | Significant |
| Interpersonal Skills | Planning and Preparation | 0.8179 | Very Strong relationship | Significant |
| | Instruction | 0.8252 | Very Strong relationship | Significant |

| | | | | |
|---|---|---|---|---|
| | Classroom Environment | 0.7783 | Strong relationship | Significant |
| | Professional Responsibilities | 0.8114 | Very Strong relationship | Significant |
| Innovative | Planning and Preparation | 0.8055 | Very Strong relationship | Significant |
| | Instruction | 0.8282 | Very Strong relationship | Significant |
| | Classroom Environment | 0.7827 | Strong relationship | Significant |
| | Professional Responsibilities | 0.8291 | Very Strong relationship | Significant |
| Initiative | Planning and Preparation | 0.8199 | Very Strong relationship | Significant |
| | Instruction | 0.8638 | Very Strong relationship | Significant |
| | Classroom Environment | 0.8104 | Very Strong relationship | Significant |
| | Professional Responsibilities | 0.7993 | Strong relationship | Significant |
| **School  Performance** | | | | |
| Visionary | OPCRF | 0.8397 | Very Strong relationship | Significant |
| Learning Style | | 0.8213 | Very Strong relationship | Significant |
| Visibility | | 0.8441 | Very Strong relationship | Significant |
| Transparency | | 0.8129 | Very Strong relationship | Significant |
| Technical Assistance | | 0.8017 | Very Strong relationship | Significant |
| Empowerment | | 0.8273 | Very Strong relationship | Significant |
| Visionary | SBM | 0.8208 | Very Strong relationship | Significant |
| Learning Style | | 0.8103 | Very Strong relationship | Significant |
| Visibility | | 0.8356 | Very Strong relationship | Significant |
| Transparency | | 0.8452 | Very Strong relationship | Significant |
| Technical Assistance | | 0.8099 | Very Strong relationship | Significant |
| *Empowerment* | | 0.8468 | Very Strong relationship | Significant |

| Scale | Strength |
|---|---|
| 0.80 – 1.00 | Very Strong |
| 0.60 – 0.79 | Strong |
| 0.40 – 0.59 | Moderate |
| 0.20 – 0.39 | Weak |
| 0.00 – 0.19 | Very Weak |

Table 18 presents the significant relationship of the school heads leadership qualities and teachers effectiveness and school performance as to *Visionary, Leadership Learning Style, Visibility, Transparency, Technical Assistance, and Empowerment* of the school heads' leadership qualities was observed to have a significant relationship to the teachers' effectiveness and school performance in selected public elementary schools in Laguna. This is based on the computed r values obtained from the tests with strong to very strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "Do school heads' leadership qualities have a significant relationship with teachers' effectiveness and school

performance in selected public elementary schools in Laguna" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.The researcher found out that the hypothesis is cordially accepted the findings that there is significant relationship between *"The Visionary, Leadership Learning Style, Visibility, Transparency, Technical Assistance, and Empowerment* of the school heads' leadership qualities was observed to have a significant relationship to the teachers' effectiveness and school performance in selected public elementary schools in Laguna. This implies that those qualities and interpersonal skills of the school heads are important factors in developing positive relationships between principals and teachers to impact student achievement. Several studies in recent years have investigated the relationship between school leaders' leadership qualities and teachers' effectiveness and school performance. For example, a study by Panayiotou and Antoniou (2019) found that transformational leadership, emotional intelligence, and ethical leadership were positively associated with teachers' job satisfaction, organizational commitment, and performance. Similarly, a study by Riggio et al. (2017) found that school leaders who exhibited emotional intelligence and social intelligence were more effective in improving teacher performance and school outcomes. Additionally, a study by Yeh and Cheng (2016) found that school leaders who demonstrated high levels of emotional intelligence, specifically in the areas of empathy and social skills, were more likely to foster positive teacher-student relationships and improve school climate. These studies suggest that certain leadership qualities, such as emotional intelligence, ethical leadership, and transformational leadership, can positively impact teachers' effectiveness and school performance.

**CONCLUSION**

Based on the results of this research, several conclusions have been drawn.The conclusions drawn from the research have been used on a thorough examination of the data collected, and have been supported by evidence related to the school heads leadership styles and leadership qualities to teachers effectiveness and school performance. The following conclusions are drawn from the findings:

1. It can be inferred that 0.05 level of significance, the null hypothesis which states that "there is no relationship in the leadership styles and teachers' effectiveness and school performance is rejected. Hence, there is a significant relationship in leadership styles in selected public elementary schools in Laguna in terms of transformational leadership, instructional, moral, or ethical and multiple leadership were observed to a very great extent.

2. In addition, it can be inferred that 0.05 level of significance, the null hypothesis which states that" there is no relationship in the leadership qualities to teachers' effectiveness and school performance is rejected. Hence, there is a significant relationship. The overall computed mean with the corresponding standard deviation signifies that the level of school heads leadership qualities in selected public elementary schools in laguna have a very great extent.

**RECOMMENDATIONS**

1. The school heads must be more open to new thinking and willing to takes risks and they must show more empathy not only to their teachers and fellow school heads but to everyone.

2. The school heads must be more open to criticism, and vulnerable in favor of the needs of the people.

3. It also recommends that school heads must share power with the subordinates and give them the authority to decide.

4. Provide more engaging and interactive educational tools.

5. Perform appropriate instructional supervision in the new normal setting of basic education services to achieve the desired learning outcomes and performance standards. Increase Practice of SBM Level from Level 2 to Level 3.

6. Provide school heads training on interpersonal skills, building positive relationships to teachers, staff, stakeholders, and students.

7. Promote a culture of continuous improvement in schools through school-based management and promote a strong partnership between schools and community.

8. Enhance teacher performance through Inset, LAC sessions, seminars, and trainings.

9. Monitor and evaluate teacher performance regularly through feedbacking.

10. Be pro-active on decision making skills.

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