

PRINCIPAL'S LEADERSHIP STYLE TO TEACHER'S PERFORMANCE AND PROFESSIONAL ADVANCEMENT

JAYCEL D. URRIZA, LPT
 jacel.urriza@deped.gov.ph
 Laguna State Polytechnic University, Philippines

ABSTRACT

The research study entitled principal's leadership style to teacher's performance and professional advancement was conducted with the aim of determining the significant relationship between principal's leadership styles and principal's role to teacher's performance and professional advancement. Specifically, the study attempted to determine the extent of principal's leadership styles in terms of democratic, autocratic, and laissez-faire; the level of principal's role in terms of decision-making, communication, and delegation of duties; the level of teacher's performance in terms of lesson plan preparations, assessing students, involvement in extracurricular activities, and IPCRF (Individual Performance Commitment Review Form) Rating; the level of teacher's professional advancement in terms of seminars/trainings attended, recognition as a resource speaker/trainer, and pursuing graduate education; and significant relationship between principal's leadership styles and principal's role to teacher's performance and professional advancement.

The researcher employed the descriptive method of research in the development of the study and it was conducted with the help of one hundred (100) elementary teacher-respondents from Crisanto Guysayko Memorial Elementary School, Yukos Elementary School – Main, and Taytay-Malaya Elementary School. The level of the principal's leadership styles and principal's roles is interpreted as "Very High" with remarks of "Always Observed" and teacher's performance with interpretation as "Very High" and with remarks of "Always Observed" and "Outstanding" for IPCRF Rating. On the other hand, teacher's professional advancement got a weighted mean with remarks of "Very Low". In sum, there is a significant relationship between principal's leadership styles and principal's role to teacher's performance and professional advancement.

Based on the foregoing findings, the following conclusions were reached: (1) Principal's leadership styles have a significant relationship with teacher's performance and professional advancement. Therefore, the researcher's hypothesis that there is no significant relationship between principal's leadership styles and teacher's performance and professional advancement is rejected; and (2) Principal's roles have a significant relationship with teacher's performance and professional advancement. Thus, the researcher's hypothesis that there is no significant relationship between principal's role and teacher's performance and professional advancement is partially rejected. In the light of the foregoing conclusions, the following recommendations were formulated: (1) Principals may continue to apply their leadership styles for the success of plans and projects of their school and principals and DepEd Officials may offer more seminars, especially for the National and International Level for the professional growth of the teachers; (2) Teachers may continue their master's degree and doctorate degree for their professional advancement and with these, they also may be promoted on their job with a salary increase; (3) Finally, to future researchers, they may use other relevant variables about principal's leadership styles and principal's role to teacher's performance and professional advancement.

Keywords:

principal's leadership styles, democratic, autocratic, laissez-faire, principal's role, teacher's performance, professional advancement

INTRODUCTION

Teaching is the world's most respected job and profession. The teacher is the hub of the educational system. Teachers are the nation's most powerful force. They reveal characteristics, strategies, and styles to their perceptual and cognitive interactions with the world. Indeed, according to Ramada (2022), teacher job satisfaction is one of the most widely discussed issues in organizational behavior, personnel and human resource management, organizational management, the teaching-learning process, and teaching performance. Furthermore, disgruntled teachers who are unsatisfied with their jobs will be uncommitted and unproductive.

School conditions and the role of leadership are frequently cited as critical mediators for promoting advancement, modernization, changes, and innovations in capacity building and teaching and learning practices (Lunenburg and Ornstein, 2021). School leadership is inextricably linked to daily school operations as a key educational driver of change and success, or even a source of failure (Day and Sammons, 2016). Efficient leadership that consistently aligns school missions and visions with actions is the foundation for building effective schools (Werang and Lena, 2014). As a result, given the achievement of national educational goals and improved organizational and teaching performance, it is critical in cultivating schools with effective leadership. Furthermore, a leadership style is a way in which a leader accomplishes their team's objective by motivating employees to work towards the common goal and focusing on their well-being. The technique or manner in which a leader operates determines the effectiveness of an organization, whether formal or informal. With this leadership style, teacher's performance can be at a high level for the sake of the students, especially for their learning development. Teacher's performance can produce quality students, making it easy to pursue quality education. Effective and efficient teaching and learning processes can produce high-achieving students. Therefore, it is important to consider all the factors that affect the performance of teachers.

Teacher's professional development is any type of continuing education effort for educators. It's one way that teachers can improve their skills and, in turn, boost student outcomes. Learning can take place in formal or informal settings. Professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork. Professional development can help new and experienced teachers develop the skills they need to feel confident in the classroom. Lastly, effective professional development helps teachers shape career-long learning (Mitchell, 2019).

Moreover, the concern of this study is to know the relationship of principal's leadership style to teachers' performance and professional advancement.

This also sought to determine the relationship of principal's leadership style to teachers' performance and professional advancement. Specifically, the study attempted to answer the following questions:

1. What is the extent of principal's leadership styles in terms of:
 - 1.1 democratic;
 - 1.2 autocratic; and
 - 1.3 laissez-faire?
2. What is the level of principal's role in terms of:
 - 2.1 decision-making;
 - 2.2 communication; and
 - 2.3 delegation of duties?
3. What is the level of teacher's performance in terms of:
 - 3.1 lesson plan preparations;
 - 3.2 assessing students;
 - 3.3 involvement in extracurricular activities; and
 - 3.4 IPCRF (Individual Performance Commitment Review Form) Rating?
4. What is the level of teacher's professional advancement in terms of:

- 4.1 seminars/trainings attended;
 - 4.2 recognition as a resource speaker/trainer; and
 - 4.3 pursuing graduate education?
5. Is there a significant relationship between principal's leadership styles to teacher's performance and professional advancement?
6. Is there a significant relationship between the principal's role to teacher's performance and professional advancement?

REVIEW OF RELATED LITERATURE

A leadership style is a way in which a leader accomplishes their team's objective by motivating employees to work towards the common goal and focusing on their well-being.

The technique or manner in which a leader operates determines the effectiveness of an organization, whether formal or informal. To be effective, a leader must embrace a specific leadership style or a combination of styles to accomplish the goal and objective of that business. A strong leadership approach helps a school achieve its aims and objectives. Since the principal is the figurehead for the school's faculty and students, the success of any institution rests on that person's capacity for leadership (Shamaki, 2015).

Democratic leadership, also known as participative or shared leadership, entails the decision-maker acting in a way that is more inclusive and collaborative. The four path-goal theory leadership styles, namely directive, supporting, participatory, and accomplishment, were found to have a substantial impact on workers' performance in businesses by Alanazi et al. (2013) (Sharma and Singh, 2013). According to Dike et al. (2019), democratic leadership styles resulted in higher employee performance within the firm since they increased employee engagement. Over the past few decades, the issue of subpar employee performance has been seen as a crucial aspect of leadership. These issues were primarily seen in the creation and application of policies. However, there is mounting proof that democratic leadership philosophies foster favorable worker attitudes in the public sector.

Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Chukwusa (2018) argues that unlike autocratic leadership, which never permits staff decisions, autocratic leaders are typically far apart from their subordinates. This type of leadership, sometimes known as coercive leadership, is imposed on an organization. Autocratic leaders make decisions; nevertheless, employee inputs may be requested during the process, but they are rarely taken into consideration. They are kind-hearted autocrats, which explains why.

The term *Laissez-faire* is of French origin and translates to "letting people do as they choose." This leadership style is the complete opposite of micromanaging. *Laissez-faire* leaders allow their followers to have the autonomy to make their own decisions and manage their own desks. According to Cherry (2022), *laissez-faire* is another leadership style that is passive compared to authoritative leadership. Scholars have explored *laissez-faire* and perceived it as an ineffective style. They are convinced that *laissez-faire* leaders let their followers have liberty in decision making and this type of latitude promotes followers' belief in efficacy. Previous studies have explored that leaders should perceive and demonstrate according to the situation so that followers may be perceived as empowered as compared to *laissez-faire* leadership. It has also been observed that followers have their own expectations from a leader; therefore, when a leader's behavior matches the follower's expectations, they are more elevated and their performance serves as more effective. Contrary to the above, ineffective participation of leaders influences the follower's perception of *laissez-faire* leadership. Once the perception is of ineffectiveness is developed among the subordinates, the leader may not be able to motivate them to perform as per market demand.

Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. According to Broad and Evans (2012), on a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high-stakes outcomes for students' futures. To make good decisions, teachers must be

aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning. In addition to foundational knowledge about these areas of learning and performance, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. Above all, teachers need to keep what is best for the child at the center of their decision-making.

Communication is the act of giving, receiving, and sharing information- in other words, talking or writing, and listening or reading and good communicators listen carefully, speak or write clearly, and respect different opinions. In our daily life, communication helps us build relationships by allowing us to share our experiences, and needs, and helps us connect to others. It's the essence of life, allowing us to express feelings, pass on information and share thoughts (Solihull,2023) and communication remains a unique instrument that integrates management functions in an organization. This explains why communication is inevitable and indispensable in the school system for effective management (Akinnubi et, al. 2012).

Delegation is when managers or principals use their authority to assign responsibility to others in their workplace, such as their direct reports or co-workers. According to Landry (2020), delegation is a vital management skill. But for some, it's the hardest to put into practice. There are several reasons why managers may shy away from delegating work. They might think it would take longer to explain the task than actually completing it themselves, want to feel indispensable to their team by being the keeper of specific knowledge, enjoy completing certain projects so prefer not to reassign them, feel guilty about adding more work onto another employee's to-do list, lack confidence or trust in who they need to transfer the project to, and believe that they're the only ones who can do the job right.

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Womack et al., (2015) discovered four main factors in teaching effectiveness. Those are the lesson planning, teacher and student reflection, safe school environment, and teacher professionalism. A person cannot teach what he or she does not know and lesson planning includes but is not limited to selecting content, organizing content, selecting assessments, and determining pedagogy. Initiating modifications, accepting responsibility, efficacy was the first and most substantial correlate with the lesson planning factor. Interns must know their learners well if they are to initiate modifications for them. They must be well grounded in the professional literature about diversity and must be able to recognize diversity in the classroom. They must accept responsibility for initiating modifications for atypical learners. Effective teachers must demonstrate the "I can make a positive difference" disposition. It has become commonplace to argue that high-quality teachers are essential to student learning, unfortunately, there is little clarity about the best means for improving teacher effectiveness, with major consequences for policymakers and researchers alike.

Assessments are activities designed to test students' competence in the learning objectives of a module or course, while also giving them opportunities to improve their learning. Assessments are also opportunities for instructors to inform their teaching practices. Researchers agree that teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes (Burroughs, 2019). As a consequence, there has been a strong emphasis on improving teacher effectiveness as a means to enhancing student learning. He, among others, defined teacher effectiveness in terms of growth in student learning, typically measured by student standardized assessment results.

Individual Performance Commitment and Review Form (IPCRF) is an assessment tool used to rate government employees for their year's accomplishments. According to Lagrisola (2018), individual performance is fueled mainly by the kind of motivation that a worker usually experiences. In the world of teaching, several factors greatly affect the kind of output that a teacher shows. These can be divided into internal and external factors. Internal factors include the following: 1) the kind of management that a school head implements in order to guide the teacher towards the attainment of their goals; 2) the relationship that teachers have with each other; 3) the attitude and response of students or learners towards their action or delivery of their tasks and 4) the quality of training that a teacher has gone through changing time of education. The goal of the Department of Education in the use of this system is to

adequately measure the output of each teacher using the documented proof of evidences compiled as individual portfolio.

Professional development is gaining new skills through continuing education and career training after entering the workforce. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand your knowledge in your chosen field. Desimone et al., (2013) suggested that professional development may influence the quality of instruction, most researchers found that teachers' professional development experiences showed only limited associations with their effectiveness, although middle and high-school mathematics teachers who undertook more content-focused training may be the exception.

Seminars or trainings are occasions when a teacher or expert and a group of people meet to study and discuss something. According to Kolkata (2016), seminars are the most important training device. When properly designed, they are a time and cost-efficient method of producing active involvement of learners compared to individual training activities. Seminars are learning and teaching arrangements that allow for active participation of participants, and they are usually conducted in small group. The seminar concentrates on delivering the information and discussing pertinent issues.

A resource speaker is a person invited or hired to speak about a specific topic to inform, educate, or motivate an audience. Resource speakers can be subject-matter experts, persons of authority, or professional speakers. Many resource speakers are subject-matter experts; they have extensive knowledge and expertise. According to Spinelli (2023), teachers are also super creative in the ways they engage students in the content they teach. They make great trainers because they have excellent coaching skills. They help learners develop skills related to time management, performance, conflict resolution, and leadership among others. Teachers are also experts at being able to evaluate student performance to determine what steps to take next and where learners have skills gaps.

Graduate education encompasses research, study and teaching beyond the bachelor's degree and a graduate student is someone who has earned a bachelor's degree and is pursuing additional education in a specific field. According to Karr (2013), compared to an undergraduate program, graduate study is more focused on a field or profession. Thus, graduate studies may have fewer electives, smaller classes, and more frequent discussions. The benefits of graduate studies are such as it will deepen your industry knowledge, it gives you a competitive edge, it leads to higher-paying jobs, and it contributes to the greater good. In addition to honing practical, day-to-day skills when earning your Master's, you'll also accumulate big-picture knowledge that you can apply to create plans or strategies for your future job (Styler, 2019).

The aforementioned literature cited was significant to the current study because it covered ideas and information about the dependent variables which are principal's leadership styles in terms of democratic, autocratic and laissez-faire and principal's role in terms of decision-making, communication, and delegation of duties. For the independent variables, the abovementioned literature was also significant for teacher's performance in terms of lesson plan preparations, assessing students, involvement in extracurricular activities, and IPCRF (Individual Performance Commitment Review Form) Rating. Also, the teacher's professional advancement in terms of seminars/trainings attended, recognition as a resource speaker/trainer, and pursuing graduate education.

METHODOLOGY

The researcher employed the descriptive method of research in the development of the study. It investigated the relationship between principal's leadership style to teacher's performance and professional advancement and principal's role to teacher's performance and professional advancement. The study's total respondents were one hundred (100) elementary teachers from Crisanto Guysayko Memorial Elementary School (CGMES), Yukos Elementary School – Main (YESM), and Taytay-Malaya Elementary School (TMES), Nagcarlan District, Nagcarlan, Laguna. The researcher used random sampling which is a part of statistical practice concern with the selection of a subset of individuals intended to yield some knowledge about the population of concern.

RESULT AND DISCUSSION

Table 1. Extent of Principal's Leadership Styles in Terms of Democratic

Statements	Mean	Standard Deviation	Remarks
1. The principal supervises closely his/her teachers.	4.41	0.50	Always Observed
2. The principal gives orders and clarify procedures.	4.68	0.47	Always Observed
3. The principal gives rewards or punishments in order to motivate the teachers to achieve organizational objectives.	4.59	0.50	Always Observed
4. The principal gives direction or guidance to the teachers about their work.	4.81	0.40	Always Observed
5. The principal is the chief judge of the achievements of the members of the group.	4.54	0.50	Always Observed

Overall Mean = 4.60

Standard Deviation= 0.49

Verbal Interpretation= Very High

Table 1 shows the principals *always observed* that proper guidance to the teacher was given ($M=4.81$, $SD=0.40$) and give order and clarify procedure ($M=4.68$, $SD=0.40$). On the other hand, principals supervise closely their teachers ($M=4.41$, $SD=0.50$). The overall mean of 4.60 indicates the leadership style of the principal in terms of democratic style is *Very High*. This means that principal's leadership style encourages the teacher engagement, strengthen workplace relationship and teachers feel connected to the work they are doing. Through proper coordination with the teachers, the concerns are discussed and solved properly.

According to Dike et al. (2019), democratic leadership styles resulted in higher employee performance within the firm since they increased employee engagement. A democratic leader encourages participation and employee empowerment to affect staff motivation. He or she inspires team members by giving them the freedom to make decisions and providing loose guidance (Sharma, 2013).

Table 2 reveals that the principals *always observed* wherein their job is to help the teachers find their "passion" ($M=4.95$, $SD=0.22$) and provides guidance to the teachers about their work without pressure ($M=4.82$, $SD=0.39$). On the other hand, principal needs to help teachers accept responsibility for completing their work ($M=4.43$, $SD=0.69$).

The overall mean of 4.63 indicates the leadership style of the principal in terms of autocratic style is *Very High*. This means that principal's leadership style encourages the teachers to have their passion in their profession and with the guidance of their principal, teachers can work without pressure.

Table 2. Extent of Principal's Leadership Styles in Terms of Autocratic

Statements	Mean	Standard Deviation	Remarks
1. The principal let the teachers to be part of the decision-making process.	4.51	0.52	Always Observed
2. The principal provides guidance to the teachers about their work without pressure.	4.82	0.39	Always Observed
3. The principal provides frequent and supportive communication to his/her teachers.	4.46	0.54	Always Observed
4. The principal needs to help teachers accept responsibility for completing their work.	4.43	0.69	Always Observed
5. The principal's job is to help the teachers find their "passion".	4.95	0.22	Always Observed

Overall Mean = 4.63

Standard Deviation= 0.54

Verbal Interpretation= Very High

According to Morrison (2023), this autocratic style promotes love and fun for teachers in terms of their work and responsibilities. Autocratic leadership is an exchange process, so it is a matter of contingent reinforcement of staff based on performances. It motivates staff by appealing to their personal desires and on instrumental economic transactions. Autocratic leaders generally could use organizational bureaucracy, policy, power, and authority to maintain control, Cherry (2015).

Table 3. Extent of Principal's Leadership Styles in Terms of Laissez-Faire

Statements	Mean	Standard Deviation	Remarks
1. The principal let the teachers work problems out on their own in complex situations.	4.61	0.49	Always Observed
2. The principal is staying out of the way of the teachers as they do their work.	4.35	0.79	Always Observed
3. The principal allows the teachers to appraise their own work.	4.54	0.79	Always Observed
4. The principal gives the teachers complete freedom to solve problems on their own.	5.00	0.00	Always Observed
5. The principal gives little input to the teachers in most situations.	4.58	0.62	Always Observed

Overall Mean = 4.61

Standard Deviation= 0.64

Verbal Interpretation= Very High

Table 3 shows the principals *always observed* that teachers have their complete freedom to solve their problems (M= 5.00, SD= 0.00) and let the teachers work problems out on their own in complex situations (M=4.61, SD=0.49). On the other hand, the principal is staying out of the way of the teachers as they do their work (M=4.35, SD=0.79).

The overall mean of 4.61 indicates the leadership style of the principal in terms of laissez-faire style is *Very High*. This means that principal's leadership style lets the teachers solve their own problems and think out of the box for the creativity and success of an organization. Through the freedom from the principal, teachers knew their responsibilities and they can embrace their work or profession for their students.

According to Cherry (2022), laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. In leadership literature, laissez-faire refers to a "hands-off, let things-ride" approach to influencing individuals in the workplace. Laissez-faire leaders tend to behave as if they are abdicated from the responsibilities and duties assigned to him/her. This leadership style resembles "impoverished management" detailed by describing a leader exerting minimal effort to get required work done and showing minimal concern for subordinates (Tosunoglu et al., 2016).

Level of Principal's Role

In this study, level of principal's role is described in terms of decision-making, communication, and deligation of duties and determined by weighted mean and standard deviation.

Table 4. Level of Principal's Role in Terms of Decision-Making

Statements	Mean	Standard Deviation	Remarks
The principal's role in terms of decision-making is referred to as...			
...when the principal considers the teacher's suggestions and thoughts in decision-making for training criteria in school.	4.89	0.32	Always Observed
...when the teacher's view on a meeting policy is considered in the final decision-making of the school administration.	4.92	0.27	Always Observed
...when the principal consults the teacher whenever he/she wants to submit a final resolution in a school meeting.	4.85	0.36	Always Observed
...when the principal allows the teacher to demonstrate a high degree of innovativeness, initiative, and creativity in the school's decision-making process.	4.95	0.22	Always Observed
...when the principal encourages cooperation among the teaching staff during the school's decision-making process.	4.98	0.14	Always Observed

Overall Mean = 4.92

Standard Deviation = 0.28

Verbal Interpretation = Very High

Table 4 shows the principals' involvement is *always observed* when they encourages cooperation among the teaching staff during the school's decision-making process ($M=4.98$, $SD=0.14$) and when the principal allows the teacher to demonstrate a high degree of innovativeness, initiative, and creativity in the school's decision-making process ($M=4.95$, $SD=0.22$). On the other hand, the principals have their role when they consult the teacher whenever they want to submit a final resolution in a school meeting. ($M=4.85$, $SD=0.36$).

The overall mean of 4.92 indicates the principal's role in terms of decision-making is *Very High*. This means that principal's role is very crucial for the innovativeness of every teacher and with the guidance of the principal, the teachers can be motivated to do their job professionally.

Dartmouth (2022), decision-making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives and democratic leadership includes a leader's efforts to promote and support others' participation in making crucial decisions (Cherry, 2022).

Table 5 shows the principals' involvement is *always observed* when the principals send memos when they want to communicate with the teachers ($M=4.97$, $SD=0.17$) and when the principals organize meetings when they want to talk to the faculty staff ($M=4.92$, $SD=0.27$). On the other hand, the principals send a private message to the teacher ($M=4.84$, $SD=0.37$).

Table 5. Level of Principal's Role in Terms of Communication

Statements	Mean	Standard Deviation	Remarks
The principal's role in terms of communication with the teaching staff is referred to as...			
...when the principal sends memos when he wants to communicate with the teachers.	4.97	0.17	Always Observed
...when the principal organizes meetings when he/she wants to talk to the faculty staff.	4.92	0.27	Always Observed
...when the principal writes a note on the staff notice board or mentions a teacher's name in the group chat when he/she wants to talk to him/her.	4.88	0.33	Always Observed
...when the principal makes telephone calls when he/she wants to talk to a teacher.	4.87	0.34	Always Observed
...when the principal sends a private message to the teacher.	4.84	0.37	Always Observed

Overall Mean = 4.89

Standard Deviation= 0.31

Verbal Interpretation= Very High

According to Remind (2022), a principal's role as a communicator can be seen as an extension of the role of a teacher in classroom communication. Like teachers, principals often initiate conversations and facilitate them as others add their ideas, suggestions, and questions. Furthermore, communication remains a unique instrument that integrates management functions in an organization. This explains why communication is inevitable and indispensable in the school system for effective management (Akinnubi et, al. 2012).

Table 6. Level of Principal's Role in Terms of Delegation of Duties

Statements	Mean	Standard Deviation	Remarks
The principal's role in terms of delegation of duties referred to as...			
...when the teacher had been delegated duties by the principal.	4.82	0.39	Always Observed
...when the teacher is directed or supervised by the school leader on how to perform the delegated duties.	4.84	0.37	Always Observed
3. when the principal delegated the teacher the duties he was knowledgeable about.	4.95	0.22	Always Observed
4. when the principal delegated the teacher the duties he is talented at.	4.88	0.33	Always Observed
5. when the principal delegated the teacher with the duties he had experience with.	4.88	0.33	Always Observed

Overall Mean = 4.87

Standard Deviation= 0.33

Verbal Interpretation= Very High

Table 6 shows the principals' involvement is *always observed* when the principals delegated the teacher the duties he was knowledgeable about (M= 4.95, SD= 0.22), when the principal delegated the

teacher the duties he is talented at ($M=4.88$, $SD=0.33$) and when the principals delegated the teacher with the duties he had experience with ($M=4.88$, $SD=0.33$). On the other hand, when the teacher had been delegated duties by the principal ($M=4.82$, $SD=0.39$).

The overall mean of 4.87 indicates the principal's role in terms of delegation of duties is *Very High*. This means that the principal's role is inevitable for the teachers to have their respective duties and with the coordinatorship of every teacher leads to the success of an organization.

According to Schreiner (2022), a school is too big a burden for one person to shoulder especially when you consider how critical it is that administrators adequately serve the needs of every child. To be optimally successful, principals must hand over some of their duties. To do so effectively, principals should evaluate all duties and determine which are most important, keeping these key leadership roles for themselves. Additionally, it's important to continue honing the skill of the teachers, as refusing to delegate can have negative consequences. Not only will you overload your schedule and prioritize the wrong tasks, but your employees will miss out on valuable learning and growth opportunities, Landry (2020).

Level of Teacher's Performance

In this study, level of teacher's performance is described in terms of lesson plan preparations, assessing students, involvement in extracurricular activities, and IPCRF (Individual Performance Commitment Review Form) Rating and determined by weighted mean and standard deviation.

Table 7. Level of Teacher's Performance in Terms of Lesson Plan Preparations

Statements	Mean	Standard Deviation	Remarks
The lesson plan preparations are referred to as...			
...when the teacher makes schemes of work for the lesson.	5.00	0.00	Always Observed
...when the teacher makes a plan for the lesson to be taught.	5.00	0.00	Always Observed
...when the teacher prepared instructional materials for his/her lesson.	5.00	0.00	Always Observed
...when the teacher prepared some learning activities for his/her students.	5.00	0.00	Always Observed
...when the teacher makes records of work for the lesson he covered and those he didn't.	4.98	0.14	Always Observed

Overall Mean = 4.996

Standard Deviation= 0.33

Verbal Interpretation= *Very High*

Table 7 shows the teacher's performance is *always observed* when the teachers make schemes of work for the lesson ($M= 5.00$, $SD= 0.00$), when the teacher makes a plan for the lesson to be taught ($M= 5.00$, $SD= 0.00$), when the teacher prepared instructional materials for his/her lesson ($M= 5.00$, $SD= 0.00$), and when the teacher prepared some learning activities for his/her students ($M= 5.00$, $SD= 0.00$). On the other hand, when the teacher makes records of work for the lesson he covered and those he didn't. ($M=4.98$, $SD=0.14$). The overall mean of 4.996 indicates the teacher's performance in terms of lesson plan preparations is *Very High*. This means that the teachers ensured that they are always prepared for the learning development of their students. They planned all the lessons and activities for the students to be engaged at all times throughout the discussion.

According to William and Mary (2023), regardless of the level of detail, the importance of lesson planning is that it bridges the curriculum's intent with the daily teaching and learning in a classroom. At a minimum, lesson planning adds the element of time, breaking the curriculum into units delivered each session. Womack et al., (2015) discovered four main factors in teaching effectiveness. Those are the lesson planning, teacher and student reflection, safe school environment, and teacher professionalism. A

person cannot teach what he or she does not know and lesson planning includes but is not limited to selecting content, organizing content, selecting assessments, and determining pedagogy.

Table 8 shows the teacher's performance is *always observed* when the teacher asks his students to reflect based on their lesson ($M= 5.00$, $SD= 0.00$), when the teacher gives formative and summative tests to his students ($M= 5.00$, $SD= 0.00$), when the teacher asks his students to compile a portfolio of their activities for the year-round ($M= 5.00$, $SD= 0.00$), and when the teacher gives assignments or additional activities to his students ($M= 5.00$, $SD= 0.00$). On the other hand, when the teacher asks his students to summarize their lesson ($M=4.98$, $SD=0.14$).

The overall mean of 4.996 indicates the teacher's performance in terms of assessing students is *Very High*. This means that giving assessments to the students is very important for the teachers to know if their students learned from the topic they discussed.

Hershock et al., (2023), learning takes place in students' heads where it is invisible to others. This means that learning must be assessed through performance: what students can do with their learning. Assessing students' performance can involve assessments that are formal or informal, high- or low-stakes, anonymous or public, individual or collective and formal teacher preparation is an effective lever for improving student outcomes (Burroughs et al., 2019).

Table 8. Level of Teacher's Performance in Terms of Assessing Students

Statements	Mean	Standard Deviation	Remarks
Assessing students is referred to as...			
...when the teacher asks his students to reflect based on their lesson.	5.00	0.00	Always Observed
...when the teacher asks his students to summarize their lesson.	4.98	0.14	Always Observed
...when the teacher gives formative and summative tests to his students.	5.00	0.00	Always Observed
...when the teacher asks his students to compile a portfolio of their activities for the year round.	5.00	0.00	Always Observed
...when the teacher gives assignments or additional activities to his students.	5.00	0.00	Always Observed

Overall Mean = 4.996

Standard Deviation= 0.06

Verbal Interpretation= *Very High*

Table 9 shows the teacher's performance is *always observed* when the teacher participates in health activities organized by the school ($M= 5.00$, $SD= 0.00$) and when the teacher has coordinatorship/s in his/her school ($M= 5.00$, $SD= 0.00$). On the other hand, when the teacher participates in any talent competition organized by the school ($M=3.76$, $SD=0.81$). The overall mean of 4.57 indicates the teacher's performance in terms of involvement in extracurricular activities is *Very High*. This means that the teachers participate in any extracurricular activities to boost their confidence, to train and to give knowledge to their students for them to enhance their skills.

According to Swain (2021), getting involved in sports clubs, societies, volunteering and part-time work is a great way to meet new people, enjoy your time at university and ensure you strike a healthy balance between studying and your social life. Teacher rewards of overseeing extracurricular activities include an opportunity to get to know their students better and help them develop shared interests. In addition to helping students gain athletic skills, teachers coach students on principles of teamwork, self-discipline and accountability. Students learn valuable life lessons such as how to communicate, cooperate, share credit and handle disappointments in life (Dowd, 2021).

Table 9. Level of Teacher's Performance in Terms of Involvement in Extracurricular Activities

Statements	Mean	Standard Deviation	Remarks
The involvement in extra-curricular activities is referred to as...			
1. when the teacher mobilizes students in sports like basketball, volleyball, badminton, etc., that the school organizes.	4.86	0.35	Always Observed
2. when the teacher mobilizes students for gardening activities at the school.	4.25	0.44	Always Observed
3. when the teacher participates in health activities organized by the school.	5.00	0.00	Always Observed
4. when the teacher participates in any talent competition organized by the school.	3.76	0.81	Always Observed
5. when the teacher has coordinatorship/s in his/her school.	5.00	0.00	Always Observed

Overall Mean = 4.57

Standard Deviation= 0.66

Verbal Interpretation= Very High

Table 10. Level of Teacher's Performance in Terms of Individual Performance Commitment Review Form Rating

Range	Frequency	Percentage	Adjectival Rating
4.500-5.000	58	58%	Outstanding
3.500-4.499	42	42%	Very Satisfactory
2.500-3.499	0	0%	Satisfactory
1.500-2.499	0	0%	Unsatisfactory
Below 1.499	0	0%	Poor

Overall Mean = 4.60

Standard Deviation= 0.23

Verbal Interpretation= Outstanding

Table 10 shows the level of teacher's performance in terms of individual performance commitment review form rating. Majority of the teachers attained *outstanding* performance (58%) while the others attained *very satisfactory* performance (42%). This means that teachers perform well based on the indicators of their IPCRF, and submitted the requirements on time with 18 indicators from the Philippine Professional Standards for Teachers (PPST) chosen as Results-Based Performance Management System (RPMS) objectives for the school year 2021-2022. These priority indicators complete the integration of PPST through the RPMS.

According to Lagrisola (2018), each employee plays a vital part in the achievement of his/her department's objectives and it is very important now that teachers should be resourceful like using modern technologies to better understand things. But sometimes there are interruptions really that we can't avoid like net connectivity or so sudden loss of electricity. With this, the new IPCRF has a big relation in the new way of having a good performance rating. But on this behalf, teachers can do ways to cope with these difficulties to gain the rightful attachments in every KRAs and objective. The most challenging is for teachers who have aged especially the less techno-savvy. Presentations at their IPCRF will make an impact. But as part, the colleagues were good enough to share knowledge and skills with others to grow together and leave nothing behind from the changes brought about by the new normal (Cordova, 2021).

Table 11 indicates the level of teacher's professional advancement in terms of seminars and trainings attended. As to school level more than half of the teachers or (52%) attended above 21 seminars, (20%) attended seminars that range from 11 to 15, the other (19%) attended school level seminars that ranged from 16 to 20, the other (8%) attended 6 to 8 school level seminars, and the remaining (1%) attended 5 and below seminars.

Table 11. Teacher's Professional Advancement in Terms of Seminars/Trainings Attended

Number of seminars Attended	School Level		District Level		Division Level		Regional Level		National Level		International Level		Remarks
	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per	
5 and below	1	1%	20	20%	81	81%	96	96%	97	97%	96	96%	Very Low
6-10	8	8%	21	21%	13	13%	2	2%	2	2%	3	3%	Low
11-15	20	20%	34	34%	5	5%	1	1%	1	1%	1	1%	Moderately High
16-20	19	19%	18	18%	0	0%	1	1%	0	0%	0	0%	High
21- above	52	52%	7	7%	1	1%	0	0%	0	0%	0	0%	Very High

Overall Mean = 5.23

Standard Deviation= 8.62

Verbal Interpretation= Very Low

The overall mean of 5.23 indicates that teacher's level of professional development in terms of seminars and training attended is *very low*. This means that principals and other key officials should provide a budget for the teachers to attend different seminars and training.

Isabirye and Moloi (2016) suggest that the teacher has to engage in a lifelong learning process. Indeed, international studies on teacher professional development have shown that in-service training should be compulsory in order to ensure student learning and Pardo and Tellez (2015) believe that engaging teachers in relevant activities is crucial. Activities like seminars have advantages for teachers like motivation, creativity, and commitment. Seminars or pieces of training can sharpen teachers' insights on language learning, methodological teaching, and on learning approach underlying teacher-generated materials.

Table 12 shows the level of teacher's professional advancement in terms of recognition as a resource speaker/trainer. As to school level, (81%) of the 100 teachers recognized as a speaker/trainer that range from 0 to 1. The other (7%) recognized for 2 to 3. The other (5%) for 4 to 5 recognitions. The other (4%) recognized in school level that range from 5 to 6 and the remaining (3%) with 7 and above recognitions

Table 12. Teacher's Professional Advancement in Terms of Recognition as a Resource Speaker/Trainer

Number of teachers recognition	School Level		District Level		Division Level		Regional Level		National Level		International Level		Remarks
	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per	Freq	Per	
0-1	81	81%	87	87%	88	88%	99	99%	99	99%	97	97%	Very Low
2-3	7	7%	8	8%	5	5%	1	1%	0	0%	0	0%	Low
4-5	5	5%	2	2%	5	5%	0	0%	0	0%	3	3%	Moderately High
5-6	4	4%	3	3%	2	2%	0	0%	1	1%	0	0%	High
7 above	3	3%	0	0%	0	0%	0	0%	0	0%	0	0%	Very High

Overall Mean = 1.63

Standard Deviation= 6.32

Verbal Interpretation= Very Low

The overall mean of 1.63 indicates that teacher's level of professional development in terms of recognition as a resource speaker/trainer is *very low*. This means that principals should offer more opportunities to the teachers for them to be recognized as a speaker/trainer.

Resource speakers do not just add expertise but also make the course more interesting and attractive for the participants, as they can integrate their own experiences and teacher can also be a resource speaker or trainer (Satish and Peters, 2020) and it is no longer sufficient to ask teachers what they thought of a particular workshop session or being a guest speaker. The issue is not the educator's happiness quotient – how satisfied teachers are with a particular workshop and having recognition as a resource speaker but rather what effect professional development will have on students' learning (Broad and Evans, 2012).

Table 13. Teacher's Professional Advancement in Terms of Pursuing Graduate Education

<i>Pursuing Graduate Education</i>	<i>Frequency</i>	<i>Percentage</i>
Master's Degree Graduate	54	54%
Master's Degree Unit Earner	45	45%
Doctorate Degree Graduate	0	0%
Doctorate Degree Unit Earner	1	1%
Others	0	0%

As to teacher's professional advancement in terms of pursuing graduate education. Majority of the teachers had attained the master's degree graduate (54%), while (45%) attained unit earner of master's degree program, the remaining (1%) attained doctorate degree unit earner. This means that teacher is willing to continue the post-graduate education program for their professional advancement.

According to Karr (2013), compared to an undergraduate program, graduate study is more focused on a field or profession. Thus, graduate studies may have fewer electives, smaller classes, and more frequent discussions. The benefits of graduate studies are such as they will deepen your industry knowledge, gives you a competitive edge, leads to higher-paying jobs, and contributes to the greater good. In addition to honing practical, day-to-day skills when earning your Master's and Doctoral Degree, you'll also accumulate big-picture knowledge that you can apply to create plans or strategies for your future job (Styler, 2019).

It is interesting to note that *significant* correlations exist between the level of principal's leadership styles in terms of democratic style and principal teachers' performance as lesson plan preparations ($r = 0.615$, $p = 0.000$), assessing students ($r = 0.497$, $p = 0.000$), involvement in extra-curricular activities ($r = 0.343$, $p = 0.000$), and individual performance commitment review form rating ($r = 0.543$, $p = 0.000$). The correlations are all positive and ranged from weak to strong.

This means that democratic leadership style of the principals can encourage every teacher to participate leading to increase involvement. Teachers focus on the preparation of the lesson to assess the students' learning, and accept other assignments thus result to very satisfactory performance.

There is also significant correlation exist between principal's autocratic style and teacher's performance in terms of lesson plan preparations ($r = 0.698$, $p = 0.000$), assessing students ($r = 0.579$, $p = 0.000$) involvement in extra-curricular activities ($r = 0.392$, $p = 0.000$), and individual performance commitment review form rating ($r = 0.605$, $p = 0.000$). There is also significant correlation exists between principal's autocratic style and teacher's performance. The correlations are all positive and ranged from weak to strong.

This means that principals' autocratic leadership style proves that teachers in this kind of leadership style involved in a few extracurricular activities but stand out in preparing lesson plan and assessing students which leads to a very satisfactory performance.

The principal's laissez-faire leadership style has a significant correlation exist between teacher's performance in terms of lesson plan preparations ($r = 0.539$, $p = 0.000$), assessing students ($r = 0.394$, $p = 0.000$), involvement in extra-curricular activities ($r = 0.435$, $p = 0.001$), and individual performance

commitment review form rating ($r = 0.482$, $p = 0.000$). The correlations are all positive and ranged from weak to moderate.

This means that principals' laissez-faire leadership style proves that teachers in this kind of leadership style focus on the preparation of lesson plans, exert efforts to involve themselves in extracurricular activities and assess their students which leads to very satisfactory performance.

Table 14. Significant Relationship Between Principal's Leadership Styles and Teacher's Performance

Principal's Leadership Styles	Teacher's Performance	r-value	Degree of Correlation	p-value	Analysis
Democratic	<i>Lesson Plan Preparations</i>	0.615	Strong Correlation	0.000	Significant
	<i>Assessing Students</i>	0.497	Moderate Correlation	0.000	Significant
	<i>Involvement in extracurricular activities</i>	0.343	Weak Correlation	0.000	Significant
	<i>IPCRF (Individual Performance Commitment Review Form) Rating</i>	0.543	Moderate Correlation	0.000	Significant
Autocratic	<i>Lesson Plan Preparations</i>	0.698	Strong Correlation	0.000	Significant
	<i>Assessing Students</i>	0.579	Moderate Correlation	0.000	Significant
	<i>Involvement in extracurricular activities</i>	0.392	Weak Correlation	0.000	Significant
	<i>IPCRF (Individual Performance Commitment Review Form) Rating</i>	0.605	Strong Correlation	0.000	Significant
Laissez-Faire	<i>Lesson Plan Preparations</i>	0.539	Moderate Correlation	0.000	Significant
	<i>Assessing Students</i>	0.394	Weak Correlation	0.000	Significant
	<i>Involvement in extracurricular activities</i>	0.435	Moderate Correlation	0.001	Significant
	<i>IPCRF (Individual Performance Commitment Review Form) Rating</i>	0.482	Moderate Correlation	0.000	Significant

Legend:

$\pm 0.80 - \pm 1.00$ Very strong

$\pm 0.60 - \pm 0.79$ Strong

$\pm 0.40 - \pm 0.59$ Moderate

$\pm 0.20 - \pm 0.39$ Weak

$\pm 0.00 - \pm 0.19$ Very weak

As stated by Shamaki (2015), effective leadership entails inspiring others to work voluntarily and passionately toward the accomplishment of organizational goals. A leader needs other individuals to help him influence, guide, carry along, raise awareness of, and organize them in the direction of the corporate goal. Feldman and Worline (2016) found that while some leaders are more concerned with their relationships with subordinates than the work at hand, others are more focused on the task at hand. A leader's emphasis on the work or on people is typically regarded as being important to their leadership style.

It is interesting to note that *significant* correlations exist between the level of principal's leadership styles in terms of democratic style and teacher's professional advancement as seminars/training attended ($r = 0.454$, $p = 0.000$), recognition as a resource speaker/trainer ($r = 0.414$, $p = 0.000$), and pursuing graduate education ($r = 0.414$, $p = 0.000$). The correlations are all positive and in moderate.

This means that the democratic leadership style of the principals can encourage every teacher to attend and participate in different seminars or trainings. Teachers received recognition as they become resource speakers/trainers and this democratic style encourages teachers to pursue graduate education.

There is also significant correlation exist between principal's autocratic style and teacher's professional advancement as seminars/training attended ($r = 0.513$, $p = 0.000$), recognition as a resource speaker/trainer ($r = 0.472$, $p = 0.000$), and pursuing graduate education ($r = 0.487$, $p = 0.000$). The correlations are all positive and in moderate.

This means that autocratic leadership style of the principals can encourage every teacher to attend and participate in different seminars or trainings. Teachers received recognition as they become resource speakers/trainers and this autocratic style encourages teachers to pursue graduate education.

Table 15. Significant Relationship Between Principal's Leadership Styles and Teacher's Professional Advancement

Principal's Leadership Styles	Teacher's Professional Advancement	r-value	Degree of Correlation	p-value	Analysis
Democratic	Seminars/Trainings Attended	0.454	Moderate Correlation	0.000	Significant
	Recognition as a Resources Speaker/Trainer	0.414	Moderate Correlation	0.000	Significant
	Pursuing Graduate Education	0.414	Moderate Correlation	0.000	Significant
Autocratic	Seminars/Trainings Attended	0.513	Moderate Correlation	0.000	Significant
	Recognition as a Resources Speaker/Trainer	0.472	Moderate Correlation	0.000	Significant
	Pursuing Graduate Education	0.487	Moderate Correlation	0.000	Significant
Laissez-Faire	Seminars/Trainings Attended	0.554	Moderate Correlation	0.000	Significant
	Recognition as a Resources Speaker/Trainer	0.533	Moderate Correlation	0.000	Significant
	Pursuing Graduate Education	0.561	Moderate Correlation	0.000	Significant

Legend:

$\pm 0.80 - \pm 1.00$ Very strong

$\pm 0.60 - \pm 0.79$ Strong

$\pm 0.40 - \pm 0.59$ Moderate

$\pm 0.20 - \pm 0.39$ Weak

$\pm 0.00 - \pm 0.19$ Very weak

The principal's laissez-faire leadership style has a significant correlation exist between teacher's professional advancement as seminars/training attended ($r = 0.554$, $p = 0.000$), recognition as a resource speaker/trainer ($r = 0.533$, $p = 0.000$), and pursuing graduate education ($r = 0.561$, $p = 0.000$). The correlations are all positive and in moderate.

This means that principal's laissez-faire leadership style can encourage every teacher to attend different seminars or trainings. Teachers received recognition as they become resource speakers/trainers and this laissez-faire style encourages teachers to pursue graduate education.

As stated by Adair (2015), leadership defines as the practice of inspiring others to do certain actions in order to accomplish particular goals. Different methods can be used to motivate others, which has an impact on leadership styles. A good leader or principal never ignores how his or her followers/teachers feel about their leadership. They know that short-term pain must be followed by long-term gain and that efforts must lead to rewards like for teachers' professional advancement (Kotter, 2012).

Table 16. Significant Relationship Between the Principal's Role and Teacher's Performance

Principal's Role	Teacher's Performance	r-value	Degree of Correlation	p-value	Analysis
Decision-Making	Lesson Plan Preparations	0.770	Strong Correlation	0.000	Significant
	Assessing Students	0.822	Very Strong Correlation	0.000	Significant
	Involvement in extracurricular activities	0.556	Moderate Correlation	0.000	Significant
	IPCRF (Individual Performance Commitment Review Form) Rating	0.554	Moderate Correlation	0.000	Significant
Communication	Lesson Plan Preparations	0.722	Strong Correlation	0.000	Significant
	Assessing Students	0.763	Strong Correlation	0.000	Significant
	Involvement in extracurricular activities	0.507	Moderate Correlation	0.000	Significant
	IPCRF (Individual Performance Commitment Review Form) Rating	0.505	Moderate Correlation	0.000	Significant
Delegation of Duties	Lesson Plan Preparations	0.605	Strong Correlation	0.000	Significant
	Assessing Students	0.734	Strong Correlation	0.000	Significant
	Involvement in extracurricular activities	0.626	Strong Correlation	0.001	Significant
	IPCRF (Individual Performance Commitment Review Form) Rating	0.390	Weak Correlation	0.000	Significant

Legend:

±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*

It is interesting to note that *significant* correlations exist between the level of principal's role in terms of decision-making and teacher's performance as lesson plan preparations ($r = 0.770$, $p = 0.000$), assessing students ($r = 0.822$, $p = 0.000$), involvement in extracurricular activities ($r = 0.556$, $p = 0.000$), individual performance commitment review form rating ($r = 0.554$, $p = 0.000$). The correlations are all positive and ranged from moderate to strong.

This means that principals' role in terms of decision-making can encourage every teacher to have quality assessments for every learner and to prepare the good lesson plan. Teachers were motivated to be involved in extracurricular activities that leads them to a very satisfactory performance.

There is also significant correlation exist between principal's role in terms of communication and teacher's performance in terms of lesson plan preparations ($r = 0.722$, $p = 0.000$), assessing students ($r = 0.763$, $p = 0.000$) involvement in extra-curricular activities ($r = 0.507$, $p = 0.000$), and individual performance commitment review form rating ($r = 0.505$, $p = 0.000$). The correlations are all positive and ranged from moderate to strong. This means that principals' role in terms of communication can encourage every teacher to have quality assessments for every learner and to prepare the good lesson plan for students' learning. Teachers were motivated to be involved in extracurricular activities that leads them to a very satisfactory performance.

The principal's role in terms of delegation of duties has a significant correlation exist between teacher's performance in terms of lesson plan preparations ($r = 0.605$, $p = 0.000$), assessing students ($r = 0.734$, $p = 0.000$), involvement in extra-curricular activities ($r = 0.626$, $p = 0.001$), and individual performance commitment review form rating ($r = 0.390$, $p = 0.000$). The correlations are all positive and ranged from weak to strong.

This means that principals' role in terms of delegation of duties can encourage every teacher to have quality assessments for every learner and to be involved in extracurricular activities. Teachers were motivated to prepare the good lesson plan for students' learning development that leads to a very satisfactory performance.

As stated by Kruse (2013), leadership is a process of social influence, which maximizes the efforts of others toward the achievement of a goal. In addition, leadership is communicating to another person their worth and potential so clearly, they are inspired to see it in themselves and leadership is devising a plan and aligning a team to accomplish it and it is growing and developing people to their fullest potential as teachers do their works professionally (Rutkiewicz, 2018).

Table 17. Significant Relationship Between the Principal's Role and Teacher's Professional Advancement

Principal's Role	Teacher's Professional Advancement	r-value	Degree of Correlation	p-value	Analysis
Decision-Making	Seminars/Trainings Attended	0.715	Strong Correlation	0.000	Significant
	Recognition as a Resources Speaker/Trainer	0.682	Moderate Correlation	0.000	Significant
	Pursuing Graduate Education	0.733	Strong Correlation	0.000	Significant
Communication	Seminars/Trainings Attended	0.650	Moderate Correlation	0.000	Significant
	Recognition as a Resources Speaker/Trainer	0.606	Moderate Correlation	0.000	Significant
	Pursuing Graduate Education	0.660	Moderate Correlation	0.000	Significant
Delegation of Duties	Seminars/Trainings Attended	0.003	Very Weak Correlation	0.562	Not Significant
	Recognition as a Resources Speaker/Trainer	0.037	Very Weak Correlation	0.980	Not Significant
	Pursuing Graduate Education	0.573	Moderate Correlation	0.000	Significant

Legend:

$\pm 0.80 - \pm 1.00$ Very strong

$\pm 0.60 - \pm 0.79$ Strong

$\pm 0.40 - \pm 0.59$ Moderate

$\pm 0.20 - \pm 0.39$ Weak

It is interesting to note that *significant* correlations exist between the level of principal's role in terms of decision-making and teacher's professional advancement as seminars/training attended ($r = 0.715$, $p = 0.000$), recognition as a resource speaker/trainer ($r = 0.682$, $p = 0.000$), and pursuing graduate education ($r = 0.733$, $p = 0.000$). The correlations are all positive and ranged from moderate to strong.

This means that principals' role in terms of decision-making can encourage teachers to pursue their graduate education and to attend seminars/trainings for their professional growth. Teachers were motivated to be a resource speaker/trainer.

There is also significant correlation exist between principal's role in terms of communication and teacher's professional advancement as seminars/training attended ($r = 0.650$, $p = 0.000$), recognition as a resource speaker/trainer ($r = 0.606$, $p = 0.000$), and pursuing graduate education ($r = 0.660$, $p = 0.000$). The correlations are all positive and in moderate.

This means that principals' role in terms of communication can encourage teachers to take their master's degree or doctorate degree and to attend and participate in different seminars/trainings for their professional growth. Also, teachers were motivated to be a resource speaker/trainer.

The principal's role in terms of delegation of duties has no significant and very weak correlation exist between teacher's professional advancement as seminars/training attended ($r = 0.003$, $p = 0.562$) and recognition as a resource speaker/trainer ($r = 0.037$, $p = 0.980$). On the other hand, delegation of duties has significant and moderate correlation exist between pursuing graduate education ($r = 0.573$, $p = 0.000$).

This means that principals' role in terms of delegation of duties can encourage every teacher to take their master's degree or doctorate degree but this principals' role didn't motivate teachers to attend

and participate in different seminars/trainings for their professional growth and to be a resource speaker/trainer.

As stated by Shamaki (2015), every leader in every organization fulfills a certain job or task to ensure the organization's smooth operation and enhanced performance. Influencing others to work eagerly and enthusiastically toward achieving objectives is an act of leadership and to inspire followers or teachers to accomplish the goals of the organization, a leader uses specific actions. As the manager or administrator in charge of allocating resources to schools in order to fulfill educational objectives, the school principal has a special position that has the power to either hasten or halt educational advancement (Terry, 2013).

Conclusions

In conclusion, after extensive research and analysis, it can be stated that the findings have provided significant insights into the topic under study. The conclusions drawn from the research have been based on a thorough examination of the data collected, and have been supported by sound reasoning and evidence related to principal's leadership styles to teacher's performance and professional advancement.

The following conclusions are drawn from the findings:

1. Principal's leadership styles in terms of democratic, autocratic and laissez-faire have a significant relationship with teacher's performance and professional advancement. Therefore, the researcher's hypothesis that there is no significant relationship between principal's leadership styles and teacher's performance and professional advancement is rejected. This means that principal's leadership styles are very crucial for the high level of teacher's performance and professional development.
2. Principal's role in terms of decision-making, communication, and delegation of duties have a significant relationship with teacher's performance and professional advancement. Thus, the researcher's hypothesis that there is no significant relationship between principal's role and teacher's performance and professional advancement is partially rejected because the delegation of duties in terms of seminars/trainings attended and recognition as a resource speaker/trainer have very weak correlation with analysis of "Not Significant".

Recommendations

In the light of the foregoing conclusions, the following recommendations were formulated:

1. Principals may continue to use or apply their leadership styles for the success of their plans and projects for their organization and principals together with the Department of Education Officials may offer more seminars especially for the National and International Level for the professional growth of the teachers.
2. Teachers may continue their master's degree and doctorate degree for their professional advancement and with these, they also may be promoted on their job with a salary increase.
3. Finally, to future researchers, they may use other relevant variables about principal's leadership styles to teacher's performance and professional advancement, and principal's role to teacher's performance and professional advancement.

ACKNOWLEDGEMENTS

With profoundest gratitude, the following are acknowledged for their indispensable contributions for the success of the research study:

ALMIGHTY GOD, who always gives wisdom, knowledge, strength, skills, and inspiration in her life;

MARIO R. BRIONES, EdD, President of Laguna State Polytechnic University Main Campus, for his excellent leadership that made the university globally competitive;

ROSARIO G. CATAPANG, PhD, Associate Dean of College of Teacher Education and her thesis adviser, for her undying support, valuable insights, enormous guidance and advice given to do well with her study;

RHONEL B. VIBORA, PhD, her subject specialist, for his broad knowledge and patience in giving constructive criticism to improve the study;

AUGUST V. TUIZA, EdD, her technical editor, for the encouragement and ultimate enthusiasm in checking the study;

BENJAMIN O. ARJONA, PhD, her statistician, for helping her to interpret the data gathered in statistical computations;

FLORHAIDA V. PAMATMAT, EdD, her language critic, for the grammatical corrections and revisions that made research better;

MARIE ANN S. GONZALES, PhD, her external statistician, for helping her to do statistical computations and to interpret the data gathered;

ROGEL E. BARCENAS, PhD, for his proofreading support and informative document recommendations;

MARIA EVA E. DIONGCO, EdD, her Methods of Research Professor, for giving her ideas and encouragement to finish her study;

Finally, all the people behind this research study who prayed and support the researcher especially **her family**.

GOD BLESS US ALL!!

“The Researcher”

REFERENCES

Akinnubi et. al. (2012). Effective Communication: A Tool for Improvement of Secondary School Management. Retrieved from <https://core.ac.uk/download/pdf/234633446.pdf>

Broad and Evans (2012). A Review of Literature on Professional Development, Content, and Delivery Modes for Experienced Teachers. Retrieved from <https://www.oise.utoronto.ca/guestid/ite/UserFiles/File/ARewiewofLiteratureonPD.pdf>

Burroughs (2019). Teaching for Excellence and Equity. Retrieved from <https://link.springer.com/book/10.1007/978-3-030-16151-4>

Cherry (2015). Leadership Styles. Retrieved from <http://myweb.astate.edu/sbounds/AP/2%20Leadership%20Styles.pdf>

Cherry (2022). What Is Laissez-Faire Leadership?. Retrieved from <https://www.verywellmind.com/what-is-laissez-faire-leadership-2795316>

Chukwusa (2018). Autocratic Leadership Style: Obstacle to Success in Academic Libraries. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=5380&context=libphilprac>

Desimone et al., (2013). Beyond Accountability and Average Math Scores: Relating multiple state education policy attributes to changes in student achievement in procedural knowledge, conceptual understanding and problem solving in mathematics. Educational Measurement: Issues and Practice, 24(4), 5–18. Retrieved from <https://doi.org/10.1111/j.1745-3992.2005.00019.x>

Dike et al., (2019). Democratic Leadership Style and Organizational Performance: An Appraisal. Retrieved from <http://www.internationalpolicybrief.org/images/2019/APRIL/IJDSHMS/ARTICLE8.pdf>

Karr 2013. 4 Benefits of Graduate Studies. Retrieved from <https://bukas.ph/blog/4-benefits-of-graduate-studies/>

Kolkata (2016). Guideline for Planning and Conducting Seminar. Retrieved from <http://westbengalforest.gov.in/upload/development/cm14.pdf>

Lagrisola (2018). Implication of Action Research and Individual Performance Commitment Review Form (IPCRF) on the Performance Rating of Public Elementary and Secondary School Teachers in the Division of Laguna. Retrieved from <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/8060#:~:text=In%20most%20cases%2C%20a%20good,public%20elementary%20and%20secondary%20Schools.>

Landry (2020). How To Delegate Effectively: 9 Tips for Managers. Retrieved from <https://online.hbs.edu/blog/post/how-to-delegate-effectively#:~:text=Delegation%20refers%20to%20the%20transfer,specific%20tasks%20to%20their%20employees.>

Spinelli (2023). Why Teachers Make Great Trainers: The Show Notes. Retrieved from <https://teachertransition.com/teachers-make-great-trainers/>

Styler (2019). The Pros and Cons of Earning a Master's Degree. Retrieved from <https://www.rasmussen.edu/student-experience/college-life/pros-and-cons-of-mastersdegree/>

Solihull (2023). The importance of communication. Retrieved from <https://www.cipp.org.uk/resources/news/the-importance-of-communication.html#:~:text=In%20our%20daily%20life%2C%20communication,on%20information%20and%20share%20thoughts.>

Womack et al., (2015). Most Effective Practices in Lesson Planning. Retrieved from <https://files.eric.ed.gov/fulltext/ED553616.pdf>