

Leadership Styles of Public School Heads and Teachers' Well-Being

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Abstract

School leaders who fail to value their teachers' well-being face professional relationships less effective and decrease the team's overall performance. Thus, this study aimed to determine the extent of public school heads' leadership styles; and the level of the teachers' well-being; to find the significant relationship between the public school heads' leadership style and the teachers' well-being and to identify which public school heads' leadership style predicts singly or in combination the teachers' well-being. This study employed the descriptive-correlational and causal design and utilized an adapted and modified questionnaire of De Guzman 2020 to get the needed data from the respondents for a total of one hundred thirty (130) teachers from Libona I and Libona II Districts through purposive universal sampling. Mean and Standard Deviation were utilized to get the extent of public school heads' leadership style and the level of teachers' well-being. Pearson r to get the significant relationship and multiple linear regression to identify which independent variable predicts singly or in combination the teachers' well-being. Results showed that strategic leadership style of the public school heads are Most of the Time and at High Extent. Teachers Strongly Agree that their well-being aspects especially emotional well-being are Always Observed. Situational Leadership is a good predictor of Teachers' well-being. Thus, public school heads are encouraged to give value to the teachers' well-being.

Keywords: Strategic, Transformational, Situational, Leadership Style, Well-being

1. Introduction

School heads' leadership style is essential for the advancement of teachers and the school community. Teachers' well-being is an essential challenge for school leaders to achieve when shaping a school environment supportive to their personal and professional developments and stimulate teaching effectiveness and work productivity of teachers. School leaders who fail to place value on their teachers' well-being face professional relationships and collaborative conditions that are less effective and decrease the team's overall performance. Leaders help teachers address various challenges in school and in their professional activities including worldwide networks which demand countless leadership of school heads. Teachers' well-being is an essential issue for school heads' leadership style to address when shaping a supportive learning climate. When left unrestricted, emotional stress and pressure have damaging effects on individual teacher and negatively effect on fellow teachers, students, and the school organization. (Halpin, 2021)

Moreover, school heads' leadership style affects the development of teachers' work efficiency and well-being such as happiness, work security, safety, and health. However, through the school heads' exercise of school leadership, number of ancillary work assignments and non-academic responsibilities are given to teachers to achieve educational goals and objectives of the public school which psychologically and physically affect teachers' well-being and result to lower performance. (Peris et al., 2021)

As the researchers experienced from various school heads assigned from the station, it was observed that school heads' leadership styles influenced teachers to be submissive to perform critical teaching and non-teaching tasks of allocated roles to achieve educational objectives of the institution. They will also coordinate

and allocate resources as well as processes and monitor the day-to-day operations of the school organizations to achieve better school achievement through exceptional leadership practices which oblige and constrain teachers to perform extraordinarily to meet the demands and comply with the school heads' directives and orders which unsympathetically affect teachers' well-being.

It is based on this consideration that the researcher was motivated to conduct a study on the school heads' leadership styles to teachers' well-being in Libona I and Libona II Districts in the Division of Bukidnon for the School Year 2022-2023.

The paradigm of the study was anchored on the Path-goal Theory of Leadership of House (1991) in Baumeyer (2022) study which focused on how leaders influence followers' expectations. It was grounded on the belief that employees' performance is greatly influenced by the leaders' leadership behavior. The leaders help group members in attaining productive work activities by clarifying the paths to goals and removing obstacles to performance. The leaders do so by providing support and information as well as other resources which are required by employees to complete the tasks. Further, House's theory advocates that leadership styles influence followers' work performance and leadership is not viewed as position or power but rather leaders are considered as coaches and facilitators to their subordinates. Leader's effectiveness depends on several employees and environmental contingent factors and the adoption of strategic leadership strategies which philosophy adopts all the different leadership approaches and styles based on the need of the situations.

Subsequently, under the House's Path-goal Theory, it was emphasized that leaders provide guidelines and allow the subordinates to be aware of what is expected from them. They will also set performance standards for the subordinates and control behavior when performance standards are not met. They will make judicious use of rewards and disciplinary action. It was further emphasized that there are leaders who are friendly towards subordinates and display personal concern for their needs, welfare, and well-being. They believe that group decision-making is imperative in achieving organizational goals. They consult constituents and subordinates on important work-related issues.

Leadership styles may inspire teachers to contribute and perform better in school, develop high regard of the teaching profession and the sense of security and belongingness to the organization. Cruz (2020) asserted that school heads' leadership styles impact teachers' well-being and teaching effectiveness. The ability of the school heads to handle the teaching and non-teaching personnel and recognize their individual needs, feelings, and interests elicits group work performance and inspire teachers for productivity and effectiveness.

Day (2021) exemplifies that school heads' who possessed effective leadership styles are concerned in creating and maintaining a sense of vision, culture, and interpersonal relationships. In the context of a school system, this leadership styles push teachers to achieve the institutional objectives and working with them to accomplish both personal and organizational objectives.

2. Methodology

A descriptive-correlational research design was employed to describe the level of MOOE utilization in The study utilized the Descriptive correlational and causal research which is a fact-finding inquiry or investigation. It was employed to develop a thorough knowledge of the primary causes of the given situations. In addition, descriptive design as an inquiry used an in-depth analysis of the problem which data collection methods include, but not limited to the survey questionnaire and the like (Halpin, 2021).

Then, it was utilized to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. This method measures variables through the use of quantifiable or finite data and the analysis will be based on generated information from statistical tools. This method is also used in an inquiry with larger population. Successively, descriptive data gathering procedures comprise different types of gathering information such as, but not limited to, the use of adapted survey questionnaires.

Mean values and Standard Deviation were used to present the extent of the school heads' leadership

styles. Frequency and percentage were used to present the level of teachers' well-being. Additionally, Pearson Product Moment Correlation Coefficient (r) was utilized to ascertain significant relationship between the extent of school heads' leadership style and the level of teachers' well-being. Multiple linear regression analysis was used to predict the influence of the independent variables to teachers' well-being.

3. Results and Discussions

Problem1. What is the extent of leadership styles of public school heads in Libona I and Libona II District in the Division of Bukidnon in terms of:

- 1.1 Strategic;
- 1.2 Transformational; and
- 1.3 Situational?

Table 1

Strategic Leadership style of Public School Heads

INDICATORS The school head...	Mean	SD	Description	Interpretation
1. communicates to stakeholders of programs towards the achievement of goals and objectives of the school.	3.86	0.69	Most of the Time	High Extent
2. maintains transparency of records and expenses of the school.	4.04	0.75	Most of the Time	High Extent
3. enforces rules and regulations in allowable and authorized school contribution.	4.15	0.80	Most of the Time	High Extent
4. performs instructional supervision (checks weekly work plan, monitor teacher's attendance, observes distribution of modules, etc.)	4.39	0.66	Always	Very High Extent
5. undertakes inspection of school campus and equipment and facilities.	3.82	0.80	Most of the Time	High Extent
6. establishes rapport with parents and students.	4.09	0.80	Most of the Time	High Extent
7. establishes open & two-way communication with teachers.	3.85	0.96	Most of the Time	High Extent
8. encourages and motivates teachers to develop positivity in work amidst challenges.	4.07	0.89	Most of the Time	High Extent
9. emphasizes collaboration and empowerment.	4.15	0.78	Most of the Time	High Extent
10. encourages teachers for professional growth and development.	4.20	0.91	Most of the Time	High Extent
Overall	4.06	0.80	Most of the Time	High Extent

Note: 4.21-5.00= Very High Extent; 3.41-4.20= High Extent; 2.61-3.40= Moderate Extent; 1.81-2.60= Low Extent; 1.00-1.80 Very Low Extent,

Table 1 on the previous page presents the Leadership Style of Public School Heads in terms of Strategic Leadership. It reveals that it has an overall Mean of 4.06 with SD = 0.80, which is described as Most of the Time and interpreted as High Extent. The finding implies that the public school heads in Libona 1 and Libona 2 Districts in the Division of Bukidnon can practice different styles of management, develop, a vision for the school organization that enables them to adapt to or remain competitive in a changing economic and technological climate. They can communicate to the stakeholders the school program towards the achievements of goals and objectives; maintain transparency in all transactions and enforce rules and regulations as well as perform instructional supervision.

The study of Cruz (2021) supports the finding of this study as he asserted that strategic leadership of public school leaders utilize strategy in the management of human and material resources. It is the potential to influence school organizational members and to execute organizational change. Additionally, it was avowed that public school heads who practiced strategic leadership creates school organizational structure, allocate resources and express strategic vision in order to achieve and attain school's goals and objectives.

Moreover, the indicator, *The school head performs instructional supervision (checks weekly work plan, monitor teacher's attendance, observes distribution of modules, etc.)*, has the highest Mean of 4.39 with SD = 0.66, which is described as Always and interpreted as Very High Extent. This finding implies that the public school heads regularly conducted the instructional supervision to teachers to ensure that effective teaching-learning activities are appropriately carried out in the classrooms. It ensures that instructional quality is in place and provided by school heads to teachers. This is also a professional continuous and cooperative

process for the improvement of instruction. It characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve learning situation and quality of learning in schools is ensured. The manner and approach of the school heads does not hold rigidly to a single set of assumptions, but it draws upon multiple theories, styles or ideas to gain complementary insights to a certain subject or applies different particular theories in a certain cases.

This finding is supported by Amba (2020) who asserted that instructional supervision is conducted by the public school heads to ensure an improved teaching and learning. It was also emphasized that to achieve an improved teaching and learning process, the school heads are required to perform instructional supervision to help teachers develop a new set of instructional strategies and methodology.

Subsequently, Day (2021) purported that instructional supervision is conducted by the public school heads to provide objective feedback to teachers on teaching-learning processes; to diagnose and solve teaching issues and challenges; to help teachers develop their strategies and skills; to evaluate teachers for promotions or appointments; and, to help teachers maintain positive teaching attitude.

On the other hand, the indicator, *The school head undertakes inspection of school campus and equipment and facilities*, got the lowest Mean of 3.82 with SD = 0.80, which is described as Most of the Time and interpreted as High Extent. This finding implies that public school heads conduct inspection of the school campus and equipment and facilities to ensure that the school buildings and campus are safe for students, conducive for learning, and the schools' equipment and laboratory facilities are well-functioning to better serve the learning needs of students. The result also shows that the school head less undertakes inspection of school campus and equipment and facilities hence, it was designated to a certain committee or teacher in-charge who's more knowledgeable on the said area.

The finding was supported by Aguino (2019) who pointed out that the conduct of inspection for school buildings and campus is one of the primary responsibilities of the public school heads to ensure that learners are given the safe learning environment and appropriate as well as functional learning resources and laboratory facilities are provided to intensify learning.

Subsequently, it was emphasized that learning is meaningful when school facilities are provided to learners because it helps improve the quality of the study environment in school, thus improving the condition of the learning environment influences quality education. Further, an improved school building and classroom conditions allow students to focus and concentrate more on their studies with teachers facing fewer distractions.

Table 2

Transformational Leadership style of Public School Heads

INDICATORS	Mean	SD	Description	Interpretation
The school head...				
1. prioritizes on the professional development of teachers.	3.79	0.89	Most of the Time	High Extent
2. creates a positive and supportive culture in the school.	3.76	0.83	Most of the Time	High Extent
3. provides support and encourage teachers to enhance teaching.	3.87	0.80	Most of the Time	High Extent
4. mediates conflict and introduce the win-win solutions.	3.77	0.85	Most of the Time	High Extent
5. involves teachers in the implementation of organizational plan.	4.02	0.85	Most of the Time	High Extent
6. delegates responsibilities to teachers to develop their leadership skills.	4.16	0.74	Most of the Time	High Extent
7. Authorizes teachers to make minor decisions on school-related issues and concerns.	4.01	0.70	Most of the Time	High Extent
8. Allows teachers to use their own styles and methods of teaching.	4.36	0.67	Always	Very High Extent
9. Coaches teachers in their class and work activities.	4.14	0.76	Most of the Time	High Extent
10. Provides clinical supervision and counselling to teachers.	3.89	0.79	Most of the Time	High Extent
Overall	3.98	0.79	Most of the Time	High Extent

Note: 4.21-5.00= Very High Extent; 3.41-4.20= High Extent; 2.61-3.40= Moderate Extent; 1.81-2.60= Low Extent; 1.00-1.80 Very Low Extent

Table 2 shows the Leadership Style of Public School Heads in terms of Transformational

Leadership. It reveals that it has an overall Mean of 3.98 with SD = 0.79, which is described as Most of the Time and interpreted as High Extent. This finding implies that public school heads frequently and recurrently utilized transformational leadership style. This means that the leadership approach utilized by the school heads causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in teachers with the end goal of developing teachers into leaders as they prioritized teachers' professional development; creates a positive and supportive school culture; provides technology and encourage teachers to enhance teaching; involves teachers in the implementation of the school plans; delegates some responsibilities; and, provides clinical supervision in order to assess them enhance teaching and work performance.

This finding was supported by Postrano (2020) who asserted that transformational school leaders are quiet leaders. They are the ones that lead by example. Their style tends to use rapport, inspiration, or empathy to engage teachers in school activities. They are known to possess courage, confidence, and the willingness to make sacrifices for the greater good. Transformational school leaders focus on transforming others to support each other and the organization as a whole. Teachers at transformational school leaders respond by feeling trust, admiration, loyalty, and respect for the leader and are more willing to work harder than originally expected.

Moreover, the indicator, *The school head allows teachers to use their own styles and methods of teaching*, has the highest Mean of 4.36 with SD = 0.67, which is described as Always and interpreted as Very High Extent. This implies that school heads allow teachers to use their own teaching styles where they are comfortable and comfy. Teaching styles that match students' learning styles, and that put student needs and learning at the forefront, can lead to more positive academic outcomes. Students tend to be more engaged, and thus better grasp on the learning materials.

This finding was supported by Alimo (2021) who asserted that teachers' teaching style will greatly influence on how students will be motivated to learn, thus it is through the creativity of the teacher in presenting the lesson in various ways can add up to the motivating factors of the students to perform well inside the classroom. Further, it was emphasized that students learn by connecting new knowledge with knowledge and concepts that they already know, most effectively in active social classrooms where they negative understanding through interaction and varied approaches.

On the other hand, the indicator, *The school head creates a positive and supportive culture in the school*, got the lowest Mean of 3.76 with SD = 0.83 and described as Most of the Time and interpreted as High Extent. This finding indicates that school heads does not show a positive and supportive culture in school hence there would be less programs or activities that develops or support the cultural development in the school. The public school heads' ability to create a positive and supportive culture in school is important to provide individuals successes of teachers and students are recognized and celebrated. The supportive culture establishes positive relationships and interactions are characterized by openness, trust, respect and appreciation.

This finding was supported by Deluga (2021) who found that the creation of positive and supportive school culture is one of the characteristics of transformational school leaders which helps achieve school and educational objectives. Through the creation of positive and supportive school culture provides the safe and supportive school climate and motivate teachers to do better.

Table 3 shows the extent of Leadership Styles of Public School Heads in terms of Situational Leadership. It reveals that it has an overall Mean of 4.04 with SD = 0.77, which is described as Most of the Time and interpreted as High Extent. This implies that public school heads in Libona 1 and Libona 2 Districts in the Division of Bukidnon most of the time exercised situational leadership style in the performance of their administrative and instructional functions. This means that the school heads adapt their leadership style based on the unique situations or tasks to meet the needs of teachers as team members of the school organization.

Deluga (2021) provides support to the findings as he asserted that the most effective leadership style is affected by the circumstances leaders find themselves in. Further, it was avowed that situational leadership

style of the public school heads relies on their ability to lead the school organization based on certain situational factors. By understanding, recognizing and adapting to these factors, school heads will be able to influence their surroundings and followers much more successfully than if these factors are ignored.

Table 3*Situational Leadership style of Public School Heads*

INDICATORS	Mean	SD	Description	Interpretation
The school head...				
1. reminds teachers to work because they are paid by the government.	4.39	0.61	Always	Very High Extent
2. emphasizes that every work has a corresponding reward.	4.14	0.84	Most of the Time	High Extent
3. motivates teachers through favor and material rewards.	3.81	0.97	Most of the Time	High Extent
4. sets standards and is results-oriented.	3.97	0.67	Most of the Time	High Extent
5. influences teachers to achieve outstanding performance.	4.03	0.75	Most of the Time	High Extent
6. checks the teachers work on a regular basis to assess their progress and learning.	4.42	0.91	Always	Very High Extent
7. appoints teachers into task groups to action policies affecting them.	4.01	0.75	Most of the Time	High Extent
8. makes sure that teachers aware of, and understand the policies and procedures.	3.80	0.91	Most of the Time	High Extent
9. recognizes teachers' achievements with encouragement and support.	3.93	0.75	Most of the Time	High Extent
10. focuses on opportunities and not problems	3.93	0.82	Most of the Time	High Extent
Overall	4.04	0.77	Most of the Time	High Extent

Note: 4.21-5.00= Very High Extent; 3.41-4.20= High Extent; 2.61-3.40= Moderate Extent; 1.81-2.60== Low Extent; 1.00-1.80 Very Low Extent

Moreover, the indicator, *The school head checks the teachers work on a regular basis to assess their progress and learning*, has the Mean of 4.42 with SD

= 0.91, which is described as Always and interpreted as Very High Extent. This implies that the Public School heads consistently and regularly check teachers' teaching performances through class observations, evaluation of classroom atmosphere if it is conducive for learning in order to ensure that learning takes place in school. Further, it can be deduced that the school heads check teachers' work in order to ascertain whether teachers continually verify students' learning and are ready of the strategies to intensify their learning performance through school heads regular monitoring of class activities. This will also provide the teachers the opportunity to improve learning based on students' responses throughout the teaching and learning process.

This finding is supported by Alferez (2021) who asserted that the school heads' regular checking of teachers' work is the major responsibility of the former to ensure that teaching-learning takes place in the classroom. Further, it was emphasized that the school heads' situational leadership style is focused on the characteristics of teachers in determining appropriate teaching behaviors. School heads encourage teachers change in terms of their ability (task readiness) and willingness (psychological readiness) to perform the required task and performance that is preparing their lessons and strategies in their classes. Thus, necessitates public school heads' regular and continuous monitoring.

On the other hand, the statement, *makes sure that teachers aware of, and understand the policies and procedures*, got the Mean of 3.80 with SD = 0.9, which described as Most of the Time and interpreted as High Extent. The finding implies that the school heads shows less on teachers' awareness of the policies and procedures in the pedagogy of learning and in education. This means that the school head must continuously communicate and revisit the roles and instructional functions of teachers as educators to ensure effective students' learning environment.

The finding of the study was supported by Amba (2021) who asserted that teachers' awareness and understanding of the policies and procedures as the school heads' administrative function can stimulate their intellectual capacity have more improved teaching performance than those whose school principals absolutely circumvent responsibilities and do not mediate in the work activities of the subordinates.

Further, it was emphasized that students and teachers are major customers of all policies in school. School heads should establish standard rules to guide acceptable behaviour, and help create a conducive learning environment. All of these are necessary to help the institution run smoothly to ensure that students receive a quality education.

Table 4*Overall Leadership Styles of Public School Heads*

Extent of leadership styles of Public School heads	Mean	SD	Description	Interpretation
Strategic	4.06	0.80	Most of the time	High Extent
Transformational	3.98	0.79	Most of the time	High Extent
Situational	4.04	0.77	Most of the time	High Extent
Overall	4.03	0.78	Most of the time	High Extent

Note: 4.21-5.00= Very High Extent; 3.41-4.20= High Extent; 2.61-3.40= Moderate Extent; 1.81-2.60= Low Extent; 1.00-1.80 Very Low Extent

Table 4 on the previous page, shows the overall extent of Leadership Styles of Public School Heads. It reveals that it has an overall Mean of 4.03 with SD = 0.78, which is described as Most of the Time and interpreted as High Extent. This implies that most of the time public school heads performed different leadership styles in their administration and instructional functions. School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. School leaders establish great teaching practices they develop inclusive and inspiring learning cultures for the whole school, and provide intensive, individualized, and sustainable teacher training.

Moreover, public school heads' *Strategic Leadership*, has the highest Mean of 4.06 with SD = 0.80, and described as Most of the Time and interpreted as High Extent. This finding implies that school leaders are the focal point for organizational learning. They promote a culture of inquiry, and they search for the lessons which guides the school leader through assuring constant improvement process by anticipating future trends and planning for them and noting that plans must be flexible to respond to changes. The school heads that utilized a strategic leadership style help streamline processes, boost strategic productivity and promote innovation because it creates flexibility and strengthen operations, especially in times of turbulence, the focus should not only shift to learning outcomes, support for quality teaching and learning, but also on management that reinforces them. Strategic school heads encourage teachers to be more productive, independent, and push new ideas. They provide rewards and incentives program because these are part of the integral part of the strategic leadership.

Cruz (2021) asserted that school heads who are strategic leaders encouraged teachers and help them reach their strategic goals. They are strong communicators, active listeners, passionate, positive, innovative, collaborative, honest, diplomatic, empathetic, and humble. Additionally, they have the ability to influence others to voluntarily make decisions that enhance the prospects for the schools' long-term success.

On the other hand, Public School heads' *Transformational Leadership*, got the Mean of 3.98 with SD = 0.79, and described as Most of the Time and interpreted as High Extent. The finding implies that school heads most of the time cause changes in individuals and social system which create valuable and positive change in the followers with the end goal of developing followers into leaders. It can be deduced based on findings that transformational leadership style of school heads promotes collaboration and enhance teachers' morale, intensify teachers' interest and cheerfulness in the teaching career.

Further, it stimulates teachers' innovativeness and creativity and establishes a climate of supports and camaraderie. As Peris (2021) commented that transformational leadership style of school heads influence teachers' teaching performance. Supportive school climate created by the transformational school principals allow teachers to develop higher teaching potentials and produce positive teaching results which are measured in terms of students' learning outcomes.

Problem 2. What is the level of teachers' well-being in terms of:

- 2.1 Mental;
- 2.2 Emotional; and

2.3 Social well-being?

Table 5 shows the Well-being aspect of teachers in terms of Mental Aspect. It reveals that it has an overall Mean of 4.12 with SD = 0.68 which is described as Agree and interpreted as Observed. This indicates that public school teachers had higher mental well-being and that it can be deduced based on findings that they are mentally capable of performing their instructional functions which means that teachers' mental health has a direct impact on their ability to take in new information, understand new concepts and master new skills. When struggling with depression, anxiety or other mental health issues, working on assignments and attending classes become impossible. School heads' have a direct impact on teachers' motivation and working conditions, their influence on teachers' knowledge and skills produces less impact on teachers' performance.

Table 5

Teachers' Mental Well-being

INDICATORS	Mean	SD	Description	Interpretation
<i>As a teacher, I have/had...</i>				
1. been feeling optimistic about the future.	4.39	0.63	Strongly Agree	Always Observed
2. been feeling interested in other people.	4.01	0.79	Agree	Most of the Time Observed
3. energy to spare.	4.13	0.61	Agree	Most of the Time Observed
4. been dealing with problems well.	3.97	0.70	Agree	Most of the Time Observed
5. been feeling good about myself.	4.04	0.69	Agree	Most of the Time Observed
6. been feeling close to other people.	3.99	0.67	Agree	Most of the Time
7. been able to make up my own mind about things.	4.13	0.63	Agree	Most of the Time Observed
8. been feeling loved.	4.19	0.67	Agree	Most of the Time Observed
9. been interested in new things.	4.14	0.71	Agree	Most of the Time Observed
10. been feeling cheerful.	4.17	0.68	Agree	Most of the Time Observed
Overall	4.12	0.68	Agree	Most of the Time Observed

Note: 4.21-5.00= Always Observed; 3.41-4.20= Most of the Time Observed; 2.61-3.40= Sometimes Observed
 1.81-2.60= Seldom Observed; 1.00-1.80= Never Observed

Moreover, the indicator, *As a teacher, I have been feeling optimistic about the future*, has the highest Mean of 4.39 with SD = 0.63, which is described as Strongly Agree and interpreted as Always Observed. This finding implies that teachers are always optimistic about the future of their work. Teachers' optimism for the future can help them initiate change and improve their skills for work success. When teacher is optimistic, students feel encouraged and motivated in which the classes can be exciting with them who pushes their own limits while encouraging all students to believe to their selves. School heads' leadership practice has influenced on teachers' optimism.

On the other hand, the indicator, *As a teacher, I have been dealing with problems well*, got the Mean of 3.97 with SD = 0.70 and described as Agree and interpreted as Observed. This finding indicates that teachers experience problems and hardships but it doesn't affects towards their work being educator. It can also be deduced based on the findings that their ability to deal with school issues and challenges are inspired by the leadership style of their school heads.

Table 6 on the next page, shows the Well-being aspect of teachers in terms of emotional aspect. It revealed that it has an overall Mean of 4.36 with SD = 0.63, which is described as Strongly Agree and interpreted as Always Observed. This finding implies that teachers' emotional well-being is higher which means that they always provide genuine credits to other teachers, develop empathy, develop effective class management, control disruptive students' behaviors, show respect to other teachers, and accepts as well as carry out responsibilities assigned to them by the school heads.

This finding was supported by Bolman and Deal (2021) who asserted that that teachers' well-being and teaching effectiveness are greatly influenced by the school heads' leadership practices and styles. Further, it was also claimed that school heads who can foster a sense of purpose in the school organization, provide direction, and passion, especially in times of crisis or rapid change, may produce committed and loyal teachers in the service and committed and loyal teachers produce desirable teaching outcomes.

Table 6
Teachers' Emotional Well-being

INDICATORS <i>As a teacher, I...</i>	Mean	SD	Description	Interpretation
1.give credit to the works and ideas of other teachers	4.30	0.69	Strongly Agree	Always Observed
2. try to put myself to other's shoes.	4.31	0.70	Strongly Agree	Always Observed
3. establish effective classroom management.	4.24	0.60	Strongly Agree	Always Observed
4. control disruptive behavior.	4.22	0.63	Strongly Agree	Always Observed
5. care/respect other teachers and school head.	4.50	0.57	Strongly Agree	Always Observed
6. take initiative to help others performing school works.	4.35	0.65	Strongly Agree	Always Observed
7. accept and carries out responsibilities attached to the job.	4.52	0.59	Strongly Agree	Always Observed
8.give constructive advice and suggestions to fellow teachers	4.21	0.65	Strongly Agree	Always Observed
9. work cooperatively with other teachers in school.	4.39	0.58	Strongly Agree	Always Observed
10.behave according to the conduct and ethical standards for teachers	4.59	0.60	Strongly Agree	Always Observed
Overall	4.36	0.63	Strongly Agree	Always Observed

Note: 4.21-5.00= Always Observed; 3.41-4.20= Most of the Time Observed; 2.61-3.40= Sometimes Observed

1.81-2.60= Seldom Observed; 1.00-1.80= Never Observed

Moreover, the indicator, *As a teacher I behave according to the conduct and ethical standards for teachers*, has the highest Mean of 4.59 with SD = 0.60, which is described as Strongly Agree and interpreted as Always Observed. This means that teachers always behaved accordingly and conduct according to the ethical standards of public school teachers. It can be deduced based on findings that public school teachers are obedient to their school heads and are willing to perform the assigned responsibilities because of the type of leaderships adapted by their school heads which help enhance their emotional well-being to work and perform their responsibilities without any mental and emotional reservations.

The findings of the study were supported by Peris (2021) who pointed out that leadership styles of the school heads influence teachers to develop desirable behavior which help improve and enhance performance and at the same time conduct themselves according to the prescribed ethical standards of teachers. School heads' leadership creates supportive school climate which encourage teachers to develop higher teaching potentials and produce positive teaching results which are measured in terms of students' learning outcomes.

On the other hand, the statement, *give constructive advice and suggestions to fellow teachers*, got the Mean of 4.21 with SD = 0.65 and described as Strongly Agree and interpreted as Always Observed. This finding indicates that the teachers can give advice to teachers and at the same time receive guidance from the school heads and from fellow teachers regardless of the leadership styles shown by the leaders. Peris (2021) asserted that teachers with higher emotional competence are willing to provide advice and suggestions to fellow teachers and at the same time receive advice from other teachers in school.

Table 7 on the next page, shows the extent of the Well-being aspect of teachers as to Social aspect. It revealed that it has an overall Mean of 4.16 with SD = 0.61 which described as Agree and interpreted as Observed. This implies that teachers' social well-being is always observed. It can be deduced based on findings that teachers even during the times of down moments can easily get along well with others; easily understand others; express freely their opinion and ideas; appreciate others; build emotional and social relationship; perform social interactions; minimized anxiety, depression, and loneliness.

This finding was supported by Cruz (2021) who asserted that teachers' social well-being is influence by the school heads' leadership styles. School leadership harness the talents and motivations of teachers. It develops inclusive and inspiring learning cultures for the whole school, and provide intensive, individualized, and sustainable teacher training. It was also emphasized that school heads' leadership style played the role in school heads ability to promote teachers' well-being.

Table 7*Teachers' Social Well-being*

INDICATORS	Mean	SD	Description	Interpretation
<i>As a teacher, I can easily...</i>				
1. get along well with others especially to fellow teachers and school head.	4.11	0.66	Agree	Observed
2. understand others behavior both in school and at home.	4.05	0.67	Agree	Observed
3. express freely my opinion and ideas to friends and in social groups.	4.05	0.65	Agree	Observed
4. accept others' opinion and ideas without prejudice of one's status.	4.21	0.60	Strongly Agree	Always Observed
5. appreciate my personal circumstance.	4.23	0.58	Strongly Agree	Always Observed
6. feel the sense of belongingness to the social group.	4.20	0.60	Strongly Agree	Always Observed
7. feel the need to forge emotional and social relationship with others.	4.00	0.65	Agree	Observed
8. feel that friends and fellow teachers meet social needs to interact cohesively.	4.20	0.58	Strongly Agree	Always Observed
9. feel that social interaction is necessary for professional growth.	4.31	0.58	Strongly Agree	Always Observed
10. feel that through social interactions anxiety, depression, and loneliness are minimized.	4.22	0.54	Strongly Agree	Always Observed
Overall	4.16	0.61	Agree	Observed

Note: 4.21-5.00= Always Observed; 3.41-4.20= Most of the Time Observed; 2.61-3.40= Sometimes Observed 1.81-2.60= Seldom Observed; 1.00-1.80= Never Observed

Moreover, the indicator, *As a teacher, I can easily feel that social interaction is necessary for professional growth*, has the highest Mean of 4.31 with SD = 0.58, which is described as Strongly Agree and interpreted as Always Observed. This finding implies that teachers are always involved in social interactions and find them necessary for their professional growth. Teachers involvement in various school and community activities, committees and trainings that will enhanced individual professional growth which can also be deduced based on finding that school heads' leadership style helps enhance teachers' ability to socialize and interact with others in the academic community.

On the other hand, the indicator, *As a teacher, I can easily feel the need to forge emotional and social relationship with others*, got the Mean of 4.00 with SD = 0.65 and described as Agree and interpreted as Observed. This finding implies that teachers felt the need to build emotional and social relationship with others especially in times of heavy workloads, environmental pressure and high expectations which can be deduced based on findings that public school teachers considered emotional and social scaffoldings from others within the work organization. It was also emphasized that teachers' social well-being is the result of school heads' leadership, school climate, and social culture.

Table 8.*Overall teachers' well-being*

Well-being of teachers	Mean	SD	Description	Interpretation
Mental	4.12	0.68	Agree	Observed
Emotional	4.36	0.63	Strongly Agree	Always Observed
Social	4.16	0.61	Agree	Observed
Overall	4.21	0.64	Strongly Agree	Always Observed

Note: 4.21-5.00= Always Observed; 3.41-4.20= Most of the Time Observed; 2.61-3.40= Sometimes Observed 1.81-2.60= Seldom Observed; 1.00-1.80= Never Observed

Table 8 shows the overall well-being of teachers. It reveals that it has an overall Mean of 4.21 with SD = 0.64, which is described as Strongly Agree and interpreted as Always Observed. This indicates that teachers' well-being is influenced by school heads' leadership style. It can be deduced based on findings that the school heads' leadership style motivates teachers to develop both their emotional, mental, and social well-

being.

Moreover, the extent of teachers' well-being in terms of *emotional aspect*, has the Mean of 4.36 with SD = 0.63, which is described as Strongly Agree and interpreted as Always Observed. This finding implies that teachers' emotional well-being is highly developed through the school heads' leadership styles which shows their ability to produce positive emotions, moods, thoughts, and feelings, and adapts when confronted with such adversity and stressful situations.

On the other hand, the extent of well-being aspect of teachers in terms of *mental well-being*, got the Mean of 4.12 with SD = 0.68, described as Agree and interpreted as Observed. The finding implies that teachers developed mental well-being through the exercise of school heads' leadership style which responds to the teachers' life's ups and down and the coping mechanisms with stresses of life, realization of abilities and learning to contribute to their community.

Problem 3. Is there a significant relationship between the leadership style of the school heads and the level of teachers' well-being?

The table 9 shows relationship between Leadership Styles and teachers' well-being. The test revealed a moderate positive correlation between all the variables, wherein, if the public school heads' leadership style variables change its direction all well-being aspects of the teachers also change in the same direction.

Table 9 Relationship between Extent of Leadership Styles and teachers' well-being
TEACHERS' WELL-BEING

LEADERSHIP STYLES	Emotional		Mental		Social		DESCRIPTION	INTERPRETATION
	r-value	p-value	r-value	p-value	r-value	p-value		
Strategic	0.47	0.00	0.35	0.00	0.31	0.01	MPC	Significant
Transformational	0.50	0.00	0.39	0.02	0.30	0.00	MPC	Significant
Situational	0.49	0.00	0.33	0.02	0.38	0.04	MPC	Significant

MPC = Moderate Positive Correlation

Significant when computed p-value < 0.05

As can be seen from the same table, strategic, transformational, and situational leadership and teachers' well-being aspects are significant at 0.05. In summary, taking it at the coefficient level, the extent of Public School Heads leadership styles are correlated to teachers well-being as to emotional, mental, and social aspects, with a *p* value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was rejected. This means that Independent variables has a significant relationship with the Dependent variables of the study.

This further implies that teachers' well-being depends on the leadership styles of public school heads. It is imperative that public school heads should consider their leadership styles. They should consider the welfare of the teachers also because their well-being will affect their ways of working in school, their attitude toward teaching and how they deal with their students.

Duties and Obligations of the School Heads of the Education Act of 1982 which commands that the school head or school principals shall perform their duties to the school by discharging their responsibilities in accord with the philosophy, goals, and aims of the school. In the Duties and Obligations of the School Heads of the Education Act of 1982 par. 1, sec. 4, rule 3, it says that school heads should develop as well as maintain a healthy school atmosphere conducive to harmonious and progressive school-personnel relationships, and to the promotion and preservation of academic freedom and effective teaching-learning, assume and maintain professionalism in the exercise of their leadership in their work and in their dealings with students, teachers, academic non-teaching personnel, administrative staff, and parents or guardians.

Problem 4. Which of the independent variables predict singly or in combination the teachers' well-being?

Table 10

Regression Analysis on Leadership Styles and Well-being Aspects of Teachers

Variables	UC		SC	t-value	Sig. (p-value)	Decision
	B	SE	β			
Constant	2.705	0.290	3.279	9.346	0.000	
Strategic	0.114	0.140	0.393	0.811	0.420	Accept Ho
Transformational	0.050	0.172	0.392	0.289	0.774	Accept Ho
Situational	0.220	0.111	0.530	1.885	0.042	Reject Ho
Model	R	R ²	Adjusted R ²	f-value	Sig. (p-value)	
	0.481	0.232	0.207	9.640	0.00	

Note: UC = Unstandardized Coefficients

SC = Standardized Coefficients

Significant when computed p-value < 0.05

Dependent variable = Emotional Aspect

The table 10 presents multiple regression analysis with independent variables that predict the well-being aspects of the teachers. It is hypothesized that the three (3) predictors will be positively associated with the well-being of public school heads where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictor of well-being. Results show that the 13% of the variance is explained by the three (3) predictors, $F(3,100) = 9.640$, $p < .001$. Moreover, situational leadership ($\beta = 0.530$, $t\text{-value} = 1.885$, $p\text{-value} = 0.042$) is positively has a relationship with the well-being aspects. It can be concluded that if the public school heads are able to increase the leadership styles in terms of situational leadership by 1% it will also increase the teachers' well-being aspects by 53%. This suggests that practicing situational leadership as a public school head can affect to the teachers' well-being.

Taking it in the coefficient level, situational leadership is a good predictor of public school head teacher with a p value lesser than 0.05. Hence, the multiple regression analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation;

Where;

Y = Well-being aspects

X = Situational Leadership

The test shows a significance between all the variables, wherein, if the leadership style variables change its direction all well-being aspects of the public school heads also changes in the same direction. From the analysis at the independent variable level by looking at the regression statistics test while holding the dependent variable constant at a time. As can be seen from the statistical results, strategic and transformational leadership show no significance with the teachers' well-being which means that in these styles of leaderships the dependent variables are less affected. And in the other hand, situational leadership shows significance on the dependent variables which means in every situation that the leaders or school heads being shown to the teachers', its' well-being is basically affected.

Deluga (2021) mentioned that situational leaders are adaptive and utilize strategy that encourages teachers to take stock of their team, weigh the many variables in their workplace and choose the leadership style that best fits their goals and circumstances. Situational leaders help teachers' performance which is measured on how they taught the lessons as well as how they provide necessary experiential learning to students which is according to Gregorio (2020) is essential to transmit educational programs of the DepEd to its highest level.

On the flip side, strategic ($\beta = 0.393$, $t\text{-value} = 0.811$, $p\text{-value} = 0.420$) and transformational ($\beta = 0.392$, $t\text{-value} = 0.289$, $p\text{-value} = 0.774$), has no significant difference and has no relationship with teachers' well-being aspects. This suggests that strategic and transformational leadership are not good predictors of teachers' well-being aspects. Hence, teachers' with this types of leaderships are grounded on the understanding that they will immediately respond to the instructional and technical needs of teachers and individual staff; focused on developing the school's capacity to innovate, explore to establish the school's capacity to achieve its goals, and create a sense of purpose that binds teacher together to promote the development of changes to practices of teaching and learning which also encourages teachers to take extra miles and go beyond what are expected from them. They communicate and convey teachers of what to accomplish and how to accomplish educational goals.

4. Conclusions and Recommendations

Based on the findings of the study, the following conclusions are drawn:

1. Leadership styles are at high extent applied by the school heads in Libona I and II Districts. The public school heads that utilized a strategic leadership style help streamline processes, boost strategic productivity and promote innovation because it creates flexibility and strengthen operations, especially in times of turbulence, the focus should not only shift to learning outcomes, support for quality teaching and learning, but also on management that reinforces them.

2. The teachers are mentally, emotionally and socially well. Hence, teachers' emotional well-being is highly developed through the school heads' leadership styles which shows their ability to produce positive emotions, moods, thoughts, and feelings, and adapts when confronted with such adversity and stressful situations.

3. Public school heads leadership styles have significant relationships with teachers' well-being therefore the null hypothesis is rejected.

4. Situational leadership style is the good predictor for teachers' well-being aspects which means in every situation that the leaders or school heads being shown to the teachers', its' well-being is basically affected.

Based on the findings and conclusions presented, the following recommendations are suggested:

1. The school heads' develop transformational leadership style to create a positive and supportive culture in school. It is important to provide individual's successes as teachers and as students.

2. Teachers need to develop their mental well-being to continuously deal positively with problems and hardships that could not affect towards their work being educators.

3. School Heads and teachers are encouraged to continuously desire a healthy and harmonious relationship as leaders and teachers which can promote good emotional, mental, and social well-being among teachers. In order to inspire teachers to work and perform their instructional functions more efficiently and effectively regardless on the styles of leaderships.

4. Transformational and strategic leadership styles can also be utilized by public school heads to cause changes in school but they also need to consider the teachers emotional, mental and social well-being for better school performance.

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